Report on Internal Quality Assurance Cell
CHAUDAHRY DEVI LAL UNIVERSITY, SIRSA
and
HARYANA STATE HIGHER EDUCATION COUNCIL

Jointly organised interaction on

EMERGING TRENDS IN HIGHER EDUCATION
On March 05, 2021
In Conference Hall-1 at India International Centre, NewDelhi

Internal Quality Assurance Cell of Chaudhary Devi Lal University, Sirsa,organised a brainstorming programme entitled "Emerging Trends in Higher Education on March 05, 2021, at India International Centre, New Delhi. The programme was spread over two Sessions and was well attended by the invited dignitaries.

Session-I, From 11:15 am to 1:30 pm

Chair: Prof. B K Kuthiala, Chairperson HSHEC
Co-Chair: Prof Ajmer S Malik, VC CDLU
Participants
1. Prof. Yogesh Singh, VC, DUS&T
2. Prof. Rajive Kumar, Member Secretary AICTE
3. Prof. R K Singh Dean, Delhi University
4. Sh. Raj Nehru, VC, SVSU
5. Prof. Somnath Sachdeva, VC KUK
6. Prof. Anubhuti Yadav, Dean IIMC Delhi
7. Prof. Vinod Garg, Dean CUP Bhatinda
8. Dr. Anil Gupta, KUK
9. Dr. Gian Chahal KUK

Session-II, From 2:15 pm to 4:30 pm

Chair: Prof. B K Kuthiala, Chairperson HSHEC
Co-Chair   Prof Ajmer S Malik, VC CDLU
Participants
1. Prof. Pankaj Mittal, SG, AIU
2. Prof. Tankeshwar Kumar, VC, GJUS&T
3. Prof. Sushma Yadav, VC, BPSWU Khanpur
4. Prof. Raj Kumar Mittal, VC, CBLU, Bhiwani
5. Prof. Satish, IGNOU
6. Prof. Vijay Kumar, IIT Delhi
7. Prof. Rajiv Dhar, Director JIMS, Vasant Kunj, New Delhi
8. Prof. N K Bishnoi, GJUS&T
9. Dr. Anil Gupta, KUK
10. Dr. Gian Chahal KUK
11. Sh. B B Parsoon, Retired Judge, P&H High Court

The Following team from Chaudhary Devi Lal University remained present throughout and participated actively in both the sessions:
1) Dr. Rakesh Wadhwa, Registrar
2) Prof. S K Gahlawat, Dean Academic Affairs
3) Prof. D P Warne, Proctor and Dean Consultancy
4) Dr. Kapil Chaudhary, Nodal Officer NIRF

5) Dr Sultan Dhanda, Principal University College
6) Prof. Pankaj Sharma, Director IQAC - Host

Host Vice-Chancellor Professor Ajmer Singh Malik welcomed all the delegates in the interaction program.Dr Kapil Chaudhary presented a slideshow exhibiting existing facilities and courses at Chaudhary Devi Lal University and the Manpower Skill forecasts for future job market futures. It was done to orient the house towards the brainstorming.

After the welcome address, Professor B. K. Kuthiala, Chairperson Higher Education Council Haryana, urged all the delegates to put forth their suggestions tohelpChaudhary Devi Lal University Sirsa fulfil its dream. Prof. Kuthiala, Chairperson HSHEC, moderated the session.

These were the significant issues raised by some of the prominent speakers.

Prof Yogesh Singh	1. Flexible open curriculum 2. Sports inducement in the regularcurriculum of all the courses,especially science courses 3. Stress-free Education 4. Value education courses 5. No major specialisation only minor specialisation 6. 50% core courses 20% elective courses and 30% open courses 7. Flipped classroom concept. 8. Continuous evaluation 9. Introduction of MOOCs-maximum 12 credit 10. Research at undergraduate level-maximum 8 credits
Prof Rajeev Kumar	1. There should be a quality mandate by the University. 2. Focus on Curriculum design 3. Induction program for students 4. Well defined training program for teachers 5. Internship program for students 6. Project-based learning. 7. Using the local language. 8. Introduction of a good scheme of credit transfer 9. Quality decision making at the top level. 10. The centre point is teacher and teaching
Professor R.K. Singh	1. Education should not be treated as an event management technique; it should be a Holistic process. 2. Complete care to the education process 3. Skill enhancement in Education 4. Due consideration to the local reality 5. Overhauling of revaluation system
Prof Raj Nehru	1. Teaching to learn through failure 2. Intellectual humility 3. Learning ability 4. Measurable vision document 5. Consideration of actual emerging trends 6. The prediction regarding the future of work 7. Assessment of skill gap while curriculum development 8. AR VR blended solutions for non-engineering students

	9. Overhauling of question paper setting system in universities
Prof Somnath Sachdeva	1. Education is basically: knowledge, skill, and attitude. 2. Introduction of sports as a part of the curriculum 3. Introduction of NSS as a part of the curriculum 4. Introduction of NCC as a part of the curriculum 5. Publication only in only UGC care list 6. There should be a patent ecosystem. 7. Use of CSR fund 8. Universities should be able to generate funds to feed activity
Prof Anubhuti	1. Universal Curriculum 2. More emphasis on pedagogy 3. Flipped learning. 4. Blended learning 5. Course mapping 6. MOUs with sector skill Council 7. Health communication courses 8. Digital media courses with specialisation in respective fields
Prof V K Garg	1. Group research schemes for students 2. Emphasis on internship 3. Activity based pedagogy. 4. Paper setting and moderation of question paper. 5. Multiple choice questions in final examination 6. Teachers feedback
Prof Tankeshwar	1. CDLU is in the right direction. 2. SWOT analysis of CDLU 3. Courses should be based on needs of Haryana. 4. A new department of emerging areas may be started. 5. There should be a creativity lab. 6. More focus should be on vocational studies. 7. Never compromise with the student's autonomy or creativity
Prof Ravi Dhar	1. While introducing new courses, one should have audiences' need analysis. 2. The course should not have narrow and rigid boundaries. 3. Singapore management university may be used as a reference for curriculum design.
Sh B BPrasoon	1. All Education is primarily Communication. 2. Legal and professional courses must include communication
Prof Pankaj Mittal	1. In NEP implementation, 70% of recommendations must be implemented at the level of Vice Chancellor. 2. Academic credit Bank 3. Autonomous colleges 4. The network of higher educational institution and teachers
Prof. Sushma Yadav	1. Syncing the NEP with the existing courses and Programmes 2. Strengthening and reorienting the existing faculty
Prof. Bishnoi	1. Precautions about too ambitious projects 2. Groundwork and marketing the courses in right earnest. 3. Go slow but with enough homework

The interaction was held in a vibrant environment and ended with thanks to the chair and informal discussions over tea.

The following points emerged from the brainstorming.

A) Undergraduate and Postgraduate studies demarcation is a matter of past and the need of the hour is flexibility. Especially after NEP 2020 and looking at the international scenario, we must think of Academic Programs that provide Job opportunities mapping with multiple entries and exit levels. Some suggestions that emerged was that starting with FYDP(Four Year Degree Programme) and making it integrated Five-year programme and even going beyond.

1. After two years of duration with requisite skills required to undertake some profession or employment.
2. After three years duration with the professional skills needed in a specific area of career with a degree.
3. After four years of duration with requisite professional and research skills
4. Post Graduate degree
5. Doctorate
6. Dual Degree programmes

B) Skill embedding at all possible stages should be done as a bridging a gap solution. The industry-academic interface through alumni and other channels shall be modelled, and different sectors skill council frameworks must be used. Future of the job market, a demand-supply chain of domain-specific areas shall be well considered at the time of Curriculum framing. CBCS and LOCF are the frameworks here to stay and should be the bare minimum and these should be worked upon to develop curriculum in consultation with stake holders.

C) Practically every speaker talked about being flexible in pedagogy, approach, evaluation, and the whole gamut of Education. Even in the graduate programme, there can be tracks that students may follow; for example, a Commerce student may pursue a project track, another may follow a research track, and yet another may follow an entrepreneur track. There can be flexibility in terms of multiple entries and exit and different outcomes at every possible product. Still, even within the same degree/diploma/certificate, the student may pick up track of his/her choice. Prof. Yogesh (VC, DTU) shared a breakthrough story of graduate students following the research track and writing many papers in SCOPUS/SCI level research papers. He suggested three major tracks as 1) Project Track, 2) Research Track, and 3) Product Track. The story is worth emulating.

Similarly, there may be flexibility for choosing major and minor areas. The flexibility should be a toning down of water tightening approach to Education, fixating it in a particular domain and straight jacketing it in a classroom. For example, a student involved in agriculture in his paternal land must be given space to include farming into his curriculum. A shop owner must be allowed to use the time spent in his shop as time spent on an experience/apprenticeship/internship.

D) Educational Technology: Though the massive upsurge in online Education is primarily pandemic, everyone understands that online Education will never go back to the pre-corona level. So, we must do a cherry-picking, and the best practices and methods must be

incorporated in higher Education in the right earnest. Among the most preferred and talked about was the flipped classroom approach involving the blended model. Communication is the backbone of Education, and many thinkers opined that communication is not given proper due in the curriculum. There must be a particular focus and dedicated communication courses in professional spheres like Law, management, Mass Communication, Education. In practically all domains and departments, Universities and institutions must take care of Communication skills and soft skills to upskill the learners and develop better working skills amongst its students. It should be treated as a core skill for a professional course and, for others, a critical skill.

E) Local Needs: One of the most agreed-upon areas in the overall discourse. There should be more idea sharing among the local stakeholders, and a routine bridging of society at large with HEIs is desired. As for places like Sirsa, where the farming community and rural scenario is dominating, efforts must be made it make it an opportunity by taking up the challenge. A course like Agricultural Economics and Marketing of Agriculture products should be core areas of the curriculum. Departments like those of Mass Media, shall develop a local interface with society by raising local social issues through campaigns.

F) Internationalisation of Education is taking shape quickly, and institutes must be ready to catch the bandwagon. Academic Bank of Credit (ABC) is taking shape and shall be rolled out in a year or two. Similarly, getting international students is a big possible market for HEIs. Allotting supernumerary seat for international scholars is one way out, but a mechanism to share credit at the national and international level needs to be devised. AIU (Association of Indian University) is in the process of tracing and collecting information about teachers/departments in different Universities that may cater needs of International students.

G) Credit for Social outreach and extension activities shall be introduced for making Education a wholesome activity. Some of the most revolutionary changes foreseen are areas that have been referred to as extracurricular and co-curricular. There is a need to redraw an approach here; every student must be made to take a pick out of the bouquet consisting of sports, Cultural, yoga, NSS, NCC and community Service and proper credits be earned out of it. This will bring it to the final score matrix, and learners will be prompted towards social cohesion leading to becoming a complete person. Use community radio station and deliver talks on their subjects, writing up articles in local/regional/national newspaper and university magazine and journal and be further added to the list.

H) Exam Reforms: The present scenario is shifting from evaluation to measurement. Overemphasis on terminal written exams is proving counterproductive to learning. A continuous and comprehensive evaluation mechanism must be developed. It is at the nascent stage, but transparent and objective methods should be thought of and evolved. Moving on from 70-30 for the external-internal matrix is the first step, and an awareness campaign should be developed. Question bank should be developed with an eye on examining critical skills and problem-solving skills among the learners. Open date sheet computer-based exams are the future of evaluation and measurement. Curtailing the time taken in the examination and result declaration further culminating into convocation needs to be taken up at the next level, which is a profound reflection on an HEI.

I) Entrepreneurship course should be included in the curriculum. The thrust of Education needs to be changed. From Macaulayan job searcher to a self-reliant job provider. This should range from a skilled workforce to an entrepreneur planning to start new enterprises. Incubation centres must be set up, and maybe from a small room, students should be given a start-up ecology.

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(Pankaj Sharma)