Rs. 30.00 ISSN- 0566-2257



UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities Vol. 59 • No. 03 • January 18-24, 2021



Special Issue

on

IMPLEMENTATION STRATEGIES FOR NATIONAL EDUCATION POLICY -2020

Equity and Access in Higher Education including Promotion of Indian Languages, Art & Culture

on the occasion of

AIU EAST ZONE VICE CHANCELLORS' MEET-2021

hosted by

JIS UNIVERSITY, AGARPARA, KOLKATA

on

January 18-19, 2021

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Picture of the Affiliating State Universities in Maharashtra in the Wake of National Education Policy-2020

The National Education Policy 2020 (Committee bended by Padma Vibhushan approved by Prof. K Kasturitangan) approved by the Union Cabinet and set to be implemented points to the fact that needs of the 21" century India are fat different from those in the 1960s and in 1980s. The mandate of the changed times have brought a major shift in the priorities. The proliferation and structuring of higher education were the prime challenges of the Kothari Commission, whereas the Acharya Ramamoorthi Commission was set to vocationalize the higher education in the country. Of many, focus on the technology equipped education, relaxing the regulatory norms leading to autonomy and revisiting the indigenous Indian education system have been the key principles of the NEP-2020 in addition to regular objectives of focus on research and developing a conducive environment for realizing the capacities of the learners at the school and higher education. The NEP-2020 envisions India as an equitable and vibrant knowledge society rooted in the Indian ethos having respect to the fundamental duties and the constitutional values with high quality technology enabled education.

The NEP-2020 aims at ending the fragmentation of the higher education by transforming higher education institutes into large multidisciplinary universities by modelling the existing universities and colleges on the ancient universities of Takshashila, Nalanda. Vallabhi and Vikramshila which had multidisciplinary approach to learning in contrast with the faculty bound fragmentation introduced by the British colonizers and religiously followed by the native

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The NEP 2020 aims at developing and classifying universities into Research Intensive Universities and Teaching Intensive Universities. li also plans to develop a stage-wise mechanism in which the best performing colleges and institutes of higher education, both state run and privately run, in accreditation will be gradually converted into either Director UG(HRD(Dr Haristogh Gour Vishwavidyalya, Sugar 470 003 (Madhya Pradesh) E-mail agnivarsha2260(a) Kurpudkar ACS College, Sumpeth, Partibuni Narb (folkey a) 0 16 69

Autonomous Degree Granting Colleges or Constituent Colleges and which, in the course of time, will be Colleges and which the status of Research Intensity Universities and Teaching Intensive Universities

The NEP 2020 proposes to replace the princip nomenclatures of the institutes of higher education deemed to be universities, affiliating universities affiliating technical universities, unitary universities with simple universities (NEP-2020, P. 36). It funder says that agricultural universities, law universities health science universities and stand alone institutes in all fields shall aim to become multi-disciplinar, institutes offering holistic and multidisciplinar. education. It mentions that the preparations of professionals in agricultural and veterinary sciences through programs integrated with general education will be increased sharply (P.50). About the technical education, the NEP-2020 specifies that it aims to be offered within multidisciplinary education and program (NEP-2020, P. 51).

Regarding the language based universities, the NEP-2020 says, "in consonance with the rest of this policy, Sanskrit universities too will move towards becoming large multidisciplinary institutions of higher learning (and) the classical language institutes will aim to be merged with the universities, while maintaining their autonomy" (NEP-2020, P.55).

Despite these proposed changes in the nature of universities, it has to be seen in the light of the had that major portion of higher education is operated and covered by the states and state universities thereas The state universities, at least so early, cannot get not of their affiliating related works. In other words, the affiliation system is going to stay there. The proposed changes in the university nature can be used for reducing the load of affiliated colleges on the present non-technical universities.

If the newly renamed Ministry of Education decides to continue its much ambitious scheme of Rashtriya Ucchatar Shiksha Abhiyan (RUSA). ib concept of cluster universities may be implemented to encourage the state run and private run institutes to go for the cluster university status to offer theat

academic autonomy and reduce the load of the affiliating universities.

In the light of the above recommendations and provisions made in the NEP-2020 and viewing the role the provincial states and its university education system (the state affiliating universities, its affiliated colleges and learner enrolment) play in higher education, it is mandatorily to be acknowledged that the states are the major stake holders and play the significant roles in implementing the NEP-2020 brought by the Union Government. Seeing the number of colleges in the state like Maharashtra, it goes without saying that despite the NEP's proposal to reduce affiliating system gradually, the affiliating system has come to stay for a longer time than expected.

The National Knowledge Commission (NKC) also recommends for more universities in its report submitted in 2006: The higher education system needs massive expansion of opportunities, to around 1500 universities nationwide, that would enable India to attain a gross enrolment ratio of at least 15 per cent by 2015. The focus would have to be on new universities, but some clusters of affiliated colleges could also become universities. Such expansion would require major changes in the structure of regulation (NKC-2020, p.62). The need is for smaller universities which are responsive to change and easier to manage, and these should be created (NKC-2020, P.64).

> The Rashtriya Ucchatar Shiksha Abhiyan (RUSA) in its report (2013) prepared with Tata Institute of Social Sciences gives primary focus for university reforms along with many more recommendations. The following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfilment of the targets:

1. New Universities

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- 2. Upgradation of existing autonomous colleges to Universities
- 3. Conversion of colleges to Cluster Universities (RUSA 2013, P.89).

The present article attempts at visualizing the setup of the university education in Maharashtra state in the wake of the recommendations made in the NEP-2020 under the head of Institutional Restructuring and Consolidation.

In the light of the National Knowledge Commission's recommendation for more universities, the concept of Cluster Universities provisioned in the RUSA and the recommendations of NEP-2020, the present article envisions the university education picture in Maharashtra in terms of affiliating system.

Table-1 presents the status of state universities in the state of Maharashtra along with number of colleges affiliated to them. These numbers include some of the non-functioning colleges under the gradual closure process (particularly colleges of education, computer application and engineering). The list does not include autonomous colleges, B. Voc, Community Colleges, research institutes (outside its catchment area) and schools/institutes offering diplomas at school level. Tables 2.A to 2.C depict the districts-wise distributions of colleges in Maharashtra. Some universities are having colleges more than four hundred and some are left with less than two hundred. In view of skewed distributions of colleges the author recommended re-organization of state affiliating universities and catchment area with colleges. The recommended re-organization of state affiliating universities and catchment area with colleges is present in Table-3. The author recommends that the sub-centre of Dr BAMU, Aurangabad located at Osmanabad to be turned into full fledged university.

After reorganization, delimitation of the existing districts needs to be done to bring expected uniformity in the number of the affiliating colleges. The distance of the affiliating colleges from the HQ of universities should also be taken into consideration as one of the factors. Keeping these issues in mind, the author proposes the reorganization of some districts as well. The way to reorganize districts is presented in Table-4.

Sr.	Table-1: University-wise Distribution	Catchment Area/ Districts	No. of Colleges	Total
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Distribution of Colleges/ Institutes in Maharashtra

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14		Ahmadnagar	18	74
14	Mahatma Phule Krushi Vidyapeeth, Ahmadnagar			
		Pune	10	_
		Nashik	10	
	B(X, N)	Solapur	09	
	in the second	Kolhapur	05	
		Sangli	03	-

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	Dr Panjabrao Deshmukh Krushi Vidyapeeth, Akola	Akola	
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		Amravati	
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		Bhandara	0
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		Washim	0
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16	Punyashlok Ahilyabai Holkar Solapur University, Solapur			
		Solapur	161	273
17	Dr BAMU, Aurangabad	Sangali	112	
1		Aurangabad	336	532*
18	Swami Ramanand Teerth Marathwada University, Nanded	Jalpa	196	
	Nanded	Nanded	134	134*
19	Vasantrao Naik Marathwada (Krushi) Vidyapeeth, Parbhani	Kinwat (proposed)	Not Available	
	a superior, Parbhani	Parbhani	95	135*
		Hingoli	41	
20	Osmanabad**	Ambejogai (proposed)	Not Available)
		Osmanabad	109	474*
	-0-	Beed	217	
	-centre of Dr BAMU, Aurangabad located at Ohmen	Latur	148	

at Osmanabad need to be turned into full fledged university.

These universities will be having colleges more than four hundred and some will be left with less than two hundred after

Sr. No.	New District Head Quarter	Tahesils and their parent districts	University to be attached to
1	Ambajogai	Ambajogai, Dharur, Kaij, Parli and Majalgoan (Beed)	VNMKV, Parbhani
2	Shrigonda	Ashti (Beed) Jamkhed, Karjat and Shrigonda (Ahmadnagar)	MPKV, Ahmadnagar
3	Sangamner	Sangamner, Akole, Koparagon, Shirdi (Ahmadnagar) and Sinner and Igatpuri (Nasik)	MPKV, Ahmadnagar
4	Poladpur	Bhor, (Pune) Khandala (Satara), Mandagad, (Ratnagiri) and Poladpur (Raigad)	DBATU, Lonere
5	Loha	Loha and Kandhar (Nanded) Ahmadpur (Latur) Palam (Parbhani)	SRTMU, Nanded
6	Kinwat	Kinwat, Hadgaon, Himayatnagar and Mahur (Nanded) and Umerkhed and Kelapur (Yavatmal)	SRTMU, Nanded

Table-4: Re-organization of Districts

Amendments required in the Maharashtra State Public Universities Act, 2016 as the existing universities are going to be multi-disciplinary as per The NEP-2020 is to be implemented in its existing form. The faculties in the conventional universities will not be able to accommodate and do justice with the type of courses and colleges they are going to have and non-conventional universities too (technical, health, veterinary and fisheries and agricultural universities) also need to be brought in the same type of amendment to accommodate the colleges and courses of general education.

Some private managements like Rayat Shikshan Sanstha, (Satara), Vivekanand Shikshan Sanstha, (Kolhapur), Shivaji Shikshan Sanstha, (Akola), and

Marathawada Shikshan Prasarak Mandal, (Aurangabad) need to be encouraged for private university status.

Some private managements having some campuses in the same districts or cities for example Dayanand Shikshan Sanstha (Latur), Sharda Bhawan Shikshan Sanstha (Nanded) may be considered for Autonomous Degree Granting Colleges or private university status as these are the best performing colleges in terms of accreditation.

In addition to these, the government run institutes need to be awarded cluster university status and existing advanced institutes and Maharashtra Law Universities need to be considered for this purpose in those regions like Western Maharashtra, Vidarbha. North Maharashtra and Marathawada.



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remained very slow, starting from 1982 as on date we are having only one national open university and 15 state open universities. Ideally speaking all states should have an Open University which should work in collaboration with higher education institutions. At present we are having about 40,000 colleges in India even if 20,000 colleges are provided with appropriate infrastructure to accommodate 500 students in collaboration with OUs, they, would be able to enrol one crore learners giving huge impetus to GER. Synergy with industry is another area in which OUs may be allowed to have collaboration and this will in a big way dispel the notion of employable skills. Last but most important is that OUs have the capacity to generate its financial resources which is most important for sustained growth. Flexibility, multidisciplinary approach, use of technology, skill enhancement, aptitude of independent learning and critical thinking, etc., well defined goals of NEP are very much integral part of ODL. Therefore, we need to make serious interventions in national policy framework to suggest the futuristic role of OU, not merely as a passing reference and an appendage to conventional education but to make OU ready with appropriate strategy to contribute in nation building

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