National Seminar

on

# Higher Education in India :

# Issues, Challenges for Quality and Inclusiveness

on 28th and 29th January 2024

# Souvenir



Organised by

## DEPARTMENT OF SOCIOLOGY

## Faculty of Social Sciences

## Dr. B. R. Ambedkar Open University

Prof. G. Ram Reddy Marg, Road No.46, Jubilee Hills, Hyderabad

# THE FACULTY OF SOCIAL SCIENCES

# Dr. B. R. AMBEDKAR OPEN UNIVERSITY

## Congratulates on your Retirement



## Prof. GHANTA CHAKRAPANI

**Senior Professor, Department of Sociology**

***We Profusely thank you for your Dynamic Leadership, Intellectual Contribution, Commitment, and Continuous Support to the Dept of Sociology & Faculty of Social Sciences .***

***Happy Retirement Sir***

**Sudha Rani, Venkataiah, Srinivas, Ravinder, AVRN Reddy, Pallavi, Lakshmi, Venkata Ramana, Boju Srinivas, Dayakar, Krishna Reddy, Janardhan Reddy, Sathi Reddy, Radhakrishna, Padmanabha Rao, Yadagiri, Sunil Kumar, Narsimulu, Sriveni, Kiran Kumar & Raja Goud.**

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**Prof. K. SEETHARAMA RAO**
Vice-Chancellor
Dr. B.R. Ambedkar Open University, Hyderabad.

# MESSAGE FROM VICE-CHANCELLOR

I am delighted that the Department of Sociology, Dr.B.R.Ambedkar Open University is organizing a National Seminar on "Higher Education in India-Issues and Challenges for Quality and Inclusiveness in the context of superannuation of Prof.Ghanta Chakrapani, Senior Professor of Sociology and Director Academic, Dr.B.R.Ambedkar Open University.

Prof.Ghanta Chakrapani born in 1965 is a distinguished academician, public intellectual. He was a journalist, writer, public speaker, policy expert and political analyst. He started his academic career in the early 90s at Kakatiya University, Warangal and joined as Assistant Professor at Dr.B.R.Ambedkar Open University, Hyderabad. He held many positions in Dr.B.R.Ambedkar Open University. He was the first Chairman of Telangana State Public Service Commission. He is a strong proponent of Telangana movement and had actively participated in major agitations for a separate Telangana State as a public speaker.

I personally wish him a very happy retirement life through all his years.

This Seminar is a significant platform for scholars, faculty members, and policy makers to engage in a constructive discussions, share insights, and collectively address the critical challenges faced by Higher Education Institutions in India.

As you all are well aware, Higher education in India is a diverse and complex system that plays a crucial role in shaping the country's socio-economic development. It provides specialized knowledge and skills in various fields, preparing individuals for specific careers. It equips them with the expertise needed to contribute effectively to the workforce that can drive innovation, entrepreneurship, and productivity, contributing to overall economic growth. Higher education instills critical thinking skills and the ability to analyze complex problems.

Advanced degrees and specialized training gained through higher education are often prerequisites for many professions. Professional courses and certifications offered by universities enhance career prospects and open up opportunities for advancement. Moreover, Lifelong learning is increasingly important in a rapidly changing world. Higher education encourages individuals to adopt a mindset of continuous learning, allowing them to adapt to evolving technologies and market demands throughout their lives.

However, Higher education in India currently is facing challenges such as access disparities, quality concerns, employability gaps, financial barriers, and governance issues. The system also grapples with issues related to outdated curricula, lack of industry-academia interface, and insufficient emphasis on research and innovation.

Therefore, the Indian government has launched various initiatives to address challenges and enhance the quality of higher education. Initiatives like the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) aim to improve infrastructure and access. The new National Education Policy (NEP-2020) proposes significant reforms, including a flexible credit-based system, increased focus on research, and the promotion of multi-disciplinary education.

Indian universities are increasingly engaging in collaborations with foreign institutions to enhance global exposure for its students and faculty. Exchange programs and joint research projects are becoming more common. Efforts are being made to promote a research-eco system and culture, with increased funding for research projects, establishment of research centers, and encouragement for faculty and students to engage in innovative research.

Integrative of technology in education process is gaining prominence, especially in the wake of the COVID-19 pandemic. E-learning platforms and digital resources are being utilized to facilitate remote learning. In this context, Distance and online learning assume more significant. It plays a crucial role in modern education, offering a range of benefits that contribute to increased accessibility, flexibility, and democratization of learning. Distance and online education eliminates geographical barriers, allowing individuals from remote areas to access educational opportunities. This is particularly beneficial for those who cannot relocate or attend traditional on-campus programs.

Online learning platforms provide a wealth of multimedia resources, including videos, interactive simulations, and digital textbooks. This diversity enhances the learning experience and accommodates various learning styles. Online learning platforms often incorporate adaptive technologies that tailor content to individual learning styles and progress. This personalized approach can lead to more effective learning outcomes. As technology continues to advance, online learning platforms can leverage innovations such as virtual reality, artificial intelligence, and interactive simulations to create engaging and immersive educational experiences.

Thus, Distance education promotes inclusivity by providing opportunities for individuals who may face physical, social, or economic barriers to traditional education. It accommodates learners with diverse needs and backgrounds. Distance and online learning offer a transformative approach to education, breaking down barriers and providing diverse learners with the opportunity to pursue their educational goals in a flexible manner.

There is a growing recognition of the importance of inclusiveness and diversity in higher education. Efforts are being made to address gender disparities, promote social inclusion, and create a more welcoming environment for students from various backgrounds.

Addressing these challenges requires a comprehensive approach, involving reforms in policy, increased funding, improved infrastructure, faculty development programs, and a shift towards more learner-centric and outcome-based education. Additionally, efforts should be made to enhance collaboration between academia and industry, foster research and innovation, and promote inclusivity through targeted policies for underprivileged and marginalized communities and I'm sure that this seminar will provide a platform for all the researchers to discuss and deliberate on the issues and bring out the possible solutions.

I congratulate the Seminar Organizers for the initiative and wish them grand success in their future endeavors.



**Prof. V. S. PRASAD**
Former Vice-Chancellor & Director, NAAC
Dr. B. R. Ambedkar Open University, Hyderabad.

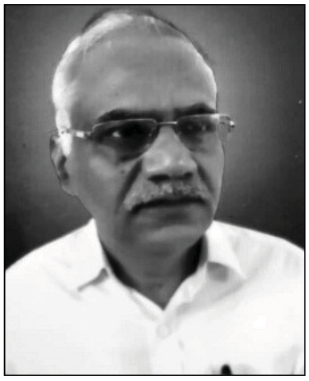
# MESSAGE

I am happy to note that the Department of Sociology, Dr. B. R. Ambedkar Open University is organizing National Seminar on Higher Education and bringing out the Souvenir to mark the superannuation of Prof. Ghanta Chakrapani, Senior Professor in the Department. It is a good academic tradition of using the occasion for professional reflection on a social issue as a way of appreciation of contributions made by the senior colleague. I am thankful to the organizers for the invitation to participate in this programme.

I has had the opportunity of associating with Prof, Ghanta Chakrapani in various ways for over three decades. We were colleagues and friends at Open University for about two decades. During this period we have had the opportunity of working together on many academic activities. He has made significant contributions for the development of the University in various ways, as a distinguished academic and social activist. As a sociologists his research studies, publications and other academic activities were highly appreciated for their contributions to "**Social Empowerment**". As an activist in Telangana separate state movement, he has forcefully presented 'Telangana Perspective' on social issues. He is known for pursuing assertively the causes dear to him. Symbolic of working in a University of 'beyond the boarders', he pursued his academic and social activities 'beyond the campus'; enhancing the reach and image of the University. His media background, subject knowledge, analytical skills, public speaking skills and empathy for marginalized sections of community with lived experience of their life have enabled him to play an important role in academic and social life. As the first chairman of newly created Telangana State Public Service Commission (TSPSC) for six years, he has taken many trend setting initiatives in examination reforms and application of technology in operations, indicative of his institutional leadership capabilities.

In recent years as Dean of Social Sciences and Director, Academic he is engaged in many new initiatives in the University. In 2017 the 'Centre for Social Empowerment' led by him has brought out success stories of BRAOU learners under the title '**Memu Saitham',** inspiring stories of struggles and extraordinary achievements of learners. During the forty years celebrations of the University he has taken an initiative of organizing '**Sarvathika Samajika Vedica'** a commendable outreach programme of the University to engage in dialogue with the society. May be, he might have taken many more initiatives, but I have specifically mentioned these two because, I was also associated with these activities.

It is a great pleasure to me to reflect briefly on my association and appreciation of Prof. Ghanta Chakrapani contributions to university and society and hope he will continue to associate with the university in its onward march of service to society.



**Prof. G. SATYANARAYANA**
Professor Emeritus of Sociology &
Former Principal,
University College of Arts & Social Sciences,
Osmania University, Hyderabad.

# AN APPRECIATION

Prof. Ghanta Chakrapani, a well-known Sociologist, prolific writer and critique of socio-economic, political processes has been known to me since the formative stage of his ideological stands as a PG student and Research Scholar, Department of Sociology, Osmania University.

I like him for his social convictions, articulation on the issues of progressive ideology, 2nd phase of separate Telangana movement, Democratic rights, Dalit and Gender justice, etc.

Therefore, his life and mission are more thrilling as they include glorious moments of educational achievements, social activism, intellectual identity, innovative thinking and critical writings. His performance in public and professional life as a teacher and Director, Academic Affairs; Registrar, Dr. B.R. Ambedkar Open University, Hyderabad, T.S. and First Chairman of Public Service Commission, Government of Telangana is spotless and exceptional.

I wish him, his family and children bright future ahead and success in all walks of life with good health and spirit to work more vigorously than in the past for the cause of construction of a just society.



**Prof. M. Hanumantha Rao**
Professor of Sociology (Retd.)
Sri Venkateswara University, Tirupati

# CHAKRAPANI: A SYMPHONY OF BRILLIANCE

I have known Prof. Ghanta Chakrapani for over forty years. Since my first meeting, my admiration and respect for him has been ever growing because of his outspokenness and uprightness as a person, his seriousness as an academician, his integrity as an administrator, his analytical abilities as a public speaker, his incisiveness as a writer, his commitment as a social activist, his conviviality in evening social gatherings and his reliability as a person. I think he has a profound impact on everybody who comes into contact with him.

As a distinguished academician, Chakrapani goes beyond the conventional role of a teacher.His lectures are not mere lessons but transformative experiences, fostering critical thinking and intellectual curiosity. He possesses a rare ability to make complex concepts look simple and creates an engaging learning environment. His influence extends beyond the classroom, as he inculcates curiosity and critical thinking among his students.

In addition to academic excellence, Prof. Chakrapani's eloquence extends to public speaking and TV debates. His articulate discourses on societal issues and challenges have captivated audiences across the state and beyond. His public speaking prowess lies not only in his command over varied subjects but in his ability to connect emotionally with his audience. Whether addressing a packed auditorium, participating in panel discussions,he leaves a lasting impression, prompting reflection and dialogue.Through his discussions about contemporary socio-politicaltopics on various TV channels, he has become an influential and widely followed luminary in the state.

As a writer, he has penned thought-provoking articles and bookscontributing significantly to the intellectual landscape. His writings go beyond academic realms, addressing contemporary issues with clarity, insight and finesse. His writing style is simple, lucid and profound, making complex ideas easy to understand for a broader readership.

Administrative prowess is another facet of Chakrapani. His strategic vision and adept decision-making skills have significantly contributed to his success and reputation during the time he served as the Registrar of Ambedkar Open University, or as the first Chairman of the newly formed Telangana State Public Service Commission, elevating the institutions to new heights.

Chakrapani's commitment to social causes is commendable. He seamlessly blends theory with action, advocating for positive change. His social activism transcends the ivory tower, making a tangible difference in the lives of people.He has actively participated in the Separate Telangana movement and contributed significantly in moulding public opinion and creating awareness.

In his personal interactions, Chakrapani is a paragon of authenticity. His frankness is refreshing, cutting through pretence and creating an environment of openness. Outspoken, but never insensitive, he shares his opinions with honesty and integrity. This candour, combined with his unwavering openness, creates a foundation of trust among colleagues, students, and those fortunate enough to relate with him personally.

As Chakrapani bids farewell to the academic realm, his legacy remains a testament to a life dedicated to learning, sharing, and disseminating knowledge. The seeds of knowledge he planted will continue to flourish in the minds of those he has influenced.His contributions, both intellectual and societal, will resonate for years to come, serving as an inspiration.

His superannuation marks not the end of a journey butas the culmination of a stellar career marked by excellence, passion, and a dedication to the pursuit of knowledge and also as the beginning of a new chapter. Being a journalist at the beginning before embarking on his academic voyage, he retained a flair for it all through. And I have a feeling that he will become more active in Social media now that he will be free from academic constraints. I am sure he will continue to pursue his other passions tooand at the same time enjoy life to the full.



**Prof. C. GANESH**
Head, Dept. of. Sociology &
Principal, UCA & SS, Osmania University, Hyderabad.

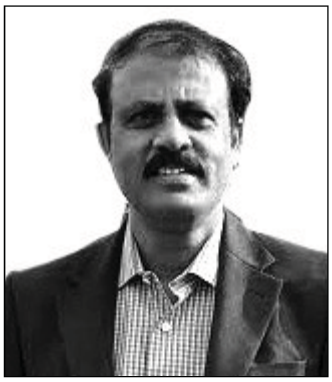
# Appreciation and best wishes to Prof. Chakrapani

It gives me immense pleasure to state that I have a long association with Prof.Ghanta Chakrapani since my student days. Both of us had a long experience and cherished memorable events as the students of Osmania University and Faculty members in our respective universities. We have together participated in many academic endeavors in different universities in Telangana and Andhra Pradesh. States. The foundations laid by Prof.Chakrapani for the strengthening of the Department of Sociology at Dr.B.R.Ambedkar Open University would go a long way and is contributions would be helpful for the Department of Sociology to continue the academic spirit in future.

I personally appreciate his great scholarship as an academician and administrator. He has rendered a marvelous service and performed a commendable job as the Chairman, Telangana State Public Service Commission and laid a strong foundation for the transparent and effective recruitment process in a newly formed Telangana State.

He is a man of commitment, dedication and determination. I personally feel that Prof.Chakrapani has established certain academic values and standards, which need to be emulated by the coming generations.

On the occasion of his superannuation, I wish him all the best for his future career. I pray the God to bless him and his family members with good health, wealth, prosperity and happiness.



**Prof. C. RAGHAVA REDDY**
Professor
Department of Sociology
University of Hyderabad, Hyderabad

# Message

A leading proponent of public sociology, Michael Burawoy, contends that an academic becomes an expert when he or she works for a cause, analyzes and defines the problems and tasks. The task is to give advice and solve problems. In this context, Prof. Ghanta Chakrapani emerges as an exemplary public sociologist, particularly in the Indian context. I cannot think of any other sociologist in India in the contemporary times than him who can be identified with a social cause.

Prof. Chakrapani transformed the idea of the Telangana separate statehood movement into an academic engagement. What is most notable here is the way he transformed this academic engagement into a social movement. His extensive writings during the agitation period, providedthe much-needed 'expert' push to the genuinedemand for the creation of Telangana state. Those who worked closely with him, who followed his debates and lectures, who read his writings will surely concur with me if I say that his articulations with command have made a strong case for the creation of Telangana state.

Prof. Ghanta Chakrapani is a versatile man. He is a great scholar, researcher, academician, administrator, and an activist. Beyond his professional roles, he stands out as a compassionate individual, a true embodiment of humanity, and a notable public intellectual in contemporary Telangana.

I am fortunate to have been associated with him over the past fifteen years. He has been a constant source of inspiration and motivation for not just sociologists like me but for many journalists, public speakers, and writers across the two Telugu states. His contribution to the discipline of sociology is remarkable. I have no hesitation in saying that because of him, sociology has achieved an esteemed status in Telugu states.

On the occasion of his superannuation I wholeheartedly congratulate him and wish him all the very bestin his future endeavors. His legacy as a transformative figure in the field of sociology and as a compassionate human being is sure to endure.

## Chief Patron

**Prof. K. Seetharama Rao**
*Vice-Chancellor, Dr. BRAOU*

**Patron**

**Prof. A.V.R.N. Reddy**
*Registrar, Dr. BRAOU*

**Honorary President**

**Prof. Ghanta Chakrapani**
*Senior Professor of Sociology &*
*Director (Academic)*
*Dr. BRAOU*

**Chairman Organizing Committee**

**Prof. Srinivas Vaddanam**
*Dean, Faculty of Social Sciences*
*Dr. BRAOU*

**Seminar Co- Director**
**Dr. P. Venkata Ramana**
*Associate Professor, Dept of Sociology*

**Seminar Director**
**Dr. B. Srinivas**
*Head, Dept of Sociology*

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## Organizing Committee

**Prof. E. Sudha Rani**
Dept. of History

**Prof. C. Venkataiah**
Dept. of Public Administration

**Prof. Gunti Ravinder**
Dept. of Political Science

**Prof. Pallavi Kabde**
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Dept. of Lib. & Info. Science

**Mr. B. Raja Goud**
Dept. of Lib. & Info. Science

**Dr. K. Bhavani Shankar**
Counsellor in Sociology

**Dr. P. Raghavendra**
Counsellor in Sociology

## ABOUT THE UNIVERSITY

The University, initially known as Andhra Pradesh Open University, was set up on 26th August 1982 through an Act of the A.P. State Legislature (APOU Act 1982). Subsequently, the University was renamed as Dr. B.R.Ambedkar Open University on 26 October, 1991 by the Government of Andhra Pradesh. The establishment of this University, *the first of its kind in India*, heralded an era of affirmative action on the part of the Government of Andhra Pradesh to provide opportunities of higher education to all sections of society to meet the changing individual and social needs. The motto of the University: '***Education at your doorstep'*** and the mission: ***'Education for all'.*** The university offers Ph.D, M.Phil, Postgraduate, Undergraduate, Diploma and various other certificate courses. The new experiment in Distance Education leading to the opening of the new vistas of higher education for the students belonging to the marginalized communities, and to a wide spectrum of potential students hailing from different social backgrounds such as housewives, farmers, skilled and unskilled labour, Jawans, Policemen etc. The university system adopts multidisciplinary pedagogy approaches and adheres to flexible patterns in terms of admissions, choice of subjects, duration and age requirements to fulfill the mission and vision of the University.

## ABOUT THE DEPARTMENT

The Department of Sociology was established in 1983. Sociology being the most popular departments in Dr. B. R. Ambedkar Open University offers a holistic study of the discipline of Sociology through a Distance mode. The Department offers a wide spectrum of specialized and common core courses at Under-Graduate and Post-Graduate level Programmes. The curriculum in Sociology aims at imparting core sociological concepts, theories, and methods to students to strengthen their sociological imagination and make them socially aware and socio-politically active citizens who can comprehend the social world. In keeping with the spirit of the 'Vision & Mission' of the University, the department organizes academic programmes to meet the requirements of the diverse sections of the society. Along with this, the department has introduced M.Phil and Ph.D. research programmes from the year 2008 onwards. The Department strives to provide high quality teaching to garner excellence in research and extension activities. It fosters to create a socially inclusive environment for students to impart advanced theoretical knowledge towards strengthening employability skills among students to meet the requirements of Globalization.

# FACULTY OF THE DEPARTMENT

**Prof. Vijay Tilakam** is the first faculty member in the Department of Sociology, Dr. BRAOU who joined on 15th December, 1983. After serving few years in the Department, she moved to the Department of Sociology, University of Hyderabad.

**Prof. A. Vidyavathi** is a retired faculty member of the Department. She achieved several distinctions in her career. She held several academic and administrative positions in the University including the Head, Department of Sociology; Coordinator for Women Studies; Dean, Faculty of Social Sciences and Chairperson of Departmental Level Research Committee (DLRC), Faculty of Social Sciences. She was honoured with the State Best Teacher award in 2007 by the Government of Andhra Pradesh state.

**Prof. Ghanta Chakrapani,** M.A., M.C.J., Ph.D., Osmania University, Hyderabad is a Senior Professor of Sociology. He joined the Department of Sociology, Dr. BRAOU in the year 1994. Presently, he is serving as the Director (Academic) at the University. He is widely acclaimed as a distinguished Academician. He held several administrative and academic positions to serve the student community. Prof. Ghanta Chakrapani has the honour of being the appointed as the First Chairman of the Telangana State Public Service Commission, (TSPSC) of the Telangana State. He was a distinguished fellow at India China Institute, New School, New York (2006-08). His research areas include Globalization, Sociology of Religion, Social Movements, Human Rights and Social Empowerment. He has written various books and articles in a leading esteemed international journals and book publishing houses. He was the Executive Editor for 'The Sociologist' a national research journal published in both Telangana and Andhra Pradesh states. He is also the Founder President of Telangana Sociological Society (TSS). As a versatile public speaker, he has participated in wide spectrum of social debates across print and electronic media, other various social forums for over two decades and actively engaged with civil society in various social and political movements.

**Dr. P. Venkata Ramana,** M.A., Ph. D. (Kakatiya University, Warangal) is an Associate Professor of Sociology. Presently, he is serving as the Controller of Examinations at the University. His research interests include Women Studies, Criminology, and Tribal Studies. He has authored several books, and published various articles in national and international journals. He has been actively engaged and participated and presented research findings at the national and international seminars and workshops. He associated with the Andhra Pradesh Sociological Society (APSS), Telangana Sociological Society (TSS) and Indian Sociological Society (ISS).

**Dr. B. Srinivas**, M.A., Ph.D., (Kakatiya University, Warangal) is an Associate Professor of Sociology. Presently, he is serving as the Head of the Department of Sociology at the University. Along with this, he is also serving as Additional Controller of Examinations at the University. His research interests include NGOs, Rural Sociology, Tribal Studies, and Women studies. He is associated with the Andhra Pradesh Sociological Society (APSS), Telangana Sociological Society (TSS) and Indian Sociological Society (ISS). His expertise lies in developing the course content for several academic television and radio documentary programmes. He has written various articles and published them in leading national and international journals. He actively engaged and participated in several workshops and seminars.

## Theme of the Seminar

## HIGHER EDUCATION IN INDIA: ISSUES, CHALLENGES FOR QUALITY AND INCLUSIVENESS

Education is one of the social agencies that can strengthen human potentialities and promote equitable society towards economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Education lays the basement for a society to be built on. Quality of the society is a consequence of the quality of education. Accordingly, education has a fundamental role to play in personal and social development.

Providing education to the young population of India will determine the present as well as the future economic growth of the country. India is a signatory to the goals of global development agenda in 2015 that seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. However, such an ambitious goal requires the education system to update its knowledge themes along the lines of global technologies to foster learning capabilities among students of the country. These measures can ensure to reach the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development. The globalized world is undergoing rapid socio-economic changes in the knowledge landscape in terms of dramatic scientific and technological advances not to mention the rise of big data, machine learning, and artificial intelligence and allied other sectors. There have been already many unskilled and semi-skilled jobs across the world have been over taken by automation. In this context, the need for skilled employability, skills among the students assumes significance by involving the conjunction of multidisciplinary abilities across the sciences, social sciences, and humanities. There is a need to orient and update the current educational system with multidisciplinary approach in India to cultivate among students about critically thinking, creative and adapt to the new technological challenges in employment generation. Pedagogical practices in education system must evolve to make it more experiential, holistic and integrated courses. There is a need to address the gaps in current state of learning courses and outcomes, and initiate major reforms in education to bring in the quality, equity, and integrity from primary education to the higher education. The equitable access to education for all learners regardless of socio-economical background must not be forgotten. Youth being enthusiastic, vibrant, innovative and dynamic in nature forms the significant section in population structure of India. A country's ability and potential for growth is determined by the size of its youth population. They can foster economic, cultural and political development of a nation. The energy and passion of the youth if utilized properly; can bring huge positive change to the society and progress to the nation. The young population of India needs to be harnessed,

motivated, skilled and streamlined properly to bring not only rapid socio-economic progress for a country but also to strengthen the fabric nationalism.

In order to fill the vacuum in the education system, the government of India has drafted the National Education Policy (NEP) in 2020 to address these issues and challenges about growing developmental imperatives in India. This policy is one of the various ambitious educational policies of the 21st century as it proposes the complete revision and revamping of educational system on India's tradition and cultural values without diverting from the current trends in science and technologies. This policy aims to bridge and bring a complete package in cultivating the social, ethical, emotional capacities and dispositions among students. NEP-2020 policy aims to recognize, identify and foster the unique capabilities of each student to expose them academic and non-academic domains. One of the significant propositions of this policy is that it provides flexibility for learners to choose their learning trajectories and academic courses. It encourages multidisciplinary courses and a holistic education across the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge.

The proposed National Seminar titled on ***"Higher Education in India: Issues, Challenges for Quality and Inclusiveness"*** aims to provide a comprehensive platform to dissect the intricate landscape of higher education in the country. The seminar addresses pivotal themes that discusses and debates on major challenges and potential avenues for strengthening higher education in India.

The seminar provides a platform for the academicians, policy-makers, researchers and others professionals involved to discuss on issues and challenges plaguing higher education in India. The arguments and discussions will be help in designing, evaluating and modifying the policies as per the needs of the global society.

**Objectives of the Seminar**

- Evaluate and enhance quality assurance mechanisms in higher education.
- Propose strategies for social inclusivity and addressing barriers to access higher education.
- Discuss the integration of technology mechanisms for improving pedagogy practices.
- Explore sustainable funding models for financial stability and growth in higher education.
- Enhance education through Open and Distance Learning (ODL) in Higher Education for better quality and accessibility to reach a broader audience.
- Aligning Higher Education Practices with NEP 2020 for Quality Enhancement and social inclusivity.

The seminar addresses the pertinent problems and issues of Higher education in India and the following sub-themes are proposed for deliberations and discussions.

**Sub-themes of the Seminar**

- Higher Education in India: Major issues and Challenges.
- Higher Education and the role of the State
- Higher Education in India: Social Exclusion and Inclusion.
- Higher Education and Gender Inequalities in India.
- Internationalization of Higher Education in India.
- Towards Restructuring and Reforming Higher Education in India.
- Enhancing Inclusivity through Open and Distance Learning (ODL) in Higher Education
- Integrating ODL Strategies within NEP 2020 Framework for social inclusive Higher Education in India.

The proposed Seminar coincides with the superannuation of Prof Ghanta Chakrapani, a distinguished academician, recipient of Best Teacher Award, public spirited intellectual, and the First Chairman of Telangana State Public Service Commission and presently serving the University as Senior Professor of Sociology. He served the department and University for the past 3 decades and contributed his mite for the growth and development of the University in his various capacities as Head of the department of Sociology; Dean, Faculty of Social Sciences; Registrar; Director, Centre for Social Empowerment (A Major Research Project of Distance Education Council-UGC); Director, Centre for Staff Training and Development and Director, Academic. During his tenure as Director, Academic, the University has been accredited by NAAC where he has extended measureable contribution in the whole process of accreditation and further initiated certain innovative measures to facelift the image of academic branch, which can be seen in the form of bringing out certain important handouts for various academic activities as a ready reckoner viz., academic handbook, Glimpses of Dr. BRAOU, Ph.D Programme Guidelines, Restructuring and Revision of P.G Programme Guidelines etc. He was also instrumental in bringing out a compendium of life stories of first generation successful distance learners of the University depicting how the University transformed their lives. Further, he is also well- known as a journalist, writer, public speaker, policy expert, political analyst and one of the important public intellectuals in the region. Thus, his contribution to the field of Higher Education in the society is immense and hence the Department of Sociology feels proud to organize this seminar in his honour.

**Dr. B. Srinivas**
*Seminar Director*

## LIST OF PARTICIPANTS

1. **FUTURE-READY LEARNING: MICROCREDENTIALS IN ODL**
   Prof. G. Lakshmi & Sushumna Rao Tadinada

2. **INSTITUTIONAL REVIEW BOARDS (IRBS): SAFEGUARDING ACADEMIC INTEGRITY, MITIGATING REPETITION AND ENSURING ETHICAL EXCELLENCE IN RESEARCH**
   Dr. Ram Shepherd Bheenaveni

3. **HIGHER EDUCATION IN INDIA: ISSUES & CHALLENGES FOR HIGH QUALITY AND INCLUSIVENESS**
   Dr. Vallala Shiva Kumar

4. **DYNAMICS OF GENDER INEQUALITIES IN HIGHER EDUCATION: A SOCIOLOGICAL ANALYSIS OF THE INDIAN LANDSCAPE**
   Prof. Sujatha Surepally

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# ABSTRACTS

# FUTURE-READY LEARNING: MICRO-CREDENTIALS IN ODL

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## ABSTRACT

Micro-credential courses (simply, micro-credentials) offer an innovative opportunity to revolutionize higher education institutions (HIEs) in India in general and Open and Distance Learning (ODL) institutions in particular. This paper explores the potential of micro-credentials as a means to enhance the accessibility, flexibility, and relevance of higher education through ODL institutions in India. The paper attempts to look into the significance of micro-credentials in ODL, focusing on infrastructure readiness and faculty members' capability in offering micro-credential courses, which are needed not only for upskilling requirements but also to make it more reachable to the learners.

India's ODL institutions have traditionally offered academic programmes, catering to the educational needs of a diverse and geographically dispersed population. However, the rapid advancement of educational technology and the concomitant job market demand a more dynamic approach to education.

Micro credentials offer an opportunity by providing short, focused learning modules that are aligned with specific skills and competencies required in the workplace. They are particularly beneficial in an Indian context, where there is a growing need for continuous upskilling and re-skilling, especially among the working population and people residing in rural areas. Although the integration of micro-credentials into Indian ODL institutions may pose certain challenges such as technological readiness, the digital divide, and accessibility to digital learning tools in many regions – yet, the acceptance and recognition of micro-credentials hold a promise for the ODL institutions. In short, micro-credentials can be leveraged by Indian ODL institutions for the 'internationalization' of higher education.

# INSTITUTIONAL REVIEW BOARDS (IRBS): SAFEGUARDING ACADEMIC INTEGRITY, MITIGATING REPETITION AND ENSURING ETHICAL EXCELLENCE IN RESEARCH

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## ABSTRACT

Research is a vital and rational activity that drives progress by advancing knowledge, addressing real-world problems, and informing decision-making. It plays a crucial role in continuous improvement, innovation, and overall societal well-being. Albeit Research Centres and Universities adhere to strict procedures and protocols outlined by national bodies like the UGC, there is a tendency for research to become repetitive in terms of themes, titles and areas (locations). This duplication issue can be addressed by implementing blindfold assessments through review boards at both institutional and national levels. The United States has successfully adopted this model.

The establishment of an Institutional Review Board (IRB) is essential for upholding ethical standards and ensuring the safety and well-being of human participants in research. The IRB carefully reviews research proposals, assessing them based on specific criteria for approval and providing guidance to researchers, thus ensuring ethical compliance. The IRB's comprehensive review process includes examining research protocols, informed consent documents, and the methods and tools used by investigators. By prioritizing ethical and scientifically sound research, the IRB plays a critical role in protecting the rights and welfare of human research subjects.

While the existence of Institutional Review Boards is crucial for research ethics, it is important to consider the advantages and disadvantages associated with them. On the positive side, IRBs serve as ethical gatekeepers, ensuring that research involving human participants follows strict ethical standards and prioritizes their safety and well-being. This oversight helps prevent harm and upholds participants' rights. Additionally, the IRB review process enhances the credibility and quality of research outcomes, fostering trust in scientific inquiry. However, challenges may arise, such as bureaucratic approval processes leading to delays in research timelines. Furthermore, there can be variations in the interpretation of ethical guidelines, resulting in inconsistencies across different IRBs. Striking a balance between robust ethical oversight and streamlined administrative processes is crucial to maximize the benefits while mitigating the disadvantages associated with Institutional Review Boards.

**Keywords:** Academic Reforms; Academic Integrity; Quality Research; Research Ethics; IRB; Blindfold Review.

# HIGHER EDUCATION IN INDIA: ISSUES & CHALLENGES FOR HIGH QUALITY AND INCLUSIVENESS

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## ABSTRACT

Educational institutions find themselves facing a myriad of challenges that mirror the complexities of the nation. Challenges Faced by Educational Institutions across India. Maintaining consistent educational standards across a vast country with a myriad of educational boards and regulatory bodies remains a daunting task. Many institutions struggle to update their curriculum to match the swiftly evolving demands of industries, leading to a mismatch between education and employability. The dearth of qualified teachers undermines effective learning, making it imperative to bridge this gap to ensure quality education delivery. Inadequate training for educators in modern teaching methods and technologies inhibits effective knowledge dissemination and engagement. Gender bias and unequal treatment persist, necessitating efforts to create a safe and equal learning environment. The rapid pace of change demands a curriculum that prepares students for modern challenges, necessitating timely updates and relevancy in content. Ensuring education remains affordable while catering to diverse socioeconomic backgrounds remains a balancing act, impacting enrollment rates. Adapting to the digital age, institutions grapple with integrating technology into teaching methodologies, often due to the lack of access to necessary tools and training. Developing soft skills like communication, critical thinking and problem solving often takes a back seat to academic achievements. Institutions struggle to provide adequate support and facilities for students with special needs, limiting their educational experiences. The intense pressure to excel in academics and societal expectations often takes a toll on students' mental wellbeing. A shortage of funding and infrastructure for research limits institutions ability to contribute to cutting-edge innovation and advancements. Inclusion in Indian higher education means to provide access and opportunity to all groups of people irrespective of their social class, caste, gender, ethnicity to participate in higher education Higher education, Gross enrolment ratio, equity, access, inclusion, and marginalized groups. In India exclusion takes place on account of three parameters in higher education. One is social exclusion on the basis of caste. Most people belonging to lower castes don't have opportunity for higher education, skill training or availing decent jobs. Poor enrolment of schedule castes, schedule tribes and other backward classes. Though gender is another source of exclusion in Indian higher education but in recent years the number of women enrolled in higher education has risen. Lack of educational facilities especially in rural areas.

The diversity and inclusion agenda is rightly a top priority for all educational leaders currently. It is reported that diverse study environments drive creativity in students when interpreting and using knowledge and data. Group activities with diverse membership help create a positive atmosphere and effective environment for creative and collaborative learning. Considering that diversity motivates students to communicate with peers, friends, staff, parents and guest speakers of various backgrounds, their communication skills will naturally develop as a consequence. The presence of diversity in the classroom allows students to consider perspectives and opinions beyond those they've already formed or were shaped in early life by family and friends. The concept of inclusive education means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too. By fostering diversity and inclusion, higher education institutions can contribute to a culture of innovation and drive socio-economic growth.

# DYNAMICS OF GENDER INEQUALITIES IN HIGHER EDUCATION: A SOCIOLOGICAL ANALYSIS OF THE INDIAN LANDSCAPE

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## ABSTARCT

This paper intricate dynamics of gender inequalities within the realm of higher education in India, acknowledging persistent disparities despite significant strides towards inclusivity. Utilizing a comprehensive literature review, the study scrutinizes the multifaceted dimensions of these inequalities by examining access, representation, and Socio-cultural influences that shape the higher education experience for women in India.

This paper critically assesses existing policies and initiatives designed to address gender disparities, evaluating their effectiveness in dismantling structural barriers and fostering an environment conducive to gender equity. Moreover, the research investigate the inter-sectionality of gender with other social factors such as caste, class, and regional disparities, providing a nuanced understanding of the complex web of influences shaping educational outcomes.

Employing a mixed-methods approach encompassing quantitative and qualitative methodologies including survey data, interviews, and case studies, the research captures the lived experiences of women within academic institutions. By analyzing the narratives of female students, faculty, and administrators, the study highlights systemic challenges they face and identifies potential areas for intervention.

The research explores the role of technology, mentorship programs, and community engagement in promoting inclusivity within higher education. It seeks to offer insights that can inform evidence-based policy recommendations and institutional practices aimed at mitigating gender inequalities in the Indian higher education system

Contributing to the broader discourse on gender and education, this research provides a sociological lens to illuminate the complexities of higher education in India. It advocates for transformative measures to foster a more equitable and inclusive educational landscape, emphasizing the need for evidence-based interventions grounded in rigorous Sociological analysis.

**Keywords**: Gender inequalities, Higher Education, India, Inclusivity, Sociological Analysis, representation, inter-sectionality, caste, class, regional disparities, and systemic challenges lived experiences.

# TRANSFORMING HIGHER EDUCATION IN ANDHRA PRADESH THROUGH NEP-2020

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## ABSTRACT

The NEP 2020, launched on July 29, 2020, aimed to revolutionize the education system by promoting accessibility, inclusivity and excellence in India. In Higher Education, various initiatives / reforms have been carried out for implementation of NEP 2020. For learner centric education, National Credit Framework (NCF), National Higher Education Qualification Framework, Academic Bank of Credit (ABC), multiple entry/exit etc. have been introduced. So far 1667 Universities/INIs/HEIs are on boarded on ABC portal & 2.75 Crore students are registered. To ensure access to high quality education with equity and inclusion, courses are being offered in Indian Languages; entrance exams such as JEE, NEET, CUET are conducted in 13 Indian languages; 100 books for UG students on various subjects launched in 12 Indian Languages; and 20 Technical books of first year have been translated in Indian Languages.

In this context, Andhra Pradesh has emerged as a prime example of commitment and innovation in aligning its higher education ecosystem with the vision of NEP-2020.The Andhra Pradesh State Council of Higher Education (APSCHE) has taken several progressive measures and initiatives to strengthen the state's higher education system, aligning it with the vision of making education accessible, equitable, inclusive, and of the highest quality. Under the aegis of NEP 2020, Andhra Pradesh has witnessed a sweeping transformation in its higher education sector, setting a standard for other states to emulate. The APSCHE has been instrumental in fostering an environment where educational opportunities are extended to all, transcending socio-economic barriers, and ensuring that no aspiring mind is left behind. This commitment to inclusivity has not only enriched the lives of countless students but has also significantly contributed to the societal progress of the state.

The Andhra Pradesh State Council for Higher Education (APSCHE) has focused on improving students' employability and emphasizing quality, access, and future readiness. Some initiatives include: Blended learning, Academic flexibility, Skill courses, Minor tracks, Vocational education and internships. Some other initiatives include: Establishing multidisciplinary institutions, Promoting research and innovation, Flexible undergraduate programs, Credit-based systems.

# ISSUES AND CHALLENGES IN HIGHER EDUCATION IN INDIA

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## ABSTRACT

Higher education keeps an important position in the development of a country. For over a decade, India has been working to uplift its educational standard through quality higher education to their citizens but resistance from both internal and external factors are barring its growth. This paper is an effort to evaluate the higher education system in India. The world has realized that the economic success of the states is directly determined by their education systems. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, next to the United States and China. Since independence, India as a developing nation is contentiously progressing in the education field. Higher education of India is positioned at third in the world in terms of students‟ intake, having educated nearly 11 percent of its youth. According to Department of higher Education, Government of India, there are 16,885 colleges, including 1800 exclusive women' colleges functioning under these universities and institutions and there are 4.57 lakh teachers and 99.54 lakh students in various higher educational institutes in India .The country lacks the critical mass in higher education. . It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost important. India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation. Its gross enrolment ratio (GER) is a mere 11 percent compared to China's 20 per cent, USA's 83 per cent and South Korea's 91 per cent The current study aims to highlight the challenges and to point out the opportunities in higher education system in India.

**Keywords**: Higher education, Opportunities, India, Challenges.

# ROLE OF GOVERNMENT RESIDENTIAL INSTITUTIONS IN THE UPLIFTMENT OF MARGINALISED COMMUNITIES IN TELANGANA: A REVIEW ANALYSIS

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## ABSTRACT

Following independence, Indian society committed to its overall growth. Along with its political and economic progress, it has begun to take action for its social and educational advancement. It has been working to eliminate any disparities that may occur between various social groupings. Certain social groups in India have not advanced in centuries; among them, the Scheduled Castes and Scheduled Tribes are the most backward. In India, it is a constitutional mandate to provide education to all citizens. The literacy rate in 1951 was quite low. The Constitution stipulated that universal literacy had to be attained within ten years. The feature still has this objective. The 2011 literacy rate was 74.04%, a result of the uneven and insufficient expansion of the educational system.

The past 76 years of experience have demonstrated that policy pronouncements emphasizing education alone will not guarantee that programmes for marginalized populations are included in national initiatives. Several commissions and committees were established to attain universal literacy following India's independence. The Union Education Minister of India organized the All India Educational meeting in January 1948, and the meeting noted, "The tendency, as rule, was to maintain the existing system with several modifications whenever conferences were called to form a plan for education in India."

In actuality, the most that could be done in terms of education was to establish a University Commission in 1948, chaired by Dr. S. Radhakrishnan, because it was thought that the reconstruction of university education was necessary to meet the demand for the scientific, technical, and other manpower required for the nation's socioeconomic development. The Commission's 1949 recommendations were comprehensive and addressed every facet of higher education in India. The 10+2 structure at the pre-university level was highlighted, along with the correction of "extreme specialization" in knowledge and professional education in agriculture,

commerce, law, medicine, education, science, and technology. They also suggested reforming the examination system by introducing courses on the core issues in philosophy of religion and business, as well as assessing student work throughout the year.

At this backdrop this article attempts to investigate the significance of education policies for the advancement of the Indian educational system in general and the state of Telangana in particular. There is a gap in the policies' execution, even though numerous committees have argued that education can help elevate underprivileged populations. Public and private educational institutions are expanding, but the number of students enrolled in public schools is declining. Undivided Andhra Pradesh's educational policies had benefited the private sector, which in turn had increased the number of institutions that had an impact on the public education system. The state of Telangana has developed a new strategy that puts the KG to PG education policy front and center in the current educational landscape. In light of this, the paper, which draws on primary and secondary sources, attempts to investigate the role of Residential Educational Institutions and how they are benefiting the marginalised communities in catering their needs towards higher levels of education.

# PROBLEMS AND PROSPECTS OF HIGHER EDUCATION SYSTEM IN INDIA

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## ABSTRACT

In most countries the contribution of the education sector among three levels of government system of Centre, State and local, horizontally among different civil society organizations. Though Education development is a state subject, the central government has played in important role even in this area that is within the jurisdiction of state governments. Many of the Education development programmes and schemes that have been initiated and supported during the last half century Especially under the $12^{th}$ five year plan, required the setting up of separate agency or institution likely UGC and ICSSR at the state or the local level or both the state government is involved directly in urban development. But the entire basis of urban planning and development is spatial as against socio-economic planning with sectorial plan allocation of resources at the central and state levels

The top down variety has led to a number of problems because firstly, any policy that provides a single blanket approach to the diverse and pluralistic problems of Education development across the country is bound to be operationally difficult Secondly, these are top-down measures that have been generated and directed from above namely the government. Thirdly even the government only on paper, has mentioned about education empowerment but has given no indication about how and in what manner the education would be empowered. And finally there has been no concern whatsoever, about the role and relevance of higher education system.

**Keywords:** Higher Education, development, allocation of resources, empowerment

# INCLUSIVE EDUCATION IN TELANGANA: A CASE STUDY OF PILLALAKOSAM IN HYDERABAD BY NSS VOLUNTEERS

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## ABSTRACT

We must create an inclusive learning design to make education enjoyable for all children so that education is inviting, learner-friendly, helpful to them, and they feel a part of it rather than apart from it. Inclusion emerged as a viable solution to the problem of how to better teach these children. A good inclusive education permits all students to participate equally or nearly equally in all elements of the classroom. For the establishment of stronger and more inclusive schools, educators, parents, and community leaders must work together to solve the difficulties. The Telangana government is working to enhance its education system by emphasising an inclusive approach. India is no new to the concept of inclusiveness. In today's world, the emphasis is still on providing an inclusive atmosphere for all children. Inclusive education refers to the education of all children in conventional schools, including those with and without impairments. It is a method that considers each child's individual qualities, interests, abilities, and learning needs. In today's educational system, inclusive education is gaining traction. Inclusion without 'sufficient' general school preparation will not produce satisfactory results. The capacity for inclusive education must be built at the community level, with activities such as community involvement and mobilization being included. Pillalakosam Community Volunteer Movement Started by Department of School Education in Collaboration with Collegiate Education and NSS Telangana in the Month of November2023 to strengthen learning Outcomes among Govt Primary Schools Children. In Telangana above 10,500 NSS Volunteers enrolled to teach the students, Especially in Hyderabad 3000 NSS Volunteers registered. Standard operating procedures prepared by State Consultants Abhijith, Romilla and Asraare being guiding to the Volunteers. Every Saturday NSS Volunteers engaged students in Government Primary Schools, which have been selected by their convenient. Every Volunteer should select 25 students from any one class with the assistance of class Teacher. NSS Programme Officer will Supervise Volunteers of their Unit.

**Keywords:** Inclusive Education, Equitable, Pillalakosam Community Movement, NSS, Pillalakosam Community Volunteer.

# OPEN EDUCATIONAL ELECTRONIC INFORMATION RESOURCES IN HIGHER EDUCATION IN INDIA

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## ABSTRACT

This article deals with Open Educational Resources (OER) are learning, teaching and research materials in any format and medium in Higher Education in India, that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others. Providing information in electronic format has become one of the essential functions of a library. Purchasing and providing access to the relevant electronic resources .Open Access has added to ease of accessibility of information and made it available taking copyrights into consideration as well. Indian OER Initiatives like NPTEL, CEC, E-PG Pathshala, NDLI, E-Gyankosh, SWAYAM and SWAYAMPRABHA, Shodhganga. The OER has gained momentum in Higher Education in India thus is very helpful in e-learning, a distant mode of learning. Various OER initiatives in India have greatly supported distant learning making it possible for students to access information sources at home rather than to visit in person the respective institution .These OERs provide a diversified mode of dissemination of information by means of multimedia ( Audio, Video lectures). The present study highlights the concept of Open Educational Resources (OER) and various government initiatives on promoting open access to educational resources.

**Keywords:** OER, Open Access, NPTEL, CEC, E-PG Pathshala, NDLI, SWAYAM, SWAYAMPRABHA.

# MAPPING THE EDUCATIONAL TERRAIN: THE STATUS OF HIGHER EDUCATION IN TELANGANA STATE, INDIA

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## ABSTRACT

This research paper conducts an extensive exploration of the current state of higher education in Telangana State, India, recognizing education as a crucial social investment for national growth. The inquiry delves into multifaceted dimensions, encompassing faculty recruitment, budget allocation, enrolment trends, infrastructure development, quality of education, and government initiatives. Additionally, it addresses the pressing need for state funding in skill development, employing a SWOT analysis to unveil the strengths, weaknesses, opportunities, and threats, particularly concerning the emergence of private universities in Telangana's higher education sector.

The comprehensive examination aims to provide a lucid understanding of higher education by synthesizing insights from diverse sources, including academic articles, newspaper reports, government publications, and statistical data. The paper emphasizes the significance of incorporating diverse perspectives to form a holistic understanding of the higher educational system in Telangana State. The evolution of new systems, such as the Guest faculty and outsourcing system, and the privatization of higher education, is explored, emphasizing their impact on students' learning capabilities and cognitive development over time.

The paper critically observes the apparent disparity between the current budget allocation for education and the Kothari Committee's recommended dedication of 6% of the total state budget. Additionally, it considers the implementation of the New Education Policy-2020 (NEP), adding a contemporary layer to the examination. Moreover, the paper engages in a comparative analysis of enrolment trends and student drop-out rates on an international scale, providing valuable insights into global educational patterns. Recent developments, including the closure of 5000 government schools in Telangana and the significant number of Assistant Professor vacancies across Telangana universities, underscore the challenges faced by the state.

Notably, a case in point is Osmania University, grappling with an acute shortage of 1200 faculty vacancies, exemplifying the concerning state of higher university education. The evaluation of educational quality critically assesses factors such as faculty qualifications, curriculum relevance, and research output, contributing to a comprehensive understanding of the state of higher education. Government initiatives and policies undergo meticulous examination,

considering policy documents and funding allocations, with a specific focus on the implementation of the NEP-2020.

In conclusion, the paper navigates through the intricate educational landscape in Telangana, emphasizing the need for strategic investment and addressing the challenges and opportunities that have emerged in the field of higher education.

**Keywords:** Education, Social Investment, Private Universities, SWOT Analysis, Budget Allocation, Recruitment, NEP-2020

# EDUCATION: INDIA'S PATHWAY

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## ABSTRACT

Since achieving its independence, India, a developing nation, has made methodical advancements in education and has witnessed a notable increase in its ability to reach out to all social classes. Because it fosters the development of skills, abilities, and attitudes that support social development, higher education is crucial for society's long-term growth and, consequently, social development. A college degree is a great way to get more people into highly paid, highly skilled jobs, and by doing so, it promotes inclusive growth. When considering long-term social investments for the advancement of equity, justice, economic growth, cultural development, and social cohesion, higher education should be seen as such. By balancing demand and supply and allocating resources to teaching, research, and extension activities, the Indian higher education system can effectively address global challenges.

Thus, bringing about inclusive and sustainable development is necessary. In order to achieve inclusive growth in any state, educational development is a crucial component. The process of promoting national growth by incorporating all facets of the country and all demographics without discrimination is known as inclusive growth.

The paper focuses on how higher education contributes to inclusive development and long-term growth. The study is based on the secondary sources of the data. The best strategy for inclusive growth is to use higher education to help people develop their talent and skills. During the Eleventh Five Year Plan, the Indian government adopted the inclusive growth approach. To put this approach into practice across all sectors, the government is developing policies that will allow all sections to benefit from growth.

**Keywords:** Gross enrolment ratio, inclusive growth, sustainable development, higher education, issues, and recommendations.

# HIGHER EDUCATION IN INDIA: NAVIGATING THE DYNAMICS OF SOCIAL EXCLUSION AND INCLUSION

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## ABSTRACT

Higher education in India serves as a crucible for shaping the nation's intellectual capital and future leaders. However, the landscape is marked by complex dynamics of social exclusion and inclusion, reflecting the broader societal structures and inequalities. This article delves into the challenges and opportunities associated with higher education in India, exploring how it can be a force for social inclusion rather than perpetuating exclusion. Higher education in India stands at a critical juncture where the choices made today will shape the future of the nation. By dismantling barriers to access, addressing historical inequities, and fostering inclusive policies, India can harness the full potential of its diverse population. A commitment to social inclusion in higher education is not just a moral imperative but also a strategic investment in the nation's social and economic development. Through collective efforts, India can build a higher education system that reflects its rich diversity and propels the country towards a more equitable and prosperous future.

Social exclusion is usually defined as a dynamic process of progressive, multidimensional rupturing of the „social bond" at the individual and collective levels. Social exclusion precludes full participation in the normatively prescribed activities of a given society and denies access to information, resources, sociability, and recognition, eroding self-respect and reducing capabilities to achieve personal goals. Social exclusion is a form of discrimination which is a threat to any society. Social exclusion is a process as well as a result. With reference to India, concept of exclusion can be understood best from the perspective of caste, because caste is the most prominent feature of Indian society. In country like India, where the society is highly stratified and hierarchical, it is very important to understand the discrimination faced by scheduled caste people who have been excluded in all the aspects of life historically due to their caste identity.

**Keywords:** Higher Education, Social Exclusion, SC/ST/ Challenges

# NATIONAL EDUCATION POLICY 2020 OF INDIA: A ROADMAP FOR SKILL EDUCATION SYSTEM

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## ABSTRACT

Education serves as a pivotal instrument in achieving social justice and equality. In the landscape of a rapidly globalising world, inclusive and equitable education is not just a noble goal but a fundamental driver for establishing an inclusive society. Such a society ensures every individual, regardless of their birth or background, has the platform to aspire, flourish, and contribute meaningfully. India's New Education Policy (NEP) 2020 fervently reaffirms this belief, aiming to close gaps in access, participation, and learning outcomes. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on July 29, 2020, it outlines the vision of India's new education system. It was a welcome change and fresh news amidst all the negativity surrounding the world due to the challenges posed by the COVID-19 pandemic. Education is a primary pillar of social transformation towards inclusive growth, especially for marginalised and underprivileged communities. The New Education Policy (NEP) 2020 is a hope in this direction, as it aims to provide inclusive and equitable quality and skill education to all in society. The National Education Policy 2020 (NEP 2020) is formulated to revamp the education system and lay a road map for new India into a Viswa Guru. Post-independence India witnessed three new educational reforms, out of which, for the 21st century, we have NEP 2020, which is flexible, multidimensional, and based on employability. It restructures the whole Indian education system from schooling to postgraduate studies and gives complete freedom to the students to study based on their interests. The Indian government has updated the 34-year-old National Policy on Education with the NEP of 2020 to keep up with the trends and close gaps. NEP 2020 focuses on vocational and skills development, which students can be exposed to in their academic institutions at an early age. The main objective of this new education policy is to build a knowledge superpower nation by providing world-class quality education with industry standards by crumpling the old education system and allocating more funds to strengthen the education system by giving a digital touch. NEP 2020 is expected to give a giant leap to higher education in India. This paper attempts to highlight NEP 2020 and study India's vision toward an overall education system transformation to meet the challenges of the 21st Century. The Main objectives of this paper are to understand and analyse the NEP 2020, to study the quality initiative in the Indian Higher Education system, and to know the challenges and opportunities in implementing the policy. This study is exploratory and based on secondary

data. The main Findings are based on a review of existing literature. The present paper is based on secondary data sources like articles, research journals, newspapers, and various published reports and papers.

**Key Words:** NEP 2020, Skill development, India, employment and GER

# HIGHER EDUCATION SYSTEM IN INDIA ISSUES AND CHALLENGES: NEW EDUCATION POLICY 2020

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## ABSTRACT

Higher education in India plays a pivotal role in shaping the intellectual and professional landscape of the nation. Despite significant strides in recent decades, the sector faces multifaceted challenges that impede its ability to meet the evolving needs of a dynamic and growing society. This abstract provides an overview of the key issues and challenges confronting higher education in India, offering insights into the complexities that hinder its progress. The first challenge lies in the realm of access and equity, where disparities in educational opportunities persist across different regions, socioeconomic backgrounds, and gender. Unequal distribution of resources, inadequate infrastructure, and insufficient educational outreach exacerbate these disparities, limiting the accessibility of quality higher education to a substantial portion of the population. Governance and regulatory challenges contribute to the complexity of the higher education landscape in India. Cumbersome bureaucratic procedures, inconsistent accreditation processes, and a lack of autonomy for institutions impede their ability to adapt swiftly to changing educational paradigms and global standards. Additionally, the mismatch between academic curricula and industry requirements leads to a significant gap in employability skills among graduates. The emphasis on theoretical knowledge over practical application, outdated teaching methods, and a lack of industry collaboration contribute to this disparity. In addressing these challenges, it is imperative for policymakers, educational institutions, and stakeholders to collaborate on comprehensive reforms. Efforts should focus on improving accessibility, enhancing educational quality, diversifying funding sources, streamlining governance mechanisms, and fostering stronger links between academia and industry. By addressing these issues, India can propel its higher education sector towards greater relevance, excellence, and inclusivity in the global knowledge economy. The New Education Policy 2020 is a comprehensive and ambitious document that seeks to transform the higher education system in India. By addressing issues related to flexibility, access, quality, finance, and governance, the NEP aims to create a more dynamic, inclusive, and globally competitive higher education ecosystem that aligns with the needs of the 21st century. Successful implementation of these policy measures will play a pivotal role in shaping the future of higher education in India.

Keywords: Higher Education, Challenges, Comprehensive Reforms, NEP-2020

# INDIAN HIGHER EDUCATION: A NEED OF HOUR TO ASSESS ITS DEFICIENCIES

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## ABSTRACT

The higher education system in India grapples with multifaceted challenges that impede its effectiveness and quality. This abstract outlines key issues, including unequal access and disparities, compromised quality marked by outdated curriculum and faculty shortages, and a deficiency in research and innovation. Infrastructure limitations, an exam-centric evaluation system, and struggles with employability further compound the complexities. The lack of collaboration between academia and industry exacerbates the divide between theoretical learning and practical application. Regulatory hurdles add to the woes. Addressing these challenges demands comprehensive reforms in curriculum, increased funding, improved infrastructure, and greater autonomy for institutions, involving stakeholders at various levels. Bridging these gaps is imperative for cultivating a higher education system that is responsive, dynamic, and aligned with the evolving needs of society and the job market.

# TRANSFORMING INDIA INTO VISHWAGURU: ADVANCEMENTS IN HIGHER EDUCATION ITS IMPLICATION TOWARDS SUSTAINABLE DEVELOPMENT

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## ABSTRACT

This research article embarks on a comprehensive exploration of the intricate relationship between the advancement of higher education in India and its profound implications for sustainable development. In the quest to position India as Vishwaguru, a global leader, we dissect the pivotal role that higher education plays in this transformative journey, examining the synergies between educational innovations and sustainable development goals.

The article commences with a contextualization of India's historical role as a purveyor of knowledge and wisdom, delving into the philosophical foundations that have traditionally shaped the country's identity. We then juxtapose this historical context with the imperatives of the contemporary era, emphasizing the need for a paradigm shift in India's higher education to meet the challenges of the 21st century.

A significant portion of our inquiry focuses on the advancements in higher education that can catalyze the transformation of India into Vishwaguru. Technological integration emerges as a linchpin, with a detailed analysis of how artificial intelligence, augmented reality, and data analytics can revolutionize pedagogical approaches. Case studies and empirical evidence highlight successful models that enhance the quality, relevance, and accessibility of education, thereby equipping the populace with the skills necessary for global competitiveness.

Interdisciplinary research and collaboration emerge as critical facets of the transformation process. By breaking down traditional disciplinary boundaries, higher education institutions can cultivate creativity, critical thinking, and problem-solving skills essential for sustainable development. This section of the article explores practical examples of how cross-disciplinary approaches have led to innovative solutions to real-world challenges, emphasizing the importance of a holistic education in preparing students for a rapidly changing world.

An integral dimension of our investigation revolves around the implications of these educational advancements on sustainable development. Through an exhaustive review of literature and empirical studies, we illuminate the potential contributions of a well-educated populace to addressing the pressing global issues of climate change, social inequality, and

economic disparity. The article underscores the pivotal role higher education plays in fostering a sense of social responsibility and environmental stewardship among graduates.

Policy frameworks and institutional strategies are dissected in the latter part of the article, offering a roadmap for effective implementation of transformative changes in higher education. Drawing inspiration from successful international models, we propose actionable recommendations for policymakers and educational institutions to navigate the complexities of systemic reform. By presenting a cohesive narrative that weaves together historical perspectives, technological innovations, interdisciplinary collaborations, and policy considerations, the article aims to be a valuable resource for academics, policymakers, and practitioners committed to reshaping the educational landscape for a more sustainable and globally impactful future.

**Keywords:** Vishwaguru, Sustainable Development Goals, Technological Integration, Interdisciplinary Research, Social Responsibility, Policy Frameworks. Artificial intelligence, augmented reality.

# UGC'S RECENT INITIATIVES IN HIGHER EDUCATION: MAJOR CHALLENGES

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## ABSTRACT

The University Grants Commission (UGC) in New Delhi is the apex national body responsible for regulating funds and supervising universities and colleges in India. As part of the New Education Policy-2020, the UGC has taken numerous revolutionary decisions and acts as a guide for various institutions and universities. The NEP seeks to transform higher education by focusing on skill-based education, integrating vocational education with general education, and strengthening industry-academia collaboration.

The UGC has developed a portal called "UTSAH" to track the implementation of its strategic initiatives across higher education institutions. The NEP also recommends integrating vocational education with general education and strengthening industry-academia collaboration. A new initiative, "Professor of Practice," brings industrial and professional expertise into educational institutions, enhancing faculty resources and providing students with practical knowledge. The UGC has addressed the problems and concerns of stakeholders, such as the non-availability of a single window system and the need for a digital platform for redressing institutional entity grievances. The UGC has launched an online portal, "CU-CHAYAN," for faculty recruitment related to various central universities in the country. The Academic Bank of Credits (ABC) is intended to facilitate academic mobility of students, allowing them to study in one program in higher education institutions. The UGC has issued guidelines for setting up foreign universities in India, aiming to improve the level of higher education in the country. The Indian Knowledge System (IKS) is an innovation cell under the Ministry of Education in New Delhi, promoting interdisciplinary research, preserving and disseminating the rich heritage and traditional knowledge of India. The UGC has issued orders to include topics related to the IKS in undergraduate and postgraduate courses to preserve the knowledge of India. In conclusion, the UGC has played a crucial role in implementing the National New Education Policy and guiding the country's higher education system. This paper focuses on UGC's key initiatives in recent times, and the major challenges in adopting them in higher education in India.

**Key Words:** UGC, Higher Educations, initiatives, Academic Bank of Credits, UTSAH, Challenges.

# HIGHER EDUCATION IN INDIA: CHANGES AND CHALLENGES

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## ABSTRACT

Higher education in India suffers from several systemic flaws. Despite a growing demand for competent workers in several industries, many graduates remain unemployed. Academic research standards are low and in decline. Indian higher education faces numerous challenges, including a cumbersome affiliating system, rigid academic structures, uneven capacity across topics, eroded autonomy, and limited public funding. Concerns about the regulatory environment, accreditation system, lack of incentives for performance, and unfair public funding schemes are often overlooked. In India, there is limited public debate on higher education due to populism and a lack of reliable statistics.

India's higher education sector has grown significantly in the last 20 years. Initiatives from the business sector have been the primary driver of this growth. There are legitimate worries that a large number of them are exploitative and of low quality. The rise has been chaotic and unplanned as a result of the government's ambivalence about the private sector's role in higher education. The regulatory framework has not been able to prevent exploitation or uphold standards. Rather, it led to the construction of strong entrance barriers that bring in undesired rents. Private providers don't seem to be interested in voluntary accreditation, and it doesn't seem to benefit any of the stakeholders.

# VOICES OF STUDENTS ON THE FUNCTIONING OF PUBLIC SCHOOLS: AN EXPLORATORY STUDY IN RURAL TELANGANA

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## ABSTRACT

Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable, just and human society. The long-term economic growth and sustainable development of the nation critically depends upon the quality of the education system built on the premises of availability, accessibility, affordability and equity. Article 45, Article 51 A of 11 provision and Article 21-A of the Constitution of India envisage that the state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years. With the enactment of the Right to Education Act (RTE), 4th August 2009 India became one of the countries in the world to make education as a fundamental right of every child between the ages of 6 and 14 years. It is in operation from 1st April, 2010.

The draft National Education Policy (NEP), 2016 envisions a credible and high-performing education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast-changing, ever-globalising, knowledge-based economy and society (Draft National Education Policy, 2016).The experience, during the past seven decades, reveals that there are many persisting concerns and challenges relating to formulation of policies and programmes- for development of the marginalized sections especially scheduled castes in terms of availability, accessibility, affordability, equity and quality of the education. One of the important questions that the scholars on the subject raise is the nature or commitment of the State in bringing inclusive education encompassing all the communities and sustainable development in the country. The Central and state Governments are according priority for bringing inclusive education.

In this context the present study tried to look at the facilities that are provided in the schools where the marginalized community students are studying. The present study is a descriptive in nature which has conducted in erstwhile district of Warangal in Telangana state.

The study has conducted in six schools covering three managements i.e. Social Welfare Residential Schools, Telangana Residential Schools and Zilla Parishad Secondary Schools. Two schools from each management were selected and from each school 20 respondents were selected for in-depth analysis. The study highlights that Social Welfare Residential Schools and Telangana Residential Schools are functioning better when compared to Zilla Parishad Secondary Schools in case of quality education. It is found that free education, hospitality and hygiene food is provided in the Residential schools with fine rice and even it is implemented in mid-day meal scheme in Zilla Parishad Secondary Schools. The findings suggest that there is a need to strengthen Zilla Parishad Secondary Schools in case of quality education, accountability of teachers and increase number of institutions and provide the basic amenities for the students.

# WOMEN EMPOWERMENT: NEED OF HIGHER EDUCATION IN INDIA

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## ABSTRACT

It's undeniably a reality that people's levels of standard guidance impact their possible results of getting top-notch professionals and keeping their families out of desperation and that mentoring is perfect for extra powerful and better-showed ordinary and political interests. At the point when women obtain, they provide for their child nutrition, achievement, and mentoring. This is clearly known that without the reinforcing of women, the monetary movement of any general populace or nation is insane. In this way, there is an exceptional need to work for the women supporting. Higher education is one of the prime mechanical gatherings to achieve this. Induction to higher education for young women is as of now miserable. For expanding enrolment of women in higher education there is a need of changing the mindset. There is similarly a need of making school's functioning circumstances well disposed for women. This requires consigning choice taking conditions to the women and making rules for women insistence at work, and so on.

The value of women's education has helped in general confirmation all through the most recent years. Appealing women also work locally where women are less respected, abused by their families, collaborator's and neighbourhood them. The Indian government has conveyed areas of strength for a towards preparing for all; regardless, India truly has one of the most diminished female capacity rates in Asia. Work on the worth of direction for women, and to kill each other that hampers their dynamic assistance. We want to find method for taking out all bearing summarizing in preparing since direction is the system for engaging our women to become future privileged at all levels.

**Keywords:** Education, Enrolment, Empowerment, Employment etc.

# EXPLORING THE CONUNDRUM: HIGHER EDUCATION AND THE STATE

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## ABSTRACT

Higher education in India has seen impressive growth in the past, with an increasing number of institutions and a rise in the higher education level's Gross Enrolment Ratio (GER). However, issues like institutional capacity, the quality of education and availability of resources need to be addressed. Despite a sizeable part of higher education being in the private sector, the state has an important role to play in ensuring equity, access and quality in this segment of education, especially in areas which are in the nature of public good and common infrastructure in which substantial investment is not likely to come from the private sector.

This paper highlights the current state of higher education in India keeping in view the above issues. It will also deal with the evolving policy framework as the state has the responsibility of formulating overall policies irrespective of the delivery mechanisms and institutional variety. Since the state has a responsibility in enhancing skills in different vocations to improve employment prospects of the youth it will be examined to what extent the state initiatives have been adequate in this area. Especially important is to take note of the demand for diverse and specialized courses in keeping pace with a rapidly changing world.

An international comparison of the state's role in higher education would be attempted in the paper. Attempt will be made to examine the state's role in higher education with reference to the National Education Policy (NEP) 2020. Comments will be made on the progress made so far on different vital challenges like institutional autonomy, academic freedom, research and innovation, and the role of the University Grants Commission (UGC) in translating the state's intent into action.

# BRIDGING THE GAP: CHALLENGES AND OPPORTUNITIES IN SHAPING HIGHER EDUCATION IN INDIA

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## ABSTRACT

Higher education in India stands at a crucial juncture, marked by both challenges and opportunities. This research paper undertakes a comprehensive analysis of the current landscape, identifying challenges such as accessibility, quality assurance, and the digital divide. It explores the impact of globalization on curriculum relevance and the need for an evolving pedagogical approach. Simultaneously, the study delves into the opportunities presented by technological integration, policy reforms, and international collaborations. Through a mixed-methods approach involving surveys and interviews, the research aims to provide actionable insights for policymakers, institutions, and stakeholders to navigate the complex terrain of Indian higher education and propel it toward a more equitable and globally competitive future. Addressing these challenges requires a multi-faceted approach involving collaboration between government bodies, educational institutions, industry stakeholders, and the broader community. Strategic reforms, innovative policies, and a commitment to quality and inclusivity are imperative for the transformation and revitalization of higher education in India. Higher education in India is at a critical juncture, facing numerous challenges while also presenting exciting opportunities for growth and improvement. This paper aims to explore the multifaceted aspects that shape the landscape of higher education in the country.

# THE ROLE OF OPEN UNIVERSITIES IN HIGHER EDUCATION

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## ABSTRACT

The National Education Policy 2020 aims to ensure access, equity, and quality education from pre-primary to tertiary level. With regard to higher education, there are nine visions to deliver quality higher education. The ninth vision focuses on "increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education, online education, and open and distance learning (ODL)." Indicating that ODL, after some key changes, can play an important role in enhancing the total gross enrollment ratio (GER) in higher education. Despite the plans to utilize the ODL system, NEP 20 has not considered the recommendations of the previous policies regarding the establishment of open universities, nor has it taken lessons to plug the holes in the system. Education is an agent of social change and social empowerment. It has been mainly instrumental in the development of science and technology. It has brought about phenomenal changes in every aspect of human life. Education can initiate social change by bringing about a change in the outlook and attitude of men. It brings about a change in the pattern of social relationships, and thereby it may lead to social transformation. Social empowerment is a process by which people reclaim their power—the power to shape their own lives and to influence the course of events around them. They use their power against oppression and exclusion and for participation, peace, and human rights. Education enables people to become not only economically independent but also autonomous and decision-oriented. Open universities and distance education institutions are able to democratize higher education by taking education to large numbers, particularly the poor and needy, at an affordable cost. Higher educational institutes have not been an effective means to equalize educational opportunities and are rigid and, most of the time, irrelevant to the needs of the learners. The need therefore arises that the closed educational system has to be made open. This is possible only through open education with distance teaching. For this, the Open University scheme is expected to meet the requirements of a large section of people hunting for knowledge.

# FINANCE FOR INDIA'S HIGHER EDUCATION: IMPLICATIONS AND MITIGATING MEASURES

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## ABSTRACT

With many students from around the globe enrolled, higher education is one of the sectors in India that is expanding the quickest. Students are prepared to enter the real world through higher education.

A nation's strength is its education. Higher education has a lengthy history in India. The nation was once thought to have the oldest universities in the entire globe. After the United States and China, India has the third-largest higher education systems in the world. The education system in our nation falls under the concurrent list, which divides accountability between the federal and state governments. As a result, both the federal and state governments are crucial to the expansion and advancement of higher education. Accordingly, a country's ability to develop is closely linked to the calibre of its higher education. Financing sufficient improvements to educational institutions as a whole is a crucial step in raising the standard of instruction. Examining the funding mechanism for higher education in India, examining related issues, and offering mitigating strategies are the key objectives of this study. The study is mostly dependent on secondary sources, meaning that the researcher used books, research articles, magazines, and other readily available secondary sources of data to help with data collection. An overview of India's higher education financing system is provided by the study.

The current study intends to highlight the relationship between the Center and the State regarding higher education, discuss the function of various agencies in financing higher education, and discuss the various funding sources for higher education in India. The researcher employed secondary sources of data for this study.

**Keywords:** Education, Agencies, Sources of financing, Center-State, Higher Education, Finance

# HIGHER EDUCATION IN INDIA: MAJOR ISSUES AND CHALLENGES

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## ABSTRACT

The vision of higher education in India is to realize the country's human resources potential to its fullest with equity and inclusion. The higher education sector, in recent decades, has witnessed tremendous growth in many aspects such as its institutional capacity, enrolment, teacher-student ratio, etc. The rapid expansion of the higher education system at the same time has brought several pertinent issues related to equity, efficiency, excellence, and access to higher education in the country. The present paper holds an immediate significance of creating awareness of many issues of concern to be taken care of by the stakeholders in the national as well as global levels. The study is also unique in the sense that it brings about a better understanding of the present scenario in the higher education system in the country and its pattern of growth given the opportunities and challenges to the system under consideration. The present study throws a gainful insight into financing schemes and enrolment aspects of higher education in India.

# PROGRESS AND CHALLENGES OF NATIONAL EDUCATIONAL POLICY 2020 IN EDUCATION SYSTEM OF ANDHRA PRADESH

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## ABSTRACT

After Independence Indian government recognized the importance of a large number of doctors, engineers, scientists, lawyers, technicians, and others for our country and formed various educational commissions. On the recommendations of various commission reports, the government has taken revolutionary changes in the Indian Educational system and brought various educational policies. Among various policies, National Educational Policies-2020 is the first educational policy in the 21st Century which was aimed to address the many growing developmental issues. This paper outlines the main features of NEP-2020 and its impact on Andhra Pradesh higher education, and Challenges in the implementing the policies prescribed by NEP-2020. This policy envisions an educational system rooted in Indian ethos that contributes directly to transforming India into an equitable vibrant knowledge society by improving qualitative educational facilities. This paper highlights the objectives, functioning, progress, and challenges of the new National Education Policy in Andhra Pradesh State.

**Keywords:** National Educational Policy-Developmental Issues-Challenges-Transforming India into Equitable Society

# HIGHER EDUCATION AND SOCIAL INCLUSION: A STUDY OF STATE UNIVERSITIES IN TELANGANA

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## ABSTRACT

Higher education, especially university education in Telangana State portrays a dismal picture in terms of quality and social inclusiveness. The state has been systematically withdrawing its patronage with poor budgetary allocations for state universities, failure to recruit teachers with the majority of teaching done by contractual, part-time, and guest faculty hampering not only day-to-day activity but research resulting in a fall in NAAC rankings. This hurts attracting collaborative activity with research institutions. Excessive political interference, detaching research from universities making faculty focus only on teaching, lack of motivation, unnecessary proliferation of state universities with little focus on quality, high political interference in the appointment of vice-chancellors and recruitment of faculty and lack of monitoring are some of the many reasons causing drastic fall in quality in state universities. The after-effect of this is a lack of social inclusion. Enrolment patterns in the last two decades show that the majority of students in state universities belong to SC, ST, and BCs with others opting for central and private universities. Poor student-teacher ratio has prompted students to shun state universities. Taking state universities in Telangana as a case study, the present paper looks into the factors that contribute to poor standards, causes, implications, and how it has caused disenchantment among disadvantaged sections towards higher education in state universities.

**Keywords:** Higher Education, Social Inclusion, State Universities, Telangana

# UNVEILING DISPARITIES: A CRITICAL EXAMINATION OF GENDER INEQUALITIES IN HIGHER EDUCATION

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## ABSTRACT

India has one of the largest higher education systems in the world that stands second in terms of the higher education network. The term 'higher education' with respect to India denotes the tertiary level education that is imparted after 12 years of schooling. This paper conducts a rigorous examination of gender inequalities within the realm of higher education, seeking to unveil the multifaceted disparities that persist in academic settings. Through a critical lens, the study delves into various dimensions of gender-based imbalances, including access to education, representation in leadership roles, and the manifestation of gender biases in curricular and extracurricular activities. By synthesizing empirical evidence and scholarly perspectives, the paper not only identifies existing challenges but also explores potential root causes and consequences of these disparities. Furthermore, it highlights initiatives and strategies aimed at mitigating gender inequalities in higher education, emphasizing the importance of fostering an inclusive and equitable academic environment. Ultimately, this research contributes to the ongoing discourse on gender equity in higher education, offering insights that can inform policy development and institutional practices to create a more equitable future for all. Recognizing that gender inequalities are deeply ingrained in the structures of higher education; this paper seeks to contribute to the ongoing discourse on creating more inclusive and equitable academic environments. Through a lens of critical analysis, we will unravel the layers of gender-based imbalances, paving the way for informed discussions and actionable initiatives aimed at dismantling barriers and fostering a truly egalitarian higher education landscape.

**Keywords:** Higher education, Inequalities, Gender inequalities, Education

# NEP-2020: ISSUES, APPROACHES, CHALLENGES, OPPORTUNITIES & CRITICISM

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## ABSTRACT

The year 2020 has been an exceptional year for countries across the globe. In India one of the important changes that took place was the development of the New Education Policy (NEP) 2020. Time by time, various committees have recommended to increase the allocation of the budget for education to 6% of the GDP; this has led to the interests of researchers. This paper aims to identify the concerns and focus of NEP 2020. NEP-2020, framed with the objective to provide a quality school education and higher education to everyone with an expectation of holistic & research-oriented progress. This paper initially depicts an overview of NEP-2020 education & research part, evaluation of the implementation suggestions given in the policy, identifying and analyzing possible generic strategies for implementation of NEP-2020 to fulfill its objectives based on focus group discussions. The paper also includes many predictive proposals on issues like developing quality universities & colleges, institutional restructuring & consolidation, more holistic & multidisciplinary education, optimal learning environment & student support, transforming the regulatory system of higher education, technology usage & integration, and online & digital education. Finally, effectively irrespective of various constraints. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The New Education Policy 2020 has the potential to bring about significant changes in the Higher education system. However, its impact will depend on the effective implementation of its various provisions. To ensure that the policy is successful, it will be important to monitor its implementation and evaluate its impact over time. The New Education Policy (NEP) 2020 marks a significant turning point in the history of education in India. The policy aims to transform the education system in India to make it more inclusive, learner-centered, and accessible to all. NEP 2020 emphasizes the importance of interdisciplinary and multidisciplinary education, pedagogical reforms, and improved governance in higher education institutions. The policy has the potential to significantly improve the quality of education in India and provide students with a comprehensive and holistic education.

**Keywords:** Indian Higher Education Policy, Implementation Strategies, Indian Higher Education System, Research and Innovation Focus, Overview & Analysis.

# IMPACT OF POSHAN ABHIYAAN SCHEME ON WELFARE OF WOMEN AND CHILDREN AMONG CHENCHUS: A CASE STUDY OF ITDA MANNANUR, NAGAR KURNOOL DISTRICT

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## ABSTRACT

POSHAN Abhiyaan Scheme is a Central Government Scheme also an integrated nutrition support programme subsumes Supplementary Nutrition Programme and improving nutritional norms and standards, quality and testing, re-enforcing practices that nurture health, wellness and immunity around traditional community food habits and by improving digital infrastructure support for last-mile tracking and monitoring of nutrition delivery of supplementary nutrition for Adolescent Girls, Pregnant Women, Lactating Mothers and 0-6 years Children and holistically addressing malnutrition under Women and Child Development of the Chenchu tribes who are living in tribal and forest area in Nagarkurnool District. This programme through use of technology, convergence and community involvement with a targeted approach strives to reduce the level of stunning, under-nutrition, Anaemia and low birth weight in children. POSHAN Abhiyaan scheme is being implemented in all districts of Telangana state through Women and Child Welfare Department.

The focus area of Chenchu Tribe in ITDA area of Mannanur, Nagarkurnool District in 8 mandalsi.e.Achampet, Balmoor, Lingal, Uppununthala, Amrabad, Padara, Kollapur and Peddakothapally. Majority of the chenchus are living in forest area. The total population of the chenchus in the district 11313, Male 5435 and Female is 5553. The Anganwadi beneficiaries' pregnant women163 and lactating mothers 151, Children 0-6 years are 1381 are taking services from Anganwadi centres. The status of Anaemic among Pregnant, Lactating Mothers is 0.43% (06/1381) and Children who are under wasting category are 0.63% (02/314). The majority of the Chenchus are not aware about the scheme and activities of POSHAN Abhiyaan scheme/ICDS services which are providing through the government side and also need to take more responsibility from Anganwadi services system/ICDS functionaries from unreached area to reached area. The ICDS functionaries are conduct more awareness programmes of POSHAN Abhiyaan scheme activities and benefits to the beneficiaries in tribal area.

# HIGHER EDUCATION IN INDIA: MAJOR ISSUES AND CHALLENGES

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## ABSTRACT

Higher education is considered last step in formal education. It builds transition from academics to a career. India's education system has still not developed fully. This research article provides an exploration of access, enrolment, retention, equity within the higher education system in India. Through a comprehensive analysis of existing literature, empirical studies, and case studies, policy documents, the paper identifies and analyzes key concerns, existing universities for access, equity and affordability to the learners, human resources, quality of education, outdated curriculum, inadequate infrastructure, accountability and performance of teachers, lack of employable skills, accreditation, political resistance, inadequate public funding and the evolving the role of technology. Additionally, it examines the impact of social and economic disparities, bureaucratic hurdles, and global competitiveness on the higher education landscape. Through this comprehensive review, the article aims to offer a nuanced understanding of the complexities surrounding higher education in India and proposes informed recommendations to address these challenges, fostering a more robust and inclusive educational framework.

# AI IN HIGHER EDUCATION: PSYCHOLOGICAL IMPACT ON STUDENTS

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## ABSTRACT

Recent technological advancements in the field of Artificial Intelligence have been extremely promising. There have been strides made in Machine Learning, Natural Language Processing and other fields of AI. Out of all, the availability of the powers of generative AI to everyone probably had the biggest impact on the society as a whole. This also obviously includes educational institutions and students. Using ChatGPT or other generative AI tools is becoming quite common in several institutions. Other than this, the educational community at large is also quite keen to adapt other AI technologies in education to transform the teaching-learning experience. While all this is very exciting and has boundless potential, some key issues are to be considered. While students are gaining new skills and knowledge with technologically aided learning, they are also losing some key skills that we have considered most important for centuries. There is also the impact of technology on their overall psyche and mental health. This paper aims to understand how AI in higher education can impact student's psychology on the whole, what the key considerations are to be taken while integrating AI and technology in education and how can we integrate AI in higher education while avoiding the pitfalls it brings with it in terms of psychological impact and mental health.

**Keywords:** Higher Education, Technology in Education, AI, Generative AI, Psychological Impact, Mental Health.

# ENHANCING INCLUSIVITY THROUGH OPEN AND DISTANCE LEARNING (ODL) IN HIGHER EDUCATION

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## ABSTRACT

This paper delves into the pivotal role of Open and Distance Learning (ODL) in enhancing inclusivity within India's higher education landscape. It aligns with the seminar's objectives, aiming to evaluate quality assurance mechanisms, propose strategies for social inclusivity, discuss technology integration, explore sustainable funding models, promote education through ODL, and align higher education practices with NEP 2020. Open and Distance Learning (ODL) stands as a versatile educational approach that transcends traditional classroom boundaries. It offers flexible learning opportunities, utilizing a diverse array of technological resources and platforms to deliver education remotely. ODL addresses geographical limitations, enabling learners from various backgrounds and locations to access educational resources and courses tailored to their needs. Its flexibility accommodates diverse learning styles, facilitating self-paced learning and allowing individuals to balance educational pursuits with work or other commitments. This accessibility democratizes education, offering avenues for lifelong learning and skill enhancement to a wider audience. The significance of ODL in higher education is paramount. It acts as a catalyst for social inclusivity by providing equitable educational opportunities, especially to individuals unable to access conventional institutions due to geographical constraints, financial limitations, or work commitments. By leveraging technology, ODL enhances pedagogical methodologies, offering personalized learning experiences that cater to diverse learner needs. Additionally, the integration of ODL practices aligns with the goals outlined in NEP 2020, emphasizing flexibility, multidisciplinary learning, and technology integration in the education system. In addressing the seminar's objectives, this paper proposes practical strategies to enhance the inclusivity, accessibility, and quality of higher education through the integration of ODL practices. By examining the multifaceted aspects of ODL's impact on higher education, this paper contributes to the discourse on creating a more inclusive and accessible educational framework in India.

**Keywords**: Higher Education, Inclusivity, Open and Distance Learning (ODL), Quality Assurance, Technology Integration, Sustainable Funding, NEP 2020.

# ODL IS THE GATE WAY OF HIGHER EDUCATION IN INDIA

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## ABSTRACT

Open and Distance Learning is the gate way to fulfill the desire of pursuing higher education. Distance education is not an innovative concept. In the late 1800 the University of Chicago in US has launched major distance education programme in which the learner and the teacher were at different location. ODL is an education format which is reduced the percentage of dropouts who were unable to grasp the fruits of higher education by various reasons like scarcity of money, Family problems, lack of interest and some other issues. It is the most popular way of informal education the students of rural India are learning through this approach who are faraway to formal education. Due to marriage and employment some education lovers had stopped their education. ODL is the great opportunity to continue their education without any hurdle. It focuses on open access to education and training to make the learner's free form the constraints of time, place and offering flexible learning opportunities to individuals and group of learners. ODL is the student centered education which facilitates the student free and convenient learning. With the advent of technology higher education changes its shape through Open and Distance Learning. According to drastic changes in higher education system innovative courses and innovative teaching and learning methods had adopted in the higher education. ODL introduced open access system throughout the world with the help of internet. Most of the rural people prefer open universities to complete their desire of higher education with the immense support of open universities in India like Ambedkar and Indhira Gandhi open Universities. With the busy of daily work schedule and financial instability either rural or urban people are electing ODL for their educational improvement. So, the Open and Distance Learning is the gateway to improve the education qualification and improving the percentage of literacy without any restrictions to learners in India.

# NAVIGATING THE LANDSCAPE: CHALLENGES AND REMEDIES IN HIGHER EDUCATION IN INDIA

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## ABSTRACT

In the last two years, the pandemic has compounded existing challenges in India, including those related to capacity, equity, and access to resources, quality, and bureaucratic obstacles. But reform efforts to address these issues and others are taking root as India's tertiary sector experiences a period of tremendous expansion. Though India's role in the international education landscape has historically been as a top sending country, its star is rising as a destination for international students. Toward that end, India's overlapping goals of expanding access to higher education among all students in the country, keeping talented Indian students at Indian institutions, and attracting students from abroad all begin with prioritizing its higher education system. One hope for meaningful reform is the National Education Policy 2020 (NEP 2020), approved by India's central government in July 2020. But it's too early to tell if the implementation of the NEP will succeed in moving the sector forward. To appreciate the country's growing role in international education, it's important to understand the scope of India's higher education system, as well as its various models, strengths and weaknesses, and largest obstacles.

**Keywords:** Indian Higher Education, international education, access to higher education, (NEP 2020)

# EDUCATION, POVERTY AND SOCIAL EXCLUSION: ASSESSMENT OF YOUTH LEAVING CARE

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## ABSTRACT

Amartya Sen's Human Capability Approach considers education a pivotal indicator of human development, and means to reduce poverty and social exclusion. In developing nations like India, education has remained inaccessible to many, especially vulnerable children and youth. Upon turning 18 years of age, youth who have lived in child care institutions are expected to leave care and transition into independent life on their own. While they receive basic education and vocational training in care, it falls short of quality higher education necessary for a smooth transition towards independent life. In an assessment of the situation of such youth in five States of India, Udayan Care, an NGO working with children and youth found that most of the Care Leavers (CLs) were forced to compromise on education and pursue jobs with low remuneration. This study examines the interrelatedness of education, poverty and social exclusion among CLs through secondary literature and empirical data from Udayan Care's national study. Analysing the findings from the lens of the Capability Approach, the gaps in provisions of educational support to CLs and subsequent limitations to address challenges of poverty and social exclusion of this population are highlighted, also making recommendations on ways to improve CLs' outcomes. The capability approach can be implemented at micro and macro levels (Crocker and Robeyns 2009). At the realms of the individual and social groups, it tells how well an individual or community is or has been, and allows for interpersonal evaluations and comparisons between groups and societies. In its broader application and as a normative framework, it expands beyond the lives of individuals and groups to evaluate and design policies, procedures and institutions towards social change and development (Wolff and De-Shalit 2007). By evaluating policies and other social changes according to the impact they have on people's capabilities and their actual functioning's, the capability approach asks important questions. Among some of them is whether individuals can be healthy, have access to quality education, and have real political engagement, while also examining whether the resources or means for these capabilities, such as clean water and sanitation, the establishment of schools and universities, and community participation and activities to support the citizens, are available.

**Keywords:** Poverty, Social Exclusive, Education, and Evolution.

# ENHANCING INCLUSIVITY THROUGH OPEN AND DISTANCE LEARNING (ODL) IN HIGHER EDUCATION IN INDIA

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## ABSTRACT

The term 'Education' is like a diamond. A diamond appears in different colour's when viewed from different angles. 'Education' appears differently to different people. Education is bringing in behavioural change. Education is referred to as transforming agent of the society. Now a days it is well recognized that the education is a powerful tool for social development and transformation. In the process of education learning is important. School education is an important state in the life of an individual elementary education is compulsory and free of cost. All countries provide primary education with free of cost. After completion of school studies they want higher education. Some persons not join in the formal institutions for higher education. They preferred higher education through ODL. ODL is strongly and growing around the world. Today same organizations provide online courses only, same traditional Universities are also playing a role in distance education, and others blend the approaches. But all are at different stages of technological developments between and within countries, main messages of Open and Distance Learning are "access and Success".

Developing countries managed to make this mode of education effective in their own contexts and be very creative in how they collaborate with other resources through technical advances the ODL courses develop in the society.

**Keywords:** ODL, Online learning, technical advances access and success

# ENHANCING INCLUSIVITY THROUGH OPEN AND DISTANCE LEARNING (ODL) IN HIGHER EDUCATION

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## ABSTRACT

India, as a developing country, has made systematic progress in the field of education since gaining independence. There has been a commendable increase in educational outreach across all segments of society. Higher education, being a crucial contributor to sustained growth and social development, plays a significant role. It fosters the development of skills, abilities, and attitudes, promoting overall social progress.

The pivotal role of higher education is evident in providing access to highly skilled and well-paid jobs, contributing to inclusive growth. Recognizing higher education as a long-term social investment is imperative for the advancement of social cohesion, cultural development, economic growth, equity, and justice. To address global challenges, the Indian higher education system needs to strike the right balance between demand and need, channelizing teaching, research, and extension activities for sustainable and inclusive development.

Educational development is a key component in achieving inclusive growth in any state, fostering a process that involves all parts and people without bias. It is essential to focus on the role of higher education in ensuring sustained growth and inclusive development. This study relies on secondary data collection.

Inclusive growth is facilitated by developing the talents and skills of individuals through higher education. The government of India, adopting an inclusive growth approach during the Eleventh Five-Year Plan, plans policies to include all sections, ensuring everyone benefits from growth.

This focus on inclusive growth is particularly crucial for students facing challenging circumstances, such as disabilities, work or family commitments, or geographical barriers. Open and Distance Learning (ODL) Education in India plays a vital role in providing higher education to diverse groups, including socially disadvantaged sections. The ODL system, with its slogan "Education at your doorstep," has successfully brought education to learners' doorsteps through the development of Information and Communication Technologies.

Despite the progress, the Education for All initiative has led to an overall neglect of higher education in many developing countries. In the development of any nation, elementary education lays the foundation, while higher education shapes human intelligence, decision-making efficiency, planning, management skills, and the power of imagination.

The COVID-19 pandemic has forced many students and workers to transition to remote work and distance learning, emphasizing the importance of fostering a sense of community and engagement in online environments. Some universities have introduced new educational technologies, such as game-based learning, virtual reality, and adaptive learning, to enhance the online learning experience. There is also a growing interest in developing open and flexible systems, allowing students to access course materials and resources on their own terms. Implementing these strategies can create a more inclusive and engaging online learning environment for all.

# AI IN HIGHER EDUCATION: INTELLECTUAL PROPERTY RIGHTS AND ETHICS CONSIDERATIONS

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## ABSTRACT

Generative AI is the buzz word now not only in technological circles but among other fields as well. The recent advancement in gen AI had made it possible for everyone to leverage the technology. ChatGPT or similar applications are being extensively used and their future potential is being discussed in all the fields, including education. In educational institutions, the use of generative AI is already prevalent and students are making the best of it. ChatGPT is a major game-changer and the buzz surrounding it is not unwarranted. However, there is a major conversation that is to be had on its consequences especially regarding intellectual property rights and ethics. Students in higher educational institutions are expected to have original intellectual thought and original work. As many students leverage AI, we are running a risk of students reproducing refurbished work as their own original work. And as AI advances, we will also be unable to distinguish which is a student's work and which is AI's. This paper examines the current scenario regarding intellectual property rights and ethics in using AI in higher education's and how we can imbibe creativity and originality in students while still integrating technology in education.

**Keywords**: Higher Education, Generative AI, ChatGPT, Intellectual Property Rights, Ethics, Technology in Education.

# HIGHER EDUCATION AND GENDER DISCRIMINATION: LAW ENFORCEMENT IN INDIA

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## ABSTRACT

The present paper focuses on 'Gender Discrimination and law enforcement in India' particularly, basic rights violation against women. Now days, the majority of women community have been faced all kinds of social, political, physical and economic exploitation in every parts of the nation. Although not intended in the formulation of laws, some criminal laws are applied to men and women differently While there are other examples of ways criminal laws are applied in different ways to men and women, the prosecution of women for drug-related offenses can have unintended consequences for women. Family law encompasses, among other practices, child custody, child support, protection from abuse orders, and divorce–all of which involve women. Women involved in family law proceedings need counsel in obtaining legal protection from abuse for themselves and their children. In custody, support, and protection proceedings, low-income women in family court typically rely upon legal support from local legal services offices to represent them. Legal services lawyers can make improve daily lives of individuals through family law practice supporting women.

# HIGHER EDUCATION AND GENDER INEQUALITIES IN INDIA

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## ABSTRACT

The study found that gender inequality exists in education, but it can be eliminated with proper development with cooperation, awareness between males and females, and complementary to each other. The study also revealed that gender inequality in education has a negative impact on society unless it is resisted in time.

This study considers the gender inequality that exists among every region, social class and prevents the growth of Indian education systems. The reality of gender inequality of higher education in India is very complex and diversified, because it exists in every field like education, employment opportunities, income, health, cultural issues, social issues, economic issues etc. An attempt has been made to find out those factors which are responsible for this problem in Indian education systems. So, this paper highlights the multi-dimensional context of gender inequalities prevalent in Indian education systems. Overall, the study indicates the inequality in economic, social, cultural and legal biasness which are of a great challenge for policy-makers and social scientists to establish proper equality in the entire social field. The researchers have tried to suggest some relevant strategies and policies implication for reducing this gender inequality and to promote the dignified position for Indian women.

# HIGHER EDUCATION AND GENDER INEQUALITIES IN INDIA

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## ABSTRACT

The aim of this study is Gender inequality in higher education is an issue in society because it allows unfair treatment of people based on their gender. The gender inequality that exists among every region, social class and prevents the growth of Indian education systems. The reality of gender inequality of higher education in India is very complex and diversified, because it exists in every field like education, employment opportunities, income, health, cultural issues, social issues, economic issues etc. This paper highlights the multi-dimensional context of gender inequalities prevalent in Indian education systems. In this way the investigator identifies Gender socialization occurs through the three main inequalities are found in the workplace, education systems and health.

# NEP 2020 AND ONLINE EDUCATION: ISSUES AND CHALLENGES

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## ABSTRACT

The NEP 2020 has a special focus on online education. Universities and institutions like NITs and IGNOU will be conducting pilot research studies to maximize the benefits of digital learning in India. Online tools and platforms like DIKSHA and SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) will be upgraded with new insight into training content, in-class resources, assessment aids, profiles, etc. that will allow seamless interaction. It also focuses on the creation of public digital and interoperable infrastructure that can be utilized by multiple platforms. NEP 2020 emphasizes the creation of virtual labs wherein students can practice their theoretical knowledge and make course content available in different languages. The newly renamed Ministry of Education proposes to set up a dedicated unit for the promotion of digital learning. The dedicated unit will comprise experts from the fields of education, educational technology, administration, and e-governance who will focus on the online learning needs of both schools and higher education. More emphasis will be given to online assessments and examinations.

The present age is driven by digital technology, and the whole globe is under the influence of the internet and the World Wide Web. The internet equipped both the education seeker and the education provider and laid them together under a virtual roof. Due to this, the concept of a virtual classroom is already popular across the globe. Therefore, in the modern era, the role of online technology in providing education is vital, and with its flexible nature, online educational technology has gained popularity. Online education is now more accessible to less privileged groups in comparison to the centralized classroom education system. This paper focuses on online education with NEP and major issues and challenges in the implementation process.

**Key Words:** NEP, Online Education, Technology, Challenges, Knowledge.

# METHODS AND APPROACHES FOR TEACHING CHEMICAL SCIENCE IN OPEN, DISTANCE, AND ONLINE EDUCATION: A COMPREHENSIVE REVIEW

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## ABSTRACT

In the dynamic evolution of education, the increasing prevalence of open, distance, and online learning methods has reshaped the landscape of teaching chemical science. This research article undertakes a comprehensive review, examining the diverse methods used in delivering chemical science education through non-traditional platforms. The overarching goal is to pinpoint effective strategies, assess challenges, and propose innovative solutions to elevate the quality and accessibility of chemical science education. The contemporary educational paradigm has witnessed a transformative shift towards open, distance, and online learning, leveraging technology to offer flexible educational opportunities. This article systematically explores various methods applied in open, distance, and online chemical science education. Multimedia resources, including video lectures and simulations, prove instrumental in engaging students and conveying complex concepts, addressing the intricate nature of chemical science theories and applications.

Adaptive learning technologies are examined for their role in tailoring content to individual learner needs, facilitating a personalized learning experience. Virtual laboratories and simulations extend educational boundaries, providing practical experiences within a digital environment and enhancing accessibility to hands-on experiments. The article critically evaluates collaborative learning strategies, such as forums and group projects, to foster community and shared learning experiences in the online realm. Assessment methods suitable for online chemical science courses, such as quizzes and virtual experiments, are explored to contribute to effective evaluation in virtual learning environments.

While recognizing the transformative potential, the article addresses challenges accompanying this shift, including maintaining academic integrity in online assessments and ensuring equitable technology access. Innovative solutions are proposed to reconcile these challenges, maximizing the benefits of non-traditional education.

# INCLUSIVE EDUCATION AND ITS CHALLENGES IN TEACHER EDUCATION INSTITUTIONS

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## ABSTRACT

This article has three main streams namely, Inclusive Education; Teacher Education Institutions, and challenges. Inclusive Education is a new approach desired to follow across the world educating children/students equally with abilities and disabilities to help them to grow to their fullest potential. Even in India, many steps were followed to make primary, secondary, and Teacher education inclusive. Inclusive Education in India- concept, Need, and Challenges (J.D. Singh, Ph.D.) gives figures that 73 million children of primary school age were out of school in 2020. (MHRD, 2009) About 80% of the Indian population lives in rural areas, and many of them are marginalized by dimensions of disability, gender, and poverty. 9 Bithi Sarkar, Soma Ray Chaudhuri) in the article "Attitudes of the secondary school teachers towards Inclusive Education " mentioned the implications - The universities offering teacher training programs should review the curriculum, internship, and activities in the light of the PWD Act. Teachers' competencies should also be emphasized (professional knowledge, assessment, etc.) as expertise in the use of technology, and teachers should be provided with the necessary equipment, and resources to perform well in the classrooms. The article " Barriers and Opportunities for Visually -Impaired Children in Inclusive Education: Beneficiary Perspectives (Narendra Kumar Jha; Dr Swati Sanyal) conducted a study on Twenty-Three full-time visually - impaired university students who took part in this study. Out of them, eighteen students were male and five students were female. The participants opined differently and said that inclusive Education may be a boon to Visually Challenged children- such children can learn in the company of regular children in such an environment. Dimensions of Inclusive Education and Perspective of Teachers in the Light of NEP 2020" (Dr.Devjani Chakravarty ; Dr.Geeta Shinde ) conducted a survey of 50 participants In their article mentioned the categories of learners- children with special needs; urban poor, underrepresented groups; education of girls; children belonging to SCs AND other BC. Communities, minorities communities, transgender etc. some questions were raised such as what is equity and inclusiveness; how to remove bias and stereotyping of the content. Given the above-mentioned questions this article discusses the challenges for inclusiveness in Telangana state.

**Keywords:** Curriculum; inclusiveness; dimensions; teacher education, disabilities.

# SOCIO-ECONOMIC CHALLENGES FOR DALITS WOMEN: INDIA HIGHER EDUCATION SYSTEM

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## ABSTRACT

This paper reviews diverse literature on Dalit women and higher education. Dalit women's inequality in terms of caste, class, and gender is more pronounced in some aspects of the higher education systems than in others. The analysis makes distinctions, the experiences of undergraduate/Postgraduate Dalit women students in Indian universities/ colleges, the status of enrolment and dropouts, hurdles in completing the degree successfully, and outcomes of the teaching-learning process. Fortunately, while the sociology discipline pays significant attention to caste-based violence in Indian contexts, Dalit women-related issues are a topic under-studied in the field. This article reviews the multidimensional literature on Dalit women and higher education, typically coming from Sociology, education, cultural studies, and feminist studies, and focuses on the phenomena's link to notions of caste and education. To bring out the major cause of concern researchers studied more than 20 articles/ research papers. The paper concludes by pointing out gaps in the body of information and making recommendations for further research.

**Keywords:** Dalit women, Higher Education, Discrimination, Enrolment, Dropouts, Degree completion

# BRIDGING THE GAP: TACKLING GENDER INEQUALITIES IN HIGHER EDUCATION IN INDIA

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## ABSTRACT

Equal access to technology and learning opportunities, as well as policy interventions, are instrumental to increase women's economic empowerment. Nevertheless, the proportion of women using the Internet is 12% lower than the proportion of men using the Internet worldwide; barriers to access, lack of education, skills and technological literacy and inherent gender biases and socio-cultural norms, are at the root of gender-based digital exclusion (OCDE, 2018b). It is estimated that doubling the number of women and girls online would generate about USD 13 to 18 billion in GDP across developing economies (Intel and Dalberg, 2012). Nevertheless, solely providing access is not sufficient. A wider focus involving key stakeholders, including infrastructure capacity, essential skills training and digital inclusion, as well as society at large, is necessary. This calls for a multidimensional approach aiming to avoid gender stereotyping from the very early age, leveraging on key stakeholders, including the family and the education system, and involving, primarily, women's digital skills training, both in higher and technical education as well as in continuing education. This would allow women to fully participate in every aspect of life, society and the economy, and would contribute to ensure a minimum level of digital skills even in low-skilled jobs. These skills enable innovation in a digital economy to flourish, but also support the infrastructure that firms, governments, commerce and users rely on (OECD, 2015c). Likewise, policy design and implementation are pivotal to bridge the digital gender divide. They may offer "leapfrog" opportunities for all women, also women in trade and in businesses - including in small and medium enterprises (SMEs) - and enhance access to knowledge and employment opportunities, thus boosting economic growth and fostering greater gender equality and inclusiveness for all. In turn, a number of societal, economic, technological and political trends are shaping education, its organization, its content and the way it is delivered, and ultimately education's ability to fulfill its own mission, i.e. to form individuals, and help them develop as persons, citizens and workers. In addition, demographic trends such as the aging of the population, coupled with the speed, scale and scope of the changes brought about by the digital transformation, call for a careful rethinking of education, on a number of dimensions. These include rethinking formal and informal learning and understanding to how to make of education the lifetime helpful companion of individuals, in an effort to foster inclusive growth and inclusive societies (OECD, 2019a).

# HIGHER EDUCATION AND ELECTION PROCESS IN INDIA: AN ANALYSIS

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## ABSTRACT

India became an independent Nation on the 15th August 1947. It became a Republic on 26th January 1950 and the Constitution of India came into force. India is a Sovereign, Socialist, Secular, Democratic republic with a parliamentary system of Government sustained by a well-developed electoral process. India is a federal polity with a Central Government, 28 State Governments, a National Capital Territory and 6 Union Territories. Ever since its independence till date, the country has achieved significant progress in various sectors such as agriculture, industry, power, science and technology, and services. According to 2001 census, India's population is 1027 million. The estimated growth of population from 1991 to 2001 is at an annual rate of about 2 %. The installed power generating capacity (Utilities) as of April 2002 was 104,935.50 MW (e) with about 71% contributed by fossil thermal power. In order to meet the growing demand for electricity, significant electricity generation capacity addition is necessary for which various measures are being taken.

**Keywords**: Electricity Generation, Agriculture, Industry, Power, Science and Technology, Higher Education

# HIGHER EDUCATION AND DEMAND FOR SMALLER STATES IN INDIA: A SOCIOLOGICAL PERSPECTIVE

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## ABSTRACT

The impact of Geo-Politics, demands for smaller states in India very essential part of the political games in every society. Significantly, the necessity of new states formation and its local importance should be analyzed. The historical institutionalism framework also helps explain why over time state borders have become less stable and subject to change in some parts of the federation and not in others. Borders, understood as a form of institution, rest on the notion that they are a critical element influencing competition among groups. Struggles over the size and shape of the state are part of the 'rules of the game': which interests are legitimate, what resources can be mobilized, the questions that are open for debate, and how these change. While there may be no routine challenges, these may emerge from time to time, and changes in boundaries and the hegemonic space are deeply contested by other elite groups until finally the Centre decides whether or not to divide the state. In the Hindi heartland, governments have been more responsive to arguments in favour of unity than division, which has reinforced the 'stickiness' of state boundaries as opposed to fluidity. Finally, it is important to understand the semi-autonomous timetables of how the dynamics of federal restructuring works, moving from the sub-state and state to national politics.

# ROLE OF INDIAN WOMEN AND WRITINGS IN HIGHER EDUCATION: AN OVERVIEW

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## ABSTRACT

The problems of women are same everywhere in various parts of the world like Europe, America, Asia, Russia and China. They would experience with same womanly qualities and habits, pleasure and pain. Moreover womanhood is universal rather global. Every country has their individual history, traditions, customs, conventions, culture and civilization. People of their own country are the product of the totality of that civilization. The concept of Indian women is very clear. The people in India belong to different races, religions, castes, communities, groups with divergent beliefs, faith and temperament, for example in India we have Bengali women, madras women, Maharashtra women and soon. There is component of uniqueness present all over them. This was a common code which made connect altogether. This uniqueness not only reflects in their soul and spirit, but also reflects in their approach to life, their character and behaviour, mannerisms, customs, food habits and style of living.

**Keywords:** problems of women, traditions, customs, soul and spirit of Indian women

# HIGHER EDUCATION AND INDIAN POLICY PERCEPTION AND IMPLEMENTATION OF HEALTH CARE SYSTEM

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## ABSTRACT

The purpose of the above topic is how the programmes of the policy of the government in Health Sector cause development in the society. If the society is healthy, any society develops society, economically. Human development index is a composite of three indicators: longevity or long life, educational attainment and standard of living (or per capita income). The first two indicators are the social indicators life expectancy, a much-desired objective of human beings, reflects the progress made in such fields as health, infant and child mortality mother's health and nutrition. The educational attainment is comprised of adult literacy and a combined primary, secondary and literacy enrolment ratio. The human development index stresses the importance of the quality of life. This brings in the public/government expenditure which with same restructuring can be helpful in providing more resources for health and education. The WHO has described Health as a state of complete physical mental and social well-being and not merely the absence of disease or infirmity. The determinants of health are: genetic configuration, level of development, life style, environment health infrastructure. Keeping the meaning of health and determinants of health in mind, the Government has made a national health policy.

**Keywords:** Health Sector development, Human development, social indicators life expectancy, health and education.

# HIGHER EDUCATION AND SOCIAL EXCLUSION OF DALIT WOMEN IN INDIA

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## ABSTRACT

Dr B R Ambedkar said that Caste System is just like a multi-storey building having no stairs; you have to die where you have born .In this way, Caste system is a peculiar feature of the Indian society. It is just like a social cancer. The caste system is the dominant and ruling philosophy of Hinduism, directly linking power and social order. The caste system is not only the division of labour but division of the labourer due to graded inequality. He exposed the drawback of the caste system by his writing the **'Annihilation of Caste'**. People are saying that Castiesm has come down but it is my firms believe that Castiesm is more as it was earlier but of course, untouchability came down. Dalits have somehow educated due to the Constitutional Right so they realized their fundamental rights, ultimately untouchability came down. The women are being discriminated in every aspect of the society. The whole women are the victim of gender discrimination in the society. However, Dalit women have been discriminated on the ground of caste and untouchability. In comparison to other high caste women, the Dalit women have been forced to live in most vulnerable conditions. The socio-economic condition of Dalit women in India needs special attention. They experience violence, discrimination, and social exclusion on a daily basis. The economic growth in India has been strong over the past decade. However, the caste disparities are increasing.

**Keywords:** Caste System, Higher Education, labour, Constitutional Rights

# NAVIGATING CHALLENGES: A COMPREHENSIVE ANALYSIS OF HIGHER EDUCATION IN INDIA

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## ABSTRACT

This research investigates the challenges faced by the higher education system in India amidst a surge in demand driven by factors such as an increasing number of high school graduates and government emphasis on skill development. Projections indicate a substantial rise in student enrolment, reaching 100 million by 2030, placing immense strain on existing infrastructure and resources. The study explores issues including inadequate infrastructure, a shortage of qualified faculty, escalating education expenses, and an outmoded educational framework. The findings underscore the urgent need for comprehensive reforms to address these challenges and ensure the delivery of quality education to meet the escalating demand.

**Keywords**: Higher Education, Issues, Challenges

# A STUDY OF THE CURRENT STATUS OF THE TELANGANA EDUCATION SYSTEM

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## ABSTRACT

An essential prerequisite for a nation's progress is its educational framework. India's benefit of having a large youth population is a significant chance for the government and actors in the education sector to work together for the growth of the education sector and, ultimately, the country. Rising income levels and favourable foreign policies are just two of the reasons why a large number of foreign competitors have entered the Indian education sector. Additionally, the Indian government has launched a number of programs to guarantee that the country's youth obtain top-notch education. Every nation's established system is always subject to harsh criticism. Students, parents, and educators have levelled numerous charges against the nation's educational system. Teachers feel they are underpaid, students feel they are overworked, and parents want their kids to get a 99.99 percent mark. Telangana education is offered by numerous establishments spread over the state. According to Telangana's education system, students must finish their 10+2 before applying to graduation programs. The Board of Secondary Education is in charge of the Tenth Class (S.S.C.) public examination at the state level, while the School Education Department is in charge of overseeing the administration of First Standard through Tenth Standard classes. The Board of Intermediate Education will oversee intermediate education after these two years. This thesis uses Telangana State's education system as a case study in a meek attempt to grasp its current state.

# INDIAN HIGHER EDUCATION SYSTEM AND INSTITUTIONAL AUTONOMY

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## ABSTRACT

"A degree of self-governance, necessary for effective decision making by institutes of higher education regarding their academic work standards, management, and related activities" is how UNESCO defines institutional autonomy. Academic autonomy is a broad term that refers to a university's ability to govern itself and is not just used to describe how the curriculum is created. At the institutional level, financial management and controls are also essential components of the autonomy idea. Academic independence and institutional autonomy are closely related. Regardless of whether an institution is public or private, higher education in India is heavily centralized, and institutional autonomy is severely restricted. This is particularly valid for universities. A supportive governance structure that grants universities and colleges the liberty to accomplish goals, whether research or teaching, with the right amount of accountability is necessary to create successful universities. Data from various higher education systems throughout the world indicate that nations have been changing their systems and governance structures to accommodate greater degrees of accountability and autonomy. Many issues and ambiguities surrounding institutional autonomy can be resolved in India as well by implementing an Indian Index of Institutional Autonomy (i3A) either independently or within the framework of NIRF and/or NAAC.

# GENDER INEQUALITY IN THE INDIAN EDUCATION SYSTEM: A STUDY

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## ABSTRACT

Gender Disparity in India means health, **education,** economic and political inequalities between men and women in India. Gender disparity is largely the result of the deeply ingrained systems of patriarchy. Discrimination against women begins before birth and called this systemic subordination. Gender inequality in India is a multifaceted problem that affects both men and women. Some argue that gender equality measures, place men at a disadvantage. In the current situation, 68% of girls are still educated as their discrimination affects the country and extreme racism deprives women of justice and equality, which is only education and enlightenment can secure. Equality and equity in education are directly related to the democratic development of the society, where the purpose of education is to produce knowledge makers with the capacity of making the most profitable use of the acquired knowledge. The majority of the nearly six million out-of-school children in India are girls. Between 2006 and 2010, only 26% of girls completed high school, compared to 50% of boys. This gender inequality is most evident in low-income families. Gender disparity is evident in India's childhood literacy rates 82% of boys are literate and only 65% of girls can read and write, according to the 2011 Census of India. Statistics show that about 10% more girls enrolled in Indian high schools by 2019 compared to 2011. While this is a significant increase, much remains to be done to ensure that girls receive the same education as boys. This study mainly discusses the factors causing gender inequality in education, factors influencing educational attainment, and programs promoting women's education.

**Keywords**: Education, Gender inequality, Enrollment percentage, Factors of inequality.

# INCLUSIVE EDUCATION: BRIDGING THE GAP FOR DIVERSE LEARNERS IN INDIA

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## ABSTRACT

The future of education in India is a topic of great interest and speculation as the nation stands at the cusp of significant social, economic, and technological changes. Over the years, India has witnessed considerable advancements in its education sector, but the coming years are expected to bring about even more transformative developments. This paper aims to explore the potential predictions and trends that could shape the landscape of education in India in the coming years. From embracing innovative technologies to addressing socio-economic disparities, the education system in India is likely to undergo substantial transformations to meet the evolving needs of the learners and the demands of a rapidly changing world. In this context, this paper will delve into some of the key areas that are anticipated to drive the future of education in India. These areas include the adoption of emerging technologies, the evolution of teaching methodologies, and the changing role of educators, the emphasis on skill-based learning, and the integration of personalized and inclusive approaches. As we embark on this journey of exploring the future of education in India, it is essential to recognize that the predictions and trends discussed herein are speculative and subject to the dynamic nature of societal and technological progress. However, by critically examining the potential scenarios, educators, policymakers, and stakeholders can better prepare for the opportunities and challenges that lie ahead, ultimately contributing to a more robust and equitable education system for India's diverse and growing population.

**Keywords**: Accessibility, Mainstream education, Equality, Universal design, Collaboration, Social inclusion Empowerment.

# WOMEN AT THE HELM: EXAMINING THE ROLE OF EDUCATION IN EMPOWERING WOMEN IN DEVELOPING NATIONS

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## ABSTRACT

This research delves into the transformative role of education in empowering women in developing nations, with a specific focus on their leadership roles. Recognizing the inter-sectionality of gender and educational opportunities, the study investigates how education acts as a catalyst, enabling women to assume leadership positions across diverse sectors. Through the analysis of case studies and empirical evidence from various developing nations, the research unveils the correlation between educational attainment and women's ability to break societal barriers. It explores their increased participation in decision-making processes and substantial contributions to economic and social development. This comprehensive investigation into the multifaceted relationship between education and women's empowerment underscores the profound impact of education as a crucial determinant of societal progress. The study examines how educational opportunities can elevate women to influential positions, fostering active participation in policy-making, driving economic growth, and effecting positive social change. Drawing on diverse case studies and empirical data, the research illuminates nuanced pathways through which education contributes to dismantling gender-based constraints, enabling women to overcome traditional barriers and emerge as empowered leaders. The findings emphasize the intrinsic value of education and highlight its instrumental role in cultivating a more inclusive, equitable, and resilient society in developing nations.

**Keywords:** Women empowerment, Developing nations, Education, Leadership roles, Gender equality

# ADVANCING COMPETENCY-BASED EDUCATION

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## ABSTRACT

The National Curriculum Framework (NCF) of 2005 states that when students actively participate in their education, they create their own knowledge. Naturally, this calls for a participatory classroom culture in which the instructor challenges and inspires students to learn independently while also encouraging their creativity and critical thinking. The National Education Policy 2020 places a strong focus on the necessity of fostering innovation, entrepreneurship, and creativity. The policy document states that competency-based learning and education must become the norm in classroom interactions. This suggests that experiential learning must be emphasized in the curriculum in order to provide students with the knowledge, skills, attitudes, and values they need to successfully navigate the obstacles presented by the swift advancement of science and technology. The current essay addresses the idea of competency, creating competency-based curricula, and its unique characteristics from this point of view. It effectively demonstrates how the curriculum benefits the student by providing more practice opportunities, supplementary material, and remedial teaching.

# WOMEN EDUCATION IN INDIA: A STUDY

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## ABSTRACT

Women education is an prerequisite required to change their status in the society. Educated women can play a very salient role in the society for socio-economic development. There are some quets Girls and women education are "When girls are educated, their countries become stronger and more prosperous".- Michelle obama.

"You educate a man; you educate a man. You educate a woman; you educate a generation."- Brigham Young, Education eliminates inequalities and disparities as the means of recovering their status within and out of their families. It is the key factor for women empowerment, prosperity, development and welfare. Women education in India plays a vital role in the overall development of the country. It is not only helps in the development of half of the human resources, but in improving the quality of life at home and outside (Suguna, 2011). Education provides more strength to women. Such strength comes from the process of empowerment and empowerment will come from the education. Education plays a significant role in women empowerment inequality and vulnerability of women in the society. This paper is an effort to capture the emerging picture with respect to women's education in India.

**Keywords:** Women Education, Empowerment, Opportunities.

# COMMUNITY-DRIVEN INCLUSIVITY IN HIGHER EDUCATION

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## ABSTRACT

This paper explores the transformative potential of community-driven inclusivity in higher education. Acknowledging the imperative for inclusive educational environments, the study investigates the principles of inclusive education within the higher education landscape and the challenges inherent in achieving this inclusivity. Focusing on community engagement strategies, the paper examines how involving local communities in decision-making processes, collaborative initiatives, and partnerships with non-profit organizations contributes to fostering inclusivity. The research delves into the tangible benefits of such engagement, ranging from improved access and participation to enriched learning environments. Supported by case studies illustrating successful models, the study identifies challenges faced in community-driven inclusivity and proposes strategic solutions. Furthermore, the paper discusses the integration of community engagement into institutional policies, emphasizing the role of faculty and student involvement. Recommendations for policy and practice, institutional-level strategies, and ways to encourage active participation from students and faculty conclude the research, framing a call to action for higher education institutions to prioritize and actively pursue community-driven inclusivity.

# E-LEARNING ENHANCE THE FLEXIBILITY TOWARDS OPEN/ DISTANCE LEARNING IN HIGHER EDUCATION

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## ABSTRACT

World become a Global Village -E-Learning and Online -Learning started invented the printing machine (Press) by Johannes Gutenberg in 1436. This method created revolution in the production of open/distance learning and rapid development in the education the transmission of technology. Especially in 1960s Psychology Professor C. Atkinson experimented with using computers to teach mathematics in Stanford Education program for gifted youth.

E-Learning refers to the use of electronic media information and communication technologies (ICT) in education. Bernard Lusk in a pioneer of e-learning advocates that the 'E'- should be interpreted to mean "exciting, energetic, enthusiastic, emotional, extended, excellent and educational" in addition to electronic. That refers to enable people to learn anytime, anywhere. Jawaharlal Nehru first Prime Minister of India to accept the establishment of television with twin purpose of education and development. T.V. transmission education was started on August 15th 1959at New Delhi and government established 180 Tele clubs with television sets around Delhi. Indian Television received satellite instructional television experiment (SITE) with television. From past Open University students learn through video cassette recorder (VCR). Now receiving signals from satellite. T.V. channels transmit educational programs through cable system. A learning experience in connectivity through space in India for open / distance learning students. In 1984 U.G.C started UGC program and the country wide classroom (CWCR) proposed to use T.V. to strengthen education in the universities and colleges. According to AISHE 2020-2021 the enrolment of various community male/female ratio increases in Higher education.

# THE EFFECTS OF PUBLIC SPENDING ON HIGHER EDUCATION AND ECONOMIC GROWTH IN INDIA

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## ABSTRACT

Education in general and higher education in particular, is a key driver of economic growth, and the relationship between higher education and economic growth has long been a focus of economics research. Education, particularly higher education, can influence economic growth in a variety of ways. Education increases labour productivity by amassing information and skills while also facilitating technological advancement and innovation. Education is seen as a key driver of economic and social progress. The effectiveness of education in economic development varies according to its level and distribution.

The main aim of the paper is to investigate the effects of public expenditure on higher education and economic growth in India. This study utilizes annual data from 2000 to 2020.The required data was collected from WDI, World Development Indicators. The study employed Descriptive statistics, Correlation, and Ordinary Least Square method. The estimated results confirm that the mean is positive. The correlation coefficient between GDP and Higher Education Expenditure is 0.393813.The positive correlation (since the coefficient is positive) suggests that there is a positive relationship between GDP and Higher Education Expenditure. The OLS results confirm that a 1 percent increase in public expenditure on higher education leads to an increase in economic growth by 0.19 percent. Overall, the study concludes that there is a positive impact of public expenditure on higher education and economic growth in India.

**Keywords:** Government Expenditure on Higher Education, Economic Growth, OLS, India

# STRATEGIES FOR QUALITY ASSURANCE

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## ABSTRACT

Development of quality human resource is crucial for sustainable and overall development of any sector, and agriculture is not an exception. Hence, a robust agricultural education system should be in place to create the required human resources for managing 11.24% world's arable land with 139.9 million ha of net sown area. The record production levels of 329.68 million tonnes of food gains and 351.92 million tonnes of horticulture produce in 2022-23 also signifies the importance of secondary agriculture and agri-partnership which are going to play a crucial role in job creation and to ensure broad-based economic development as the sector supports livelihood of 50% of its population. Accordingly, the efforts towards enhancing and sustaining the standards, quality and relevance of agricultural education are essentially required.

The study on Assessment of Future Human Capital Requirements in Agriculture and Allied Sectors under National Agricultural Innovation Project (NAIP) showed a substantial gap between demand and supply of manpower in agricultural and allied sciences to the tune of 50 per cent. Further, the study revealed about shift in demand for agricultural human resources from the public to the private sector. The shortfall was high in the case of rapidly growing sectors such as horticulture, dairy and veterinary, which require substantial trained manpower to achieve the targeted growth.

The agricultural education is currently imparted largely through State Agricultural Universities (65), deemed to be Universities (4), Central Agricultural Universities (3), Central Universities with Agriculture Faculty (4). Recently, private institutions have also entered this arena to create human resources for the sector. However, the enrolment in agricultural education is relatively small (0.9%) as compared to other subjects such as Science (16.3%), Engineering/Technology (15.3%) and Medicine (4.2%).The absence of matching skilled human resources to meet the demand is considered one of the major challenges.

As per the estimates of the 12th Five-Year Plan, only a very small percentage (<5%) of the Indian workforce in the age group of 19–24 received formal vocational education compared

to South Korea (96%), Germany (75%) and USA (52%). At the national level, out of 2,85,223 secondary and higher secondary schools (inclusive of Government, Government and private aided and others), only 11,038 schools (3.86%) have vocational courses. Only 9.76 per cent of government schools are offering vocational courses, followed by 0.10 per cent of government-aided schools. These numbers clearly underline the urgency of the need to hasten the spread of vocational education in India especially in agriculture and allied sciences as the sector is mainly dependent on skills. Further, the students passing out from Grades 11–12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. In the absence of academic ladder for higher education, the students from vocational stream are at a disadvantage relative to their compatriots from 'mainstream' or 'academic' education. It is imperative to mention that the integration of both vocational and higher education is need of the hour.

The paper provides the detailed strategies for enhanced Gross Enrolment Ratio, integration of vocational education with higher agricultural education and adoption of multi-disciplinary approach by expanding the canvas of agricultural universities.

# INEQUALITY OF GENDER IN HIGHER EDUCATION: A SOCIOLOGICAL STUDY

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## ABSTRACT

The patriarchal kinship system that governs women dictates their relative inferior status in comparison to men and leaves them socially and economically dependent on men. Even while women have worked hard over the past few decades to achieve parity with men in all spheres of life—such as work, education, and health—inequality still exists in many areas. One of the biggest obstacles to reaching the development targets is gender disparity. In Indian society, gender imbalance in higher education persists, particularly for females from lower socioeconomic origins and rural areas. Over the course of the last few decades, India has made progress towards universal school enrolment and has implemented effective measures to address disparities in education, including gender-based disparities. Nonetheless, there is still a disparity in schooling. India has a complicated system of higher education. There are overlaps and entanglements among the different ministries and regulatory entities that oversee governance. The advancement of gender equality is a crucial prerequisite for the long-term viability of contemporary civilised society. An important measure of women's educational and developmental levels is the rising percentage of women obtaining higher education. This is due to the fact that higher education will have a significant and direct influence on the range of social involvement and professional growth for people of both sexes. Additionally, this study examines gender disparities in higher education by critically analysing earlier research and incorporating new information. Thus, researching the equal possibilities for men and women in education, particularly in the area of higher education, has implications for the future.

**Keywords:** Gender Equality, Higher education, Education Development, Disparities in Education.

# ISSUES AND CHALLENGES FOR HIGHER QUALITY AND INCLUSIVENESS

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## ABSTRACT

Distance education or distance learning is a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. It has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both."

Education at present is a very costly commodity. In the present scenario lots of youngsters who pass out of 10th Standard/ 10+2/ Diploma or any graduation would knock on the employer's doors for want of opportunity / finance for higher studies. At the present stage new opportunities like BPO, finance, banking, health care support services, call centers attract a lot of youngsters without having higher education. However, after sometime, being stagnant at that stage only for want of opportunities for higher learning there is always a craving for higher education. At that time, however, they had to earn and learn. It is at this stage distance education will be of great help and especially qualifying for higher education in Technology, Management, Hospitality and other allied programmers. It is known that there are not many institutions/schools, which cater to this class. Hardly, we find technical, management and Hospitality institutions, leading to UG / PG degrees at that stage. Distance education will be a boon for those employees who want to qualify higher at a reasonable cost in DR.BRAOU.

India's higher education system has experienced rapid growth in the past 30 years, but this growth is often criticized for over-expansion, poor quality, and lack of funding. Issues include income and gender disparities, poor faculty and teaching, and lack of motivation among students. Skill shortages contribute to the rising number of unemployed graduates.

Open & Distance Universities helps to meet challenges of access and equity to higher education for large segments of the population and disadvantaged groups such as those living in remote and rural areas with working people, housewives and other adults who wish to advancement or acquire knowledge through studies in various fields and academic

The Indian higher education system faces challenges such as income and gender disparities in enrollment, poor faculty and teaching quality, and a lack of motivation among students. Skill shortage is cited as a major factor contributing to the increasing number of unemployed graduates. The main challenges includes like financing, enrollment, accreditation, quality, and politics.

India's third-largest publicly funded higher education system caters to students unable to physically attend school or where learning and teaching are physically and physically distant.

The Education Department under the State Government modernizes higher education, particularly distance education. In Telangana, 179 Study Centers are available in 33 districts, benefiting rural youth in pursuing diploma, graduation, masters, post-graduation, and PhDs in both time and distance.

Distance education offers a cost-effective alternative to traditional education, potentially saving students significant money by eliminating transportation costs.

Dr. BRAOU Open Universities provide higher education opportunities for women in rural and urban areas, enabling them to pursue post-graduation and PhD degrees. The Telangana Government has implemented digitalized activities and modules, making the education system accessible and accessible through mobile devices. This has expanded individuals' ideologies and strategies, enabling them to pursue their dreams and achieve their goals. It has been referred to as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both."

These days, education is a highly expensive good. Given the current circumstances, many children where as Distance education offers a cost-effective alternative to traditional education, potentially saving students significant money by eliminating transportation costs.

Dr. BRAOU Open Universities provide higher education opportunities for women in rural and urban areas, enabling them to pursue post-graduation and PhD degrees. The Telangana Government has implemented digitalized activities and modules, making the education system accessible and accessible through mobile devices. This has expanded individuals' ideologies and strategies, enabling them to pursue their dreams and achieve their goals.

# SOCIAL AND EDUCATIONAL STATUS AMONG TRIBAL GIRL STUDENTS IN TELANGANA - A STUDY

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## ABSTRACT

India is a pluralist country with rich diversity, reflected in the multitude of cultures, religions, languages and racial stocks. The Indian population includes different castes, communities and social groups. The prevalence of such pluralism has made the social fabric stratified and hierarchical, consequently, social and economic opportunities are differentially distributed on the lines of the quality of educational achievement is an integral part of life and they are interrelated with each other. For any society, education is considered an important indicator or its development. Education for tribal's has been given high priority on the national agenda since independence in this context states/ national level so many commissions and committees were set up from time to time to assess the progress of tribal education. Education is the modification of behaviour. Education is one of the most powerful instruments in bringing changes to society. Education is an essential element of human resource development as it improves the knowledge and develops required skill base among the individuals. It becomes a base for the economic, political cultural and scientific development of society, it helps the individual to grow within himself, to expand his or her thinking skills, explore the world and widen the horizons. Education covers a wide canvas of human life not only to improve its standards but also to make its environment a more civilized one. Education removes the darkness around and gives proper knowledge and understanding to the human being, without education the man is equal to a wild animal. Education is the key parameter in the growth and plays a key role in developing nation and state. The education is one of the single most important tools for social and economic transformation.

**Keywords:** Tribes, Education, literacy, Constitution, civilized, Primitive Tribe, dropouts, overseas, Article, welfare, citizens.

# ADAPTING TO CHANGE: A SOCIOLOGICAL ANALYSIS OF THE IMPACT OF COVID-19 ON EDUCATION SYSTEMS & INSTITUTIONAL RESILIENCE

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## ABSTRACT

This comprehensive sociological analysis delves into the intricate repercussions of the COVID-19 pandemic on the field of education. Amidst the crisis, existing educational inequalities have been starkly magnified, with disparities in resource access and the digital divide emerging as critical determinants of learning outcomes. This section scrutinizes the profound implications of these disparities, particularly underscoring their disproportionate impact on marginalized communities.

The article meticulously examines institutional responses and adaptations to the abrupt shift towards remote learning. It sheds light on the challenges and opportunities presented by this transformation, investigating technological innovations and policy changes implemented by educational institutions to navigate the unexplored ground.

Societal consequences and community resilience in the face of educational disruptions are explored, emphasizing the role of support networks and societal structures. This section goes beyond immediate effects to analyze the lasting impact of the pandemic on social cohesion, providing insights into the broader societal dynamics at play.

The evolving role of educational institutions in the virtual learning landscape is thoroughly investigated, offering a nuanced understanding of the challenges and opportunities faced by educators and students in this new paradigm. Additionally, the article provides a global perspective, engaging in cross-cultural analyses to draw lessons from international experiences. It outlines the common challenges faced by diverse societies and offers insights into successful strategies.

This sociological exploration synthesizes key findings, reflecting on the enduring consequences of the pandemic on education. It underscores the ongoing importance of addressing societal implications in shaping the future of education post-pandemic and offers recommendations for future research and policy considerations.

**Key words**: COVID-19, Learning, Pandemic

# NATIONAL EDUCATION POLICY AND THE QUEST FOR MORAL COMPASS IN INDIA: A CRITICAL ENQUIRY

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## ABSTRACT

Education is the single most social agency that can bring social justice, equity and social transformation. Providing education to the young population of India will determine the present as well as the future economic growth of the country. Quality of the society is a consequence of the quality of education. There is a need to orient and update the current educational system with multidisciplinary approach in India for employment generation while at the same time preserving the cultural heritage and ethos of the nation. The new National Education Policy (NEP) 2020 of India aims to address these challenges and proposes to revamp the current curriculum from primary education level to higher education along with vocational and technical educational streams. This policy aims to bridges and brings a complete package in cultivating the social, ethical, emotional capacities and dispositions among students. The rich heritage of ancient and eternal Indian knowledge and cultural thought has been a guiding light for this policy. The main objective of the present article is to provide a critical commentary about the sociological significance of multiculturalism in Indian context, and highlight what constitutes the moral philosophy in education system towards imparting the ideals of national integrity, communal harmony, social service and national building among the youth and student community in India.

**Keywords:** Education, Socialization, Moral Compass, National Education Policy, Multiculturalism, Demographic Dividend.

# CHALLENGES OF QUALITY IN HIGHER EDUCATION IN INDIA: A STUDY

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## ABSTRACT

India acknowledges education as the primary tool for influencing national progress. For India's social, economic, and political development, education is essential. If quality instruction is provided in India's higher education system, these educational objectives can be fully met. For India to become globally competitive, high-quality higher education is essential. This article outlined and examined the problems with the quality of higher education in India in the twenty-first century. Furthermore, government and other Indian economic sectors working together can bring about transformation in the country's current higher education institutions.

**Keywords:** Challenges, higher education, learning, Nigeria, quality, research, teaching

# CHALLENGES, POLICIES AND STRATEGIES TO IMPROVE OF QUALITY HIGHER EDUCATION IN INDIA: A CASE STUDY ON PUBLIC UNIVERSITIES

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## ABSTRACT

Given that a large portion of the population in India lacks formal education, education is one of the fundamental needs for everyone. This investigation focuses on looking at and analyzing the policies and techniques India employs to make sure that the education provided in the nation's schools is improved. To demonstrate how the Indian government is attempting to take action to enhance education, the accountability idea was adopted. The policies and methods offered there are justified by a thorough literature analysis that explains what occurs. A succinct conclusion and suggestions are provided after structure. In light of research facilities, instructional aids, library resources, book and journal availability, and other factors, the study examines the difficulties in providing high-quality higher education in India's public universities and laboratory amenities as independent factors, and higher education quality as a dependent variable. Teachers and students - the two primary stakeholders in higher education - were surveyed using a semi-structured questionnaire and interview schedule. The analysis indicates that the primary obstacle to high-quality higher education in India's public universities is the absence of essential components. The two main things impeding the improvement of those facilities are the availability of funds and their use.

**Keywords:** Higher Education, Public University, Budgetary Provision, Likert-type scale, Education in India, policies and strategies,

# ENHANCING INCLUSIVITY THROUGH OPEN AND DISTANCE LEARNING (ODL) IN HIGHER EDUCATION

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## ABSTRACT

Open and Distance Learning is effective, it helps, it works if successful, it can be even better than face higher education. Open and distance learning is important for providing greater access to education, but it has also proved time and again to be a successful mode of higher education, although not necessarily, recognized by students and governments around the world. Open and Distance learning is strong and growing around the world, it is the significant movement in educational courses. Open learning was more of an experiment, coming from the desire to test its potential and attractiveness to student's world wide open and distance learning institutions have been analyzing how students learn and tested various teaching methods and educational resources to see which provide the best results.

The academic community comprised to both students and teacher and professors is now actively present online through webinars, forums, teleconferences and other mediums dedicated to online learning. ODL can refer to open courses, open educational resources or open pedagogies. All open educational organizations worldwide have become more united and dedicated to cooperate and make partnerships with the main goal to enhance and provide opportunity to education to a larger number of students.

**Keywords**: Online learning, access to education, ODL, OER.

# INDIA'S PUBLIC UNIVERSITIES' EXPERIENCE WITH THE IMPLEMENTATION OF INCLUSIVE HIGHER EDUCATION: A STUDY

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## ABSTRACT

In the current investigation for amidst the backdrop of regional and global human rights movements, Indian educators have been forced to adopt new curricula, embrace diversity, and tackle inclusive education with few or no guidance, understanding, or expertise. Education challenges at all levels have an impact on children's successful education and the future of young adults who must enter a rapidly changing global economy as equal members of society. The difficulties faced by Indian educators are distinct. Among the difficulties faced by educators include a lack of information and training, as well as the nation's poor infrastructure In this qualitative study, instructors at public colleges discuss their subjective experiences. The study suggests that by addressing these issues, educators will have better support and be more inclined to adopt inclusive education, which is viewed as the magic bullet for societal change in India.

**Keywords:** India, Education, inclusive education; challenges, macro level, meso level, micro level, classroom educators, barriers to learning public universities

# "NATIONAL EDUCATION POLICY 2020: ROLE OF OPEN UNIVERSITIES"

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## ABSTRACT

In general people might think that Open Schooling and Distance Learning are one and the same but actually there is a difference between the two. Distance Education refers to all forms of education for which one need not have to be present in a particular location for classes whereas Open Schooling usually refers to education open to everyone who wants to pursue education from home without attending regular classes.

On the other hand, Open Distance Learning that is ODL has a broad scope and integration of the elements of both open schooling and distance learning. It was earlier known as Correspondence Education and later as Distance Education. Open University is one of the institutional forms of ODL, while other Universities being either dual mode universities or stand-alone institutions.

**National Education Policy 2020**

After almost three and a half decades, a new National Education Policy (NEP) is in place. Govt. of India constituted a Committee for Evolution of the New Education Policy which submitted its Report in 2016. Based on that some inputs for the Draft National Education Policy were prepared. Thereafter, Ministry constituted another Committee to Draft National Education Policy. That Committee submitted a draft policy in 2019 and the Union Cabinet has approved **National Education Policy 2020** on July 29th 2020.

The NEP 2020 is a very significant event in the history of education in India. In the historical trajectory of Open University system in India, there were phases of ridicule, resistance, acceptance and appreciation. Now it is the phase of appreciation and there are high expectations on ODL modes of education.

**NEP 2020 on ODL**

Today, at higher education level, Open Universities are playing an important role. Open Universities have brought more credibility to the ODL mode in education. Open Universities helped in extending educational opportunities, in making education cost-effective & affordable and also in providing lifelong continuous learning opportunities.

This policy is titled as National Education Policy 2020, unlike the two previous policies which were titled as National Policy on Education.

In the policy there is no mention of ODL or Open University. However, the focus areas on ODL and online education in NEP 2020 are.:

1) **All Institutions to have option to run ODL and Online Programmes**

**2) Extensive Use of Technology**
**3) Ensuring Equitable Use of Technology**
**4) Quality of ODL and Online Education**
**5) Transforming the Regulatory System**

**Role of Open Universities in India**

In the proposed structures of Higher Educational Institutions, there is need to visualize the future role of Open Universities. The NEP 2020 preference is for multidisciplinary and multi-model HEIs and some of the measures suggested for way forward to Open Universities are…:

**1) Move from Single Mode to Multi Model**
**2) Move from Single Media to Multi Media**
**3) Move from Dependency Model to Atmanirbhar Model**
**4) Move to Flexible Professional Management Model**

# PRIVATISATION OF HIGHER EDUCATION IN INDIA: ISSUES, CHALLENGES AND ITS SOCIAL IMPLICATIONS: A SOCIOLOGICAL STUDY

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## ABSTRACT

Education system of any country plays a key role in the development and prosperity of the nation. With the changing demands of the time system of education have been changed. Privatization in the field of education is quite fast growing concept in India. India needs more efficient and educated people to drive our economy forward. There are many Indian around the corner who known for their capabilities and skills. To develop India as an education hub or to become a prosperous partner in global economy, India has to qualitatively strengthen education in general and higher education with research and development in particular. India stands in third place in higher educational system, next to China and United States. The mission of higher education is to achieve access, equality, justice, quality and employability to all the citizens of India irrespective of their caste, creed, sex and religion. It is quite unfortunate to mention that the deteriorating administration, unproductive practice, corruption and fund unavailability leads to break down of indigenous educational system. There are three forms of privatization of higher education institutes namely, Government self financing institutes, Government aided private self financing institutes and completely private higher education institutes. The impact of privatization in higher education is positive as well as negative. The main objective of the paper is to point out the main problems, Challenges and its Social Implications of privatization of higher education in India.

**Keywords:** Higher Education, Privatization, Challenges, Opportunities, Job-oriented courses, and Professional course.

# INTERNATIONALIZATION OF HIGHER EDUCATION IN INDIA: ADVANTAGES AND CHALLENGES

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## ABSTRACT

Education accelerates success in one's life. Plotting such model of education to suit the modern community is a challenge. Indian system of education in the past has proved and developed moral and ethical skill set for the survival and success of human. For a nation to develop, Higher education is the cornerstone. The primary mission of higher education is to educate, to train, to undertake research and to provide service to the society. For a developing nation like India we need to achieve Health, GDP, and education. Hence, this paper is an attempt to see India as a Vishwa guru in education. India has been a major seat of learning for centuries and higher education has had a long history in this country. Bringing back old glory of India remembering Takshashila, Nalanda, Vikramshila, etc., where, Europeans, Chinese used to come and study in India. The Indian higher education system has witnessed a significant expansion in the recent years, especially in terms of the number of institutions and the student enrolment. According to the report on FICCI Higher Education summit (2009), India has more than 400 universities and 20000 colleges and out of these about 63 percent are privately managed and unaided institutions. Increasing competition in higher education and the commercialization and cross border delivery of higher education have challenged the value traditionally attached to exchanges and partnerships. The international dimensions and the position of higher education in the global arena are given greater emphasis in international, national and institutional documents than ever before. In the context of globalization, the scope and demand for higher education is increasing. The world of higher education and the world in which higher education plays a significant role are changing for many reasons. Key drivers include the development of advanced communication and technological services, increased international labour mobility, greater emphasis on the market economy and trade liberalization, focus on the knowledge society, increased private investment and decreased public support for education and the growing importance of lifelong learning. In this direction, Internationalization of Higher education in India brings foreign direct investment in education, foreign eco-system into our country.

However, there could be some hick-ups matching up the gaps between our educational eco-system and foreign education eco-system, and taking this as a challenge to meet such gaps the policy makers need to lay a pass over in this direction. This will reduce the brain-drain and invite foreigners to establish institutes such a Universities, research institutes and bring their

people to study in India. This research study elucidates the need of internationalization of education in the Indian scenario. This exploratory research study aims to bring out the need, benefits and challenges faced in the transformation and transition faced by India in creating and modernizing the educational need with global standards. The objective of this study brings out the various steps taken by India to achieve the global standards in higher learning. In this direction Indian Government drafted National Educational Policy 2020.

It is envisioned to establish India as a global education and research hub with globally competitive academic institutions that attract learners worldwide. It is targeted by 2030; 10 Indian HEIs should be in the top 200 in the world ranking, and by 2047 the number is targeted at 20(with 10 institutions in the top 100). Similarly, around 50000 students are enrolled in India, targeted at 2 lakhs in 2030 and 5 lakhs in 2047.

# REVITALIZING GURUKULA EDUCATION IN TELANGANA: CHALLENGES AND OPPORTUNITIES IN HIGHER EDUCATION

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## ABSTRACT

This research paper delves into the nuanced landscape of higher education within the Gurukula system in the vibrant state of Telangana. As a unique educational paradigm deeply rooted in tradition, Gurukula education has played a pivotal role in shaping the intellectual and cultural fabric of the region. However, in the face of evolving educational methodologies and societal demands, there exists a compelling need to assess and revitalize Gurukula higher education. This study seeks to unravel the challenges confronted by Gurukula institutions and, simultaneously, explore the myriad opportunities that lie ahead for their enhancement.

# HIGHER EDUCATION AND GENDER INEQUALITIES IN INDIAN SOCIETY

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## ABSTRACT

Swami Vivekananda said that "Just as it is impossible for a bird to fly with only one wing, it is also impossible to think about the welfare of the world without improving the condition of women". Education of women is most important for development of our country in a holistic way. Education helps the women in improving their health, nutrition and economic development. Gender-based discrimination in education is both a cause and a consequence of deep-rooted disparities in society. Poverty, geographical isolation, ethnic background, disability, traditional attitudes about their status and role all undermine the ability of women and girls to exercise their rights. Harmful practices such as early marriage and pregnancy, gender-based violence, and discriminatory education laws, policies, contents and practices still prevent millions of girls form enrolling, completing and benefiting from education.

Higher education is defined as the education, which is obtained after completing 10+2 years of schooling. The India's higher education system is one of the largest in the world. It is often assumed that education imparted by the college and universities are higher education. Higher educational institutions include Professional Colleges in the field of Law, Theology, Engineering, Medicine, Business, Music and Art. It also includes other institutions like Teacher Training Colleges and Technological institutions. Thus, in general term ' Higher Education' refers the education at the degree level and above. Higher education provides people with an opportunity to reflect on the critical, social, and economic cultural, moral and spiritual faced by humanity.

Gender must therefore be integrated at all levels of education, from early childhood to higher education, in formal and non-formal settings and from planning infrastructure to training teachers.

# ROLE OF SACHIVALAYAM IN HIGHER EDUCATION SYSTEM: A STUDY IN ANDHRA PRADESH

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## ABSTRACT

Grama Sachivalayam (also known as Village Secretariats and Ward Secretariats) are local government facilities set up in the first time in Indian, the state of Andhra Pradesh to decentralize the administration by making services and welfare services of all government departments available at one place. Andhra Pradesh is the only state in the country to provide higher education free of cost to 87% of its students through the Scheme Jagananna Vidya Deevena. JVD is a program launched by the Government of Andhra Pradesh to encourage students hailing from poor economic backgrounds to pursue higher education by reimbursing full fee which includes the tuition, special and examination fees. This scheme main aims to improve the Gross Enrolment Rate (GER), provide quality higher education, ensure continuation of students in the stream of higher education, and equip the students with essential skills.

Through the implementation of this scheme, financial funds will be provided to all of the students who are willing to study and gain higher education but they are unable to pay their fees because of the financial burden of their families, Rs 15,000/- per person to Polytechnic students, Rs. 20,000/- per person for other Degree and above courses per year to every eligible student for food and hostel expenses. Rs 2,841 crore for 'Jagananna Vidya Deevena' and Rs 2,200 crore for 'Jagananna Vasathi Deevana' for the year 2023-24. From the year 2019, the government has spent Rs 9,249 crore on Jagananna Vidya Deevena and Rs 3,366 crore on Jaganna Vasati Deevena schemes so far.

**Keywords**: Sachivalayam, Jagananna Vidya Deevena, Jagananna Vasathi Deevana, Polytechnic

# SET BACKS IN LEGAL EDUCATION IN INDIA

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## ABSTRACT

Rising fees are a burning issue in university and college campuses across the country. The narrow framing of the issue in terms of "budgetary constraints" does not do justice to the much larger set of concerns at stake. The chief among them is how inequitable access to educational capital can amplify existing socio-economic disparities. The vocal protests at Jawaharlal Nehru University (JNU) and elsewhere have drawn national attention to this vital issue. However, it would be a mistake to assume that these issues are only relevant for larger public universities. They extend to every branch of knowledge, even to professional areas such as legal education. Adopting a market-oriented approach towards higher education leads to the large-scale exclusion of prospective students owing to the "accident of their birth". This has adverse long-term consequences for not just the students but for society at large. Should the delivery of public goods such as education be treated like commercial services? Would that not reproduce existing patterns of status-based hierarchies instead of gradually dismantling them?

**Keywords:** Legal Education, Indian Legal System

# ROLE OF STATE IN HIGHER EDUCATION: PUPPETRY A FOLK PERFORMING DISCIPLINE

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## ABSTRACT

Participating in the performing arts enables young individuals to discover and express their unique viewpoints, as well as explore their emotions and expand their creative abilities. The various manifestations of music, dance, and theatre in which students participate during their educational journey stimulate their cognitive faculties, physicality, and emotional responses in numerous ways. It is widely recognized that participation in performing arts helps improve cognitive ability in young children. Puppetry is an important performing art that provides students in higher education with a wide range of skills. This art form encompasses various aspects such as sketching, sculpting, molding, carving, material management, language skills, music, dance, theatrical skills (storyboard, scripting, screenplay, and characterization), voice-over rendering, dubbing, painting, costume designing, stage designing, sound and light engineering, performing, and filming. These skills are valuable for various job opportunities Furthermore, the exploration of traditional form include in-depth study, adaptation, resuscitation through the utilization of current technology, as well as the creation of animation and short films that eventually evolve into full-fledged filmmaking. When it comes to the creative process in specific performing arts disciplines such as music and theatre, students have the opportunity to concentrate on a specific topic and showcase their work to a wide audience. Puppetry is a comprehensive and essential component, particularly with the implementation of the National Educational Policy 2020, which places art-based education at the core of learning. This approach is thorough and equitable. Both introverted individuals and nervous individuals may seek comfort and gain strategies to handle social settings. Students develop self-confidence by venturing into uncharted domains, allowing them to present their work to a broader audience. Students develop self-confidence by venturing into uncharted domains, which allows them to present their work to a wider audience. The institution's objective is to foster graduates who have proficient communication skills, exceptional critical thinking capabilities, self-reliant and cooperative study habits, and mastery in their selected areas of study. To improve their communication skills, it is essential to teach students about the performing arts. The objective of this study is to evaluate the influence of performing arts on a student's cognitive abilities and to provide a supportive atmosphere that addresses their physical, social, cultural, spiritual, and other individual needs. The aim of this paper is to promote a comprehensive recognition of Puppetry as

an academic discipline, offering diploma, bachelor's, and master's degree programmes that are accessible to individuals of all backgrounds, regardless of their caste, creed, or race. Additionally, the paper seeks to preserve and sustain the traditional form of puppetry in the state.

# Revolutionizing Teacher Education in India: Overcoming Challenges through Technological Integration

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**ABSTRACT**

This paper discusses the fundamental issues and challenges of higher education in India, particularly with regard to how technology integration in teacher education can address these issues. The article provides an overview of the current status, highlights major challenges, and recommends innovative approaches to improve the quality and efficiency of teacher training programs. The article also analyzes the problems of teacher education in India and suggests some solutions through integration with technology. These strategies are linked to the NEP 2020 goals, highlighting how technology can transform teacher development. The article tries to investigate issues, innovations, and policy similarities.

# EQUITY AND INCLUSIVITY IN HIGHER EDUCATION: TELANGANA IN THE LIGHT OF NEP 2020.

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## ABSTRACT

The New education policy outlines effective strategies to address challenges faced by Socio-Economically Disadvantaged Groups (SEDGs), categorizing them based on gender, socio-cultural factors, geographical backgrounds, disabilities, and socio-economic conditions. The fourth goal (SDG 4) of the 2030 global Agenda for Sustainable Development, embraced by India in 2015, strives to realize "inclusive and quality education, fostering lifelong learning opportunities for everyone" by 2030. Despite a noteworthy increase in Gross Enrolment Ratios in Higher Education according to the All-India Survey of Higher Education, achieving gender parity, only a mere 25 percent of eligible youth (ages 18-23) are currently enrolled in higher education, leaving a significant 72 percent outside its purview. The recent education policy is steadfast in its commitment to deliver quality education accessible to all. This paper offers a comprehensive overview of the higher education scenario in Telangana, emphasizing the key recommendations of the National Education Policy 2020 that strives to enhance equity and inclusivity within the higher education system.

**Key words:** Equity, Gross Enrolment ratio, access, inclusive education, socio-economically disadvantaged groups (SEDGs).

# HIGHER EDUCATION IN INDIA: CHALLENGES AND OPPORTUNITIES

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## ABSTRACT

Today the world has realized that the economic success of the states is directly determined by the education systems, education is a nation's strength. A developed nation is inevitably an educated nation; Indian higher education system is the third largest in the world, next to the united state and china. Since independence, India as a development nation is contentiously progressing in the education field. Although there have been lot of challenges to higher education system of India but equally have lot of opportunities to overcome these challenges and to make higher education system much better, It needs greater transparency and accountability ,the role of colleges and Universities in the new millennium, and emerging scientific research on how people learn is of utmost important. India need well skilled and highly educated people who can drive our economy forward India provides highly skilled people to other countries therefore, it is very easy for India to transfer our country from a development nation to a developed nation. The current study aims to highlight the challenges and to point out the opportunities in higher education system in India.

# Masculinity in the Indian Higher Education System: An exploratory study

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Our gender identity is critical to our social existence. It gives a dimension to our understanding of the gender aspect of the social world and understanding our connection with this world. In academia, plethora of studies have been done on gender and education, with specific emphasis on women. Men, their masculinities and its link with education is gradually gaining pace. Discussing gender issues of both men and women (and other genders) is critical for peaceful co-existence of the human civilization on this planet. This paper is based on the doctoral work of the researcher. It aims to understand how masculinities operate and perpetuate among the men studying in higher education institutions. It is an attempt to understand factors that influence identity formation among the men studying in higher education institutions in Delhi.

**Research Objectives**: Understanding how masculinities are being influenced among men studying in higher education institutions in Delhi

**Research Methodology**: For the purpose of data collection, in-depth semi structured interviews and semi structured questionnaires have been used.

**Key Findings**: It discusses factors that shape the hegemonic masculinity among men of the higher educational institutions. It discusses changes that are taking place in this domain that reflects everyday lives of men studying in higher education institutions. Highlights of the research are:

- Positive changes are taking place in terms of hegemonic masculinity among men of the higher education institutions. They are finding ways to resist this hegemonic masculinity which turns out to be toxic and marginalized masculinities are finding peace in the way they are.

- These changes are slow but are critical. Despite these changes, there are ways in which men are facing social pressure in various ways which is anti-effeminate, in order to prove their masculinity and maintain the dominant status quo in the society.
- GKG approach ( i.e good governance, knowledge approach and group approach) needs to be taken up by the higher education institutions to promote healthy masculinity and gender equality among students of the higher education institutions.

**Key Terms:**

- **Masculinity:** Also referred as manhood or manliness. It refers to a set of attributes, behavior, physical features and social roles that are often associated with men and boys in our society.
- **Hegemonic masculinity:** a concept given by R.W Connell that is based on the Gramscian idea of hegemony, which is the dominance of a group of people above another in which the weaker party agrees to be controlled since societal foundations determine the universe of the minority group. Hegemonic masculinity is about a dominant form of masculinity that controlling other forms of marginal masculinities.
- **Higher Educational institutions:** Education institution is a formal institution or setting where knowledge is imparted in a formal setup. People, of different age group, attend them at different levels, to get state recognized certificates and awards for their level of learning. Higher education institution refers to education institutions after completion of school.

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