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Many many Congratulations to Prof. Dr. Ashok Shettar ji from all of us at IonIdea www.ion-education.com

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Ashok Shettar and B.F. Dandin chosen for Rajyotsava Award

Two academics from Hubballi Ashok Shettar, who changed the engineering education scenario in North Karnataka, and B.F. Dandin, who despite coming from a humble background went on to build 65 educational institutions, have been chosen for the Rajyotsava Award this year.

Prof. Shettar, with over 35 years of experience in teaching and administration, is now the Vice-Chancellor of KLE Technological University (KLETU) in Hubballi. He is considered a face of engineering education because of the changes he was able to bring about in engineering education apart from contributing towards entrepreneurship development in North Karnataka.

Apart from transforming the BVB College of Engineering and Technology into KLE Technological University, Prof. Shettar has been actively involved in various initiatives and plans aimed at bringing about comprehensive development of the region. Under him, KLE Technological University has taken up entrepreneurship development programme providing incubation facility for over 40 start-up companies on the university campus. His initiatives have also helped in bridging the gap between academia and industries. And, various projects aimed at finding technological solutions for

the farm issues have also been executed.

Humble beginning

Despite being from a humble background, Mr. Dandin (86), a college teacher initially, started with the establishment of a free hostel for poor students from rural areas Kanakadasa Prasada Nilaya and Sangolli Rayanna High School in Hubballi in 1965 with the help of a few like-minded philanthropic people.

Mr. Dandin, who was the first to get education in his family, knew the problems of the poor students from rural areas in getting education. Although he did not have enough resources, he was able to go ahead with his plan as like-minded people helped him in his endeavour. What had a humble beginning has now grown leaps with the establishment of 65 educational institutions imparting courses in various streams in various districts. As chairman of the Kanakadasa Education Society, Mr. Dandin continues to lead and motivate his team even at this age.

Expressing happiness for having been selected for the award, Mr. Dandin said that he was happy that his service towards providing education to the children of backward classes had been recognised by the State.

Link:https://www.thehindu.com/news/national/karnataka/ashok-shettar-and-bf-dandin-chosen-for-rajyotsava-award/article32967419.ece

Education completely entered digital mode: Director NITW NVRR

A five-day faculty development program (FDP) in Internet of Things (IoT) and Machine Learning (ML) has been inaugurated by the Director of National Institute of Technology (NIT) in Warangal, Prof NV Ramana Rao here on Monday.

Interacting with the participants online, Prof NV Ramana Rao said education had shifted totally into digital mode.

"Current pandemic situation is difficult to have education in offline mode. Digital mode provides face to face interactions with the best faculty throughout the globe. Learning needs to be continuous and technology based teaching needs to be adopted and updated by the teachers.

Technology is rapidly changing in digital mode and it will continue further. Today students are digital natives, multi-tasking and real time learners. Participatory teaching methods need to be introduced from time to time," he added.

Continuing Education (CCE) in-charge and coordinator Dr Raju Bhukya said the applications in IoT & ML are precision agriculture, green house farming,

Industrial IoT, Health Care, Traffic, water supply Manufacturing sectors, smart cities etc., CSE Hod Prof Radha Krishna was present at the programme.

Link:https://m.dailyhunt.in/news/india/english/telangana+today+english-epaper-teltdyen/education+completely+entered+digital+mode+director+nitw+nvrr-newsid-n224815372?s=a&uu=0xd679ce02dbbcfe00&ss=pd

NEP 2020 has the answer to the question of impossibly high cut-offs

When Delhi University announced the first list of admission into undergraduate programmes in its 90 colleges earlier this month, the cut-offs reached 100 per cent mark in some courses offered by a few colleges. But this is neither surprising nor unexpected. According to the most recent All India Survey of Higher Education (AISHE 2018-19), Delhi's gross enrollment ratio (GER) is 46.3 per cent (the national GER is 26.3 per cent). This means that almost every second youth in Delhi between the age of 18 and 23 is enrolled in a higher education programme. But the aspirations of Delhi's youth are not met by adequate high-quality Higher Education Institutions (HEIs, including universities and standalone institutions), leading to unreasonably high cut-offs.

In some HEIs, for courses such as computer science or English literature, the cutoff is in the high 90s, even for aspirants from socio-economically disadvantaged groups.

What we have been seeing in Delhi for more than a decade is also seen in a few other states, where the GER is close to 50 per cent. Today, it is a handful of states, and tomorrow it will be the entire country. According to India's commitment to the Sustainable Development Goals (SDG) for 2030 and the National Education Policy 2020 target, we are aiming to ensure 100 per cent enrollment across our school stages, from pre-primary to the secondary stage. As we move towards this target, there will be a further rise in applications for higher education programmes for which the NEP 2020 has set a target of 50 per cent by 2035 — which would mean an additional 35 million seats to be created in HEIs across the country. If the cut-off marks are already at unreasonable levels, we can imagine the scenario with a doubling of prospective students. Unless something transformative is done, we are headed towards a rise in the number of unemployed graduates (due to poor quality education) and a generation of disenchanted youth (due to the systemic failure in equipping them with required skill sets).

We have nearly 1,000 universities and almost 40,000 colleges spread across the country. Many of the universities affiliate more than 1,000 colleges. If such large affiliations indicate the unreasonable number of colleges that universities are trying to manage, 16.3 per cent of the colleges have an

enrolment of fewer than 100 students.

NEP 2020 recommends moving into a higher education ecosystem that consists of large multi-disciplinary HEIs, offering undergraduate and graduate programmes, one in every, or nearly every district, in the country. These will be multi-disciplinary universities and colleges; with the latter moving away from affiliation into a degree-granting HEI or a constituent college of the university. Each such institute will aim to have 3,000 or more students. Currently, only 4 per cent colleges have an enrolment over 3,000. By modelling this across the higher education ecosystem, not only will access improve, but it will also make HEIs viable, with all resources in place as is seen in most parts of the developed world. With only half the number of HEIs that currently exist, we will be able to provide access to 70 million students expected in higher education once the country reaches a GER of 50 per cent. This will also allow for closing down of thousands of poor quality HEIs, which snare unsuspecting students, leading to a large number of non-entrepreneurial, unskilled and unemployable graduates.

For the problem of unreasonable cut-offs to be rooted out, the assessment reforms that NEP envisages, for both school-leaving and higher education entrance, is critical. Both of these reforms have to take place simultaneously. In the last decade, when the CBSE experimented on a progressive reform by making Class X board exams optional, very few parents allowed their wards to take that option. Until the school and higher education system are aligned to ensure a paradigm shift, students, parents and the entire country will continue to operate in this vicious cycle.

Avjit Pathak writes: There is no correlation between one's intellectual ability and performance in examinations

Using school-leaving marks to create cut-offs is a lazy option employed by the HEIs to reduce the number of applicants, before launching their admission process. School percentages are not good markers of an individual's readiness to do higher education —and given the serious drawbacks of standardised assessments in our board exams, it is best to get rid of them at the earliest. Instead, school-leaving certificates will have to be based on an array of assessments, including a student's performance across the secondary level — Classes IX to XII. They will factor in class assignments and tests, leading to the development of students' portfolios. Post that, admission to higher education is an entirely different set of activities. It may use the portfolio of school assessments as the base, but the admission process ought to assess whether the prospective student has developed the attributes for pursuing higher education.

NEP 2020 envisages assessment reform at the school level, which would make the board exams redundant, and also a common entrance for the liberal arts-based higher education system, which only assesses an applicant's preparedness to pursue a university education. We need to usher in these reforms at the earliest. If not, the country is at the risk of generating graduates in tens of millions, who will neither have the capacity

to generate employment for themselves nor the capability to be employed anywhere.

Link:https://m.dailyhunt.in/news/india/english/the+indian+express-epaper-indexp/nep+2020+has+the+answer+to+the+question+of+impossibly+high+cutoffs-newsid-n224905416?s=a&uu=0xd679ce02dbbcfe00&ss=pd

Aligning India's STIP-2020 vision with NEP

At a time of unprecedented change, advancement in science and technology has become an important determinant in India's transformation into a self-reliant global leader. The foundation of innovation will be built through the creative efforts of our youth and children, and we must inculcate a scientific and innovative temperament in them. With sweeping changes in policy, a paradigm shift in the processes of learning will be needed as they become more driven by critical thinking and innovation.

There are two interconnected aspects. One involves exploring the mechanisms through which to promote Science Technology Innovation (STI) learning in the early stages of school education.

The other explores the pathways through which research and innovation can be reformed in Higher Education (HE) and Higher Educational Institutes (HEIs) to facilitate the expansion of research and development (R&D).

Former President APJ Abdul Kalam once said, 'Millions of people walk in this universe, but you can enter the Marvels of the Universe only if you have curiosity and thinking. The mission of schools should indeed be a generation of curiosity. I suggest thinking should become your capital asset, no matter whatever ups and downs you come across in your life. Thinking is progress. Non-thinking is stagnation to the individual, organisation, and country.' These profound words from this visionary statesman still resonate in my mind.

This was what was kept in mind while formulating the recent National Education Policy (NEP) 2020, with which our education system envisages transformational changes. There is a strong focus on analytic thinking, creative problem-solving, and critical examination of existing structures rather than just a transfer of information. As Science, Technology, and Innovation Policy (STIP) 2020 is being given its final touches, it is important to draw from the experiences of NEP-2020 and align the STI ecosystem's vision with its priorities to ensure a holistic growth trajectory.

STIP-2020 aims to build an educational environment that nurtures and encourages innovative thinking and also creates pathways for its pursuit in the long-term. In the current policy-building exercise, we have kept our focus on select areas. We learn to live, we learn to think and we learn to learn.

One, a major attempt has been to focus on innovation in education, which can help students and young scholars in HEIs achieve quality research outputs for STI. The proposed changes in curriculum development through a National Curriculum Framework and the complementary National Curriculum Framework for Teacher Education (NCFTE) of the NEP-2020 will give flexibility in pedagogy that encourages critical thinking, scientific temper, problem-solving, innovative approaches, collaborative learning, and active learner engagement.

Two, we need to bridge the disconnect between research and education to overcome fragmented learning. Making research mandatory in school education has increasingly become a priority. This should be complemented by strengthening incentive mechanisms such as Science Olympiads and Technology Innovation Awards. Science, Technology, Engineering and Mathematics (STEM) education and general education are set to receive a better impetus through effective linkages. STIP-2020 bridges the gap between curricular, co-curricular, or extra-curricular areas; arts and sciences, and vocational and academic streams and provides the possibility of switching subject areas. It is also necessary to interlink academia with industry, encouraging collaborative projects and need-based capacity-building. NEP-2020 has also proposed the establishment of a National Research Foundation (NRF), which will have significant funds for supporting research in technology, science, social science, arts, and the humanities.

Three, a dynamic and creative environment must be facilitated. Collaboration between ministries and HEIs is the way forward. Students will get hands-on experience in fields of their choice and once qualified can seamlessly enter industry.

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This will also boost vocational education, promoting entrepreneurial skills among students and make them both knowledge and job-creators. Four, we must look at science beyond the classroom. To strengthen the education base, we must establish an infrastructure base to support educational activities with a special focus on digitisation platforms, research, innovation, and entrepreneurship. And five, there must be focus on the development of assistive technologies and learning resources.

This will create interactive personalised learning environments for students with specific learning disabilities and ensure that the expansion of the STI ecosystem is equitable and inclusive. This must begin right from the school level. For higher education, there is a need to support research in this domain and incentivise the development of haptics, smart devices, advanced bionics, in-built speech, and other sensory interfaces.

STIP-2020 in alignment with NEP-2020 must aim to bolster innovation-driven scientific temper in the education system from the foundational

stages intensifying its linkages with the economy and society. It should play a major role as a true enabler for last-mile innovation.

Link:https://m.dailyhunt.in/news/india/english/hindustan+times-epaper-httimes/aligning+indias+stip2020+vision+with+nep-newsid-n224086446?s=a&uu=0xd679ce02dbbcfe00&ss=pd

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