The Crisis of Higher Education

and a way out

Milind Sohoni
IIT Bombay
Today’s Agenda

- Development Outcomes
- The diagnosis
- The New University
- The Case-Study Framework
- The UMA Framework
- The Importance of BATU
Today’s Situation

**Higher Education:** The only systematic way for social change.

**Today situation:** A consequence of decisions made 10-20 years ago.

- **Booming IT** - but no manufacturing, poor state of agriculture
- **Central, Elite Institutions** - Loss of collective action, loss of language and culture, and scientific temper
- **Any number of graduates** - but unemployable
- **Lots of “opportunities”** - devaluation of school education, migration to coaching classes
The Question

- How will basic development services improve?
- How will our small enterprises grow?
- Where will good jobs come from?
Other Metrics as well
Year-round access to DW-74%.
Droughts, chulhas, public transport, small manufacturing etc.
Missing: institutions, community and private sector-knowledge.
Economy: Sectors and Employment

- Sector Wise GDP (World Bank database)

<table>
<thead>
<tr>
<th></th>
<th>Agriculture</th>
<th>Industry</th>
<th>Services</th>
<th>Per capita (in USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDP 2012 (%)</td>
<td>17.4</td>
<td>25.8</td>
<td>56.9</td>
<td>4K</td>
</tr>
<tr>
<td>Employment (%)</td>
<td>51.1</td>
<td>22.4</td>
<td>26.6</td>
<td>-</td>
</tr>
<tr>
<td>GDP China</td>
<td>10</td>
<td>44</td>
<td>46</td>
<td>9K</td>
</tr>
<tr>
<td>GDP S. Korea</td>
<td>3</td>
<td>40</td>
<td>57</td>
<td>30K</td>
</tr>
<tr>
<td>GDP Germany</td>
<td>1</td>
<td>28</td>
<td>71</td>
<td>43K</td>
</tr>
</tbody>
</table>

- Top Formal Employers (Labour Bureau, Govt of India)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Food</th>
<th>Textiles</th>
<th>Metals</th>
<th>Apparel</th>
<th>Non-metals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages (Rs. lakhs)</td>
<td>0.70</td>
<td>0.80</td>
<td>1.35</td>
<td>0.67</td>
<td>0.69</td>
</tr>
</tbody>
</table>
Other Indices

- Steel Consumption (World Steel Association) – points to lack of virtuous cycle in railways, roads, infrastructure

<table>
<thead>
<tr>
<th>Country</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Other Asia</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Egypt</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>145</td>
<td></td>
</tr>
<tr>
<td>China</td>
<td></td>
<td>477</td>
</tr>
<tr>
<td>Japan</td>
<td></td>
<td>506</td>
</tr>
<tr>
<td>USA</td>
<td></td>
<td>306</td>
</tr>
<tr>
<td>Netherlands</td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

- Year Round Drinking Water Availability (NSSO, Census)

<table>
<thead>
<tr>
<th>Year</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 (69th NSSO), per 1000</td>
<td>858</td>
<td>896</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>745</td>
<td>931</td>
</tr>
<tr>
<td>2008</td>
<td>862</td>
<td>911</td>
</tr>
</tbody>
</table>
Placements

Engineering Placements 2013 (IIT–Bombay)

Table: Numbers by sector and profile and average annual salary in Rs. Lakhs

<table>
<thead>
<tr>
<th>Sector</th>
<th>Engg.</th>
<th>Finance</th>
<th>Consulting</th>
<th>IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Super-GG</td>
<td>25 (27.7)</td>
<td>10 (35.0)</td>
<td>8 (49.6)</td>
<td>41 (52.1)</td>
</tr>
<tr>
<td>GG</td>
<td>116 (7.9)</td>
<td>82 (11.7)</td>
<td>110 (9.6)</td>
<td>102 (10.0)</td>
</tr>
<tr>
<td>IG</td>
<td>52 (6.5)</td>
<td>19 (7.2)</td>
<td>11 (5.8)</td>
<td>28 (7.2)</td>
</tr>
<tr>
<td>GI</td>
<td>24 (9.3)</td>
<td>10 (14.2)</td>
<td>10 (5.2)</td>
<td>5 (9.3)</td>
</tr>
<tr>
<td>II</td>
<td>64 (6.5)</td>
<td>13 (9.5)</td>
<td>8 (5.8)</td>
<td>22 (7.9)</td>
</tr>
</tbody>
</table>

So why are IIT graduates not doing engineering?
Research Areas

- Misallocation of effort and funds into research in areas which are not relevant

**Table 4: Number of papers with phrase in the title, with at least one author from India (Scopus)**

<table>
<thead>
<tr>
<th>Topic (Phrase)</th>
<th>All 2003 years</th>
<th>preceding</th>
<th>2003-2009 (TEQIP I)</th>
<th>2010 onwards (TEQIP II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Supply</td>
<td>84</td>
<td></td>
<td>74</td>
<td>87</td>
</tr>
<tr>
<td>Sanitation</td>
<td>30</td>
<td></td>
<td>51</td>
<td>63</td>
</tr>
<tr>
<td>Groundwater Models</td>
<td>11</td>
<td></td>
<td>29</td>
<td>70</td>
</tr>
<tr>
<td>Public Transport</td>
<td>5</td>
<td></td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Power Grid</td>
<td>12</td>
<td></td>
<td>56</td>
<td>288</td>
</tr>
</tbody>
</table>

**Table 3: Number of papers with phrase in the title, with at least one author from India (Scopus)**

<table>
<thead>
<tr>
<th>Topic (Phrase)</th>
<th>All 2003 Years</th>
<th>preceding</th>
<th>2003-2009 (TEQIP I)</th>
<th>2010 onwards (TEQIP II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neural Network</td>
<td>692</td>
<td></td>
<td>1818</td>
<td>2467</td>
</tr>
<tr>
<td>Fuzzy Logic</td>
<td>110</td>
<td></td>
<td>327</td>
<td>759</td>
</tr>
<tr>
<td>Wavelets</td>
<td>96</td>
<td></td>
<td>905</td>
<td>1846</td>
</tr>
<tr>
<td>Genetic Algorithms</td>
<td>262</td>
<td></td>
<td>989</td>
<td>1373</td>
</tr>
</tbody>
</table>
Development Deficit, Employment and Training

Poor Development Outcomes

Percentage of Rural Households with Primary
Source more than 500m away (2011)

Great Demand for basic amenities

- Key source of good jobs. Leads to good jobs.
- but not enough knowledge and professional mechanisms.

But what we have:

- Only 18% of Engineering Graduates work in core sector.
- 65% of IIT-B Engineers work in service sectors.

Development needs formalization and professionalization.

Must create academic and research frameworks and correct incentives.
The Solution

Better alignment

- Governance and Job profiles
- Curricula and Research
- Development Outcomes
Strategy
The New University: Aiming for Excellence through Relevance

- People
  - State, district, taluka, GP
  - CEO, Collector

- University
  - serve
  - support
  - advise, plan, assess

- Government Companies
  - employees
  - new job descriptions
  - knowledge products
The **New Public University**

- **People**
  - State, district, taluka, GP
  - CEO, Collector

- **Government Companies**

- **University**

- **serve**

- **support**
  - advise, plan, assess

- **employees**
  - new job descriptions
  - knowledge products

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**In the Developed World**

- Strategic role as civil society
- Right to knowledge - Why, how
- Forging a new culture
The New University

• **Development** as a key driver for research and curricula.
  – Small and medium enterprises, *sadak, bijli, paani*

• Regional knowledge resource.
  – New engagements between society, state and market.

• Solve the knowledge deficit.
  – New job definitions, new knowledge.

• Regional Case Study as the lowest mechanism.
Should this surprise us?
Fetching water and firewood occupies 2-3 hours. Going to place of work, school, college. Work of great drudgery and poor working conditions.
Another Connection

District-wise Urban Water Availability and Jobs

Better Amenities ⇒ More jobs.
New Knowledge, New Professions ⇒ Better Amenities.
What do other people say?

- Transforming science and technology in India, Economic Survey 2018: State governments should invest in region specific applied research.
- NAAC Curricula: Need based, relevant, interdisciplinary curriculum.
- Preamble, Technology Vision 2035: Nurturing industry institute interaction and linking MSMEs to knowledge institutions.
- AICTE Review Committee Report 2015: Focus on need based curriculum and MSMEs for job creation.
- Draft of National Education Policy 2016: Equity, employability, research and innovation.
- Minutes of the meeting taken by the PM on issues related to S&T (18th July 2017): Focus on applied science research, should be relevant to socio-economic needs.
- AICTE New Model Curriculum 2018: More electives, interdisciplinarity, mandatory internships (social+industrial).
Why the Regional Case-Study Approach?

- Aligns with the Jadhav Committee Recommendations and objectives of the university.
- Provides the student with avenues for developing socially useful capabilities and skills of designing and undertaking a project.
- Enables the university to develop linkages with regional agencies and to host various dialogues on topics of regional interest.
Typical Case-Studies

Scoping malnutrition in selected talukas of Thane district
(http://10.198.20.100/tdsl/pastreports/added)/Malnutrition%20in%20Thane%20district.pdf)

Oral histories in Mograj village
(http://10.198.20.100/tdsl/pastreports/added)/Oral%20histories%20of%20Mograj.pdf)

Practices of National Institute of Open Schooling (NIOS) in Maharashtra region
(http://10.198.20.100/tdsl/pastreports/autumn2012/nios.pdf)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Regional water quality, materials and dyes used in local industry</td>
</tr>
<tr>
<td>History</td>
<td>Updation of the district gazette. Documentation of the history of public assets and institutions. Creation and documentation of people’s narratives and of role models.</td>
</tr>
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<td>Economics</td>
<td>Analysis of city budgets. Assisting in the preparation and validation of the district economic survey.</td>
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<tr>
<td>Sociology</td>
<td>Supporting GPs in access to development services, monitoring PDS, documenting customs and practices. Documenting linkages with environment, e.g., chulhas and wells.</td>
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Typology

- **Template-based**: duplicatable, useful for UGs
- **Regional/Sector based**: suitable for PGs.

Developmental Case-Studies.

Advantages: Familiarity with govt. processes, protocols. Interaction with

- **Assessment and Evaluation**.
- **Failure analysis**.
- **Audit and analysis**.

More Examples

Detailed evaluation and monitoring of a few livelihood generation opportunities for tribal village Wawande ([http://10.198.20.100/tdsl/pastreports/spring15/TD390_livelihoodgeneration.pdf](http://10.198.20.100/tdsl/pastreports/spring15/TD390_livelihoodgeneration.pdf))

Mapping and analysis of water and sanitation services availability for gram panchayats in Maharashtra ([http://10.198.20.100/tdsl/pastreports/spring15/TD390_watermapping.pdf](http://10.198.20.100/tdsl/pastreports/spring15/TD390_watermapping.pdf))

Karjat Taluka Public Transport: Infrastructure, Demand and Supply ([https://www.cse.iitb.ac.in/~sohoni/pastTDSTSL/TalukaTransportPlan.pdf](https://www.cse.iitb.ac.in/~sohoni/pastTDSTSL/TalukaTransportPlan.pdf))
## Sample Regional Knowledge and Practice Areas

<table>
<thead>
<tr>
<th>Department</th>
<th>Regional Development Practice Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Engg.</td>
<td>Rural grids, Energy audits for villages and towns, Pumps and Motors, Household appliances and their manufacture, Renewable energy systems for households and small enterprises</td>
</tr>
<tr>
<td>Computer Sc. and IT</td>
<td>Public transport, Logistics of PDS, GIS and E-governance at the Zilla Parishad, logistics of local railway network and bus stations</td>
</tr>
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<tr>
<td>Field</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<td>Supporting GPs in access to development services, monitoring PDS, documenting customs and practices. Documenting linkages with environment, e.g., chulhas and wells.</td>
</tr>
<tr>
<td>Civil and Env. Engg.</td>
<td>Low-cost housing, Drinking Water, Watersheds, Irrigation, Sanitation and Soild-Waste</td>
</tr>
<tr>
<td>Mechanical Engg.</td>
<td>Chulhas and Cooking energy, Pumps and Irrigation energy, Small engineering enterprises, Solar thermal systems and their deployment</td>
</tr>
<tr>
<td>Chemical Engg.</td>
<td>Small food processing industries, Local manufacture of oils and soaps, Equipment for small enterprises, Pollution control and standards at regional level</td>
</tr>
</tbody>
</table>
All Sectors
Analytic as well as Community

Schematic of infrastructure currently used for seasonal supply

Not to scale: Not all valve connections are shown.
How is a Case-Study done?

- Understanding the problem from various perspectives
  - Theory in practice, listening and writing, formulating the problem
- Preparing and analysing secondary data
  - Using census and other data sets, analytic frameworks
- Meeting with various stakeholders and field work
  - Design of survey instruments, experiments, measurements
- Overall all analysis and forming the narrative -
  - supplement knowledge
- Making the report
  - Presenting it before stakeholders

Great learnings for the student, new research areas for faculty members, new role for colleges, and beneficial for the region.
Interesting Insights

[Map showing Jam watershed villages]

[Graph showing trend of population under 6 yrs vs fraction of literate population]
What is Required to Implement Case Studies?

- Academic space in the curriculum
  - (interdisciplinary electives under CBCS)
- Training on
  - how to perform field-work, interact with stakeholders
  - procure and use datasets
  - report findings in a given sector
- Logistics
  - Funding for field-work and reporting
  - Data and documents (census, GIS, etc.)
  - Stakeholders and liaison agencies (state government, district administration, community leaders, NGOs, SHGs, etc.)
The Way Ahead

Four-tier system to administer case-studies:

A. Individual level
   ● Logistics, choice, who-what-where-how

B. The Case-Study Level
   ● Ownership, training, maintenance of quality, research linkages, regional relevance

C. The Department Level
   ● Suite of case-studies, laboratories, funding, courses

D. The University Level
   ● Liaison, Overall strategy, affiliated colleges, breadth and depth, funding agencies
The Case Study Level

4-5 faculty members across university department and affiliated college.

- Objectives, connection with broader society, maintain linkages and narrative
- Maintain Standard templates, exemplary reports, data sets
- Regulate student performance, ensure training and reporting
- Ensure laboratory, travel and logistical support from department/university
- Present/update at regional and state meeting.
The Department Level

- Identify a list of case-studies, practice-areas and practice-based electives that can be implemented in the current academic framework
- Develop 5-10 concrete case-studies every year in each area, done by students through for-credit projects
- Encourage interdisciplinary fieldwork and reporting teams- work with other departments to pool core competencies
- Identify sources of funding for travel, stay, logistics, data and coordination
- Organise seminar series and guest lectures in the identified areas
- Publish the best case-studies in each area on the department website
The University Level

- Identify key colleges in each district and establish district extension and research centres in these colleges.
- Create a network of affiliated colleges in each important research and practice area.
- Hold regular meetings of faculties and students and develop common funding mechanisms.
- Collate high quality case-studies in each area.
- Work with state and district agencies on MoUs, M&E GRs and other instruments of engagement.
- Leverage such work with funding agencies.
- Provide forum at state and regional level for departments to present their work.

Minutes of the meeting taken by the PM on issues related to S&T (18th July 2017)
Key Development Agencies

- **District Planning Committee**
  - Headed by the district guardian minister. Passage of the district budget. Key problem areas. Administration of the district innovation budget. MSRTC, MSEDCL.

- **District Collectorate**
  - DIC, Planning Office, PDS, Tanker, Revenue, Forest

- **Zilla Parishad**
  - All development departments-water, sanitation, health, roads, NREGA, social sector

- **Local Bodies - Corporations and Councils**
  - Utilities, solid waste, roads, local transport,

- **Regional NGOs**
Data Sources

- Census data - village level, demographic and basic amenities, GIS
- NSSO data - sample surveys, each with different focus
- District Industrial Council - all formal enterprises, sector of work, employees etc.
- District Economic Survey - How the district runs, main sectors, performance, allocations
- District Gazette - Geography and History of the district
- Departmental data - Agriculture, Water Supply, Irrigation, Health, PDS, Tankers
Unnat Maharashtra Abhiyan
UMA
A Project under HTE GoM

GR (13th January, 2016)

Objectives

● Reform teaching, curricula and research - topical case studies
● Train future professionals for development objectives
● Make institutions regional resources through key GRs
● Provide mechanism for citizens to approach institutions
● Create academic space for projects and studies in relevant areas
UMA Project Areas
Concrete Examples in GR

- **Core resource areas (Water, electricity)**
- **SME and informal enterprises - technology and skill up-gradation, techno-economic and managerial expertise**
- **City and district administration - improving planning, transport, infrastructure, logistics, optimization**
Organization of UMA
Now and the next 2 years

• Inter-disciplinary Technology and Development Cell at each UMA college
• Advisory Committee (GoM)
• UMA Program Cell at IIT-B
  – Head, CTARA (or nominee) as Chairman of UMA Advisory Committee
  – 2 Project Managers
• Project Coordination Unit at DTE
  – Nodal Liaison Officer on deputation
• Future: Liaison office in each university and BATU
Current UMA Institutions

Empanelment - careful, must pass through GoM advisory committee. Network of trusted institutions.
Target for next 2 years:
- 1-2 engineering colleges/Govt. Polytechnics in each district
- 3-4 Science/Arts college in each district
UMA Work in Pictures

Plastic road (KBP Satara)  Cleaning of Krishna River (BVP Pune)  Irrigation at Sinnar (CTARA, IIT-B)

Solar Dryers (SSVPS Dhule)  Camlin Pencil Sorter (PVPIT Budhgaon)
UMA Workshops

- Thematic sector - water, energy, water conservation - related to development
- Field problem and community orientation
- Concrete case-study, liaison with GoM agency
- Analysis and reporting
- **Support for 3-4 months from CTARA**

Ensures that students and faculty can do independent case studies
## UMA Workshops

<table>
<thead>
<tr>
<th>Sector (Agencies)</th>
<th>Description of Workshop</th>
<th>Venue and Date</th>
<th>Details of Participants</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity (MSEDCL-GoM,</td>
<td>Examination of Electricity Consumption in Agriculture</td>
<td>IIT Bombay, Mumbai, 26th</td>
<td>15 engineering colleges</td>
<td>Shegaon, Buldhana Walwa, Sangli Pandharapur, Solapur Baramati, Pune Ambajogai, Beed Aurangabad Mumbai, Nashik Pune, Solapur Nagpur, Nanded</td>
</tr>
<tr>
<td>CTARA)</td>
<td></td>
<td>August 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinking Water (TEQIP)</td>
<td>Evaluation and Design of Rural Water Supply Schemes</td>
<td>Government College of</td>
<td>97 students and 56</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engineering, Aurangabad,</td>
<td>faculty members from 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>22nd-23rd September 2016</td>
<td>engineering colleges and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 polytechnics, field</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>engineers</td>
<td></td>
</tr>
<tr>
<td>Sector (Agencies)</td>
<td>Description of Workshop</td>
<td>Venue and Date</td>
<td>Details of Participants</td>
<td>Taluka Locations</td>
</tr>
<tr>
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<td>---------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
Jalyukta Shivar, Rural Water Supply and Electricity: UMA Colleges and Talukas
JSA and RWS Work Done by UMA Colleges
Hon. CM releasing the training compendium, the outcome of the CTARA-IRAP-UNICEF workshop

The training compendium may be used as a textbook or resource guide by engineering colleges across the country.
Way Ahead

Strategy meeting - VC, Pro-VC, Director (I&R), BoS

**Agenda** - overall structure, roles and responsibilities, funds, big-tent meeting

Formation of Advisory Committee (Internal)

**Agenda** - areas and case-study selection, linkages of college network, identification of key stakeholders, preliminary academic programs

Expansion of Advisory Committee

**Agenda** - Formal linkages with outside agencies, roll-out into affiliated colleges, reporting and quality, support from university
So in conclusion...

• Development sectors - water, energy, SME - important research and teaching areas
• Inter-disciplinarity, field and community orientation, analytic skills.
• **Case-Study:** an important pathway.

**What to do**

• Consulation-internal and external
• Template tables 2.4, 2.5, 2.7, 5.3, 5.5, 5.8
References and Attachments

- Sohoni, M., An artificial shortage of facts. Indian Express, 22\textsuperscript{nd} December 2017.
- Sohoni, M., Strengthening Engineering Training and Research for Maharashtra. 2015, available at \url{https://www.cse.iitb.ac.in/~sohoni/CMOconceptnote.pdf}.
- CTARA. \url{http://www.ctara.iitb.ac.in/}
- Unnat Maharashtra Abhiyan. \url{http://www.ctara.iitb.ac.in/en/uma}
- Letter to Shri Aseem Gupta IAS, Secretary, RDD (2017, May 19) on empaneling institutions for GPDP work.
- Letter to Shri Subrahmanyum IAS, Add. Secretary, MHRD and Mr. Linden, Lead Education Specialist, World Bank (2016, May 27) on UMA support in TEQIP.
Thanks
Justification of the Strategy
Eminent Authorities and Bodies on S&T and Development

Honorable PM on many occasions:
"Science is universal. Technology must be local”
(During conference of Chairmen of Boards of Governors and directors of IITs at Rashtrapati Bhawan)
“Country needs more applied research to fulfill the requirements of socio-economic priorities”
(During review of Central Government departments)
“Science, technology and innovation are the keys to progress and prosperity”
(During a meeting with top scientific officials)
Eminent Authorities and Bodies on S&T and Development

“8.28 State governments too need to recognize the need to invest in application oriented research aimed at problems specific to their economies and populations. This would both strengthen state universities as well as provide much needed knowledge in areas such as crops, ecology and species specific to a state.”

(Transforming science and technology in India, Economic Survey 2018)
Eminent Authorities and Bodies on S&T and Development

“Nurturing industry institute interaction in a variety of ways such as; joint problem solving, participation in teaching/learning and industry research park located on the institution campus with structured opportunities for participation of faculty and students, is thus of crucial importance. Incentivizing industry to leverage such an ecosystem to develop new products should be part of the strategy to accelerate national technology capability build up. ..........MSMEs have contributed significantly to employment generation as well as exports. Most of these units are not in a position to invest in R&D. As a result, they run a risk of obsolescence and loss of competitiveness. Linking them up with knowledge institutions could lead to a win-win situation.”

(Extract from Preamble, Technology Vision 2035, page 17)
10.11 Of all new employment, only 1% is with the government, 2% with private organised sector and 97% with the private unorganised sector of the Micro, Small and Medium Enterprises (MSMEs). The main thrust of the new educational policy should be to arm the new entrants with skill sets which are in demand. Only thus can we take advantage of the demographic dividend that we are likely to possess.

Academics

- Designing and implementing relevant, need-based curriculum to suit student interests and needs. Curriculum design should take into account contemporary developments in the study area, industry interests and past feedback from teachers, students and others involved.
- Data on number of departments available, courses offered, course specific data on pedagogical methods used, quality of content delivered, quality of faculty, opportunities for research are to be collected towards rating.
- Scope to offer inter disciplinary courses can count towards the flexibility of learning experience of students.

33.9 Developing a close connectivity with the Society: A technical University should take a lead in promoting closer connectivity with the society through

(i) Final Year projects based on solution of social problems. A technical University has re-imagined and re-designed the infrastructure of 494 villages and many villages have started implementing the designs. The University promotes the activity by giving a small scholarship to the teachers and students working on such projects.

(ii) offering technical expertise for slum removal/ up-gradation studies, for solid waste management, for rain water harvesting studies, for use of green building concepts in public buildings and various other projects relevant to urban and rural needs.

(iii) studies in governance issues for Governmental organizations, public and private organizations.
Draft of National Education Policy 2016
Aligns with Perspective Plan Committee Report

Reform higher education system in order to ensure equitable access to tertiary education, including technical and professional education, narrow group inequalities in access to higher education, and improve teaching and research, promote innovation and generate new knowledge across all higher education institutions and to enable all enrolled to attain the specified learning outcomes and employable skills;
AICTE New Model Curriculum 2018
Creating Space for Electives

• Reduction in number of credits to enable more time for project based learning, research and innovation
• More weightage given to open electives, stressing on interdisciplinarity
• Mandatory internship
• New elective courses in consultation with experts (for example, Rural Water Supply and Onsite Sanitation Systems)

Prof. Anil Sahasrabudhe, AICTE
Chairman

“Inclusion of mandatory internship, both industry and social, will help engineering graduates have better connect with the industry and society”
Shri Prakash Javadekar, HRD Minister
1.1 *(A) Curricular Planning and Implementation

The Affiliating/Constituent Colleges have rather insignificant role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalize the curriculum within the overall frame work provided, in one’s own way depending on its resource potential, institutional goals and concern and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasised, sensitivities focused on etc.

1.3 Curriculum Enrichment

Holistic development of students is the main purpose of curriculum. While this is attempted through prescribing dynamic and updated curricular inputs, the HEI is expected to have provision for added courses and activities which may not be directly linked with one’s discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. A progressive university would provide a wide range of such “value-added” courses for students to choose from according to their interests and inclinations.

3.7 Collaboration

Through collaboration the HEIs can maintain a closer contact with the work field. It helps keep the academic activities in the HEI in a more realistic perspective and also expand the scope of learning experiences to students. Collaboration can be sought with academic institutions or industry or other agencies of professional and social relevance. The range of activities could include training, student exchange, faculty exchange, research and resource sharing, among others. For making collaborative endeavor impactful it is necessary there is a formal agreement or understanding between the institution and other HEIs or agencies for such activities.
NAAC Curricula
Curricular Aspects: Case Presentations

Considering the analysis of the assessment reports by NAAC, Curricular Development and Transactions are important considerations, which we need to focus our attention in reforming the higher education.

The important initiatives we need to dwell on are:
1. Development of need based and socially relevant programmes.
2. Relevant curriculum in a fast changing world.
3. Emerging areas in innovative and inter disciplinary areas have to be evolved.

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<th>Key Indicator – 1.1 Curriculum Design and Development (50)</th>
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Minutes of the Meeting taken by the PM on issues related to S&T (18th July 2017)

(i) Many times, while taking up new projects, the relevance and appropriateness of the location is not taken into account. The Scientific Departments should be conscious of such relevance, usefulness to the society and overall national interests while formulating projects and deciding on their locations.

(Action by: All Scientific Departments)

(ii) It has been observed that due to misplaced priorities and lack of understanding of local problems, our new technologies and products are not very relevant to our societal needs. It is therefore the responsibility of the Secretary of each Department to ensure that their projects are supplementary to the priorities of the Government.

(Action by: All Scientific Departments)

(iii) All the Ministries/Departments and Government Agencies need to change the thinking and orientation for adapting to new technologies, while implementing projects. The Scientific Departments should work in tandem with the developmental Ministries and Government agencies to support and provide technological solutions to their problems.

(Action by: All Deptts. & Ministries/All Scientific Departments)
(iv) Country needs more of Applied Science Research to fulfil the requirements of socio-economic priorities. Therefore, Scientific Departments should keep a judicious balance between Applied Science Research and Fundamental Research while taking up research projects.  

(Action by: All Scientific Departments)

(xxi) As instructed on earlier occasions by the Prime Minister, Scientific Departments were once again requested to channelize their resources and activities to meet the socio-economic needs in the fields of Health, Water, Sanitation, Waste Management, Smart Cities, Solar Energy, Irrigation, Food, etc.

(Action by: All Scientific Departments)
Thank You