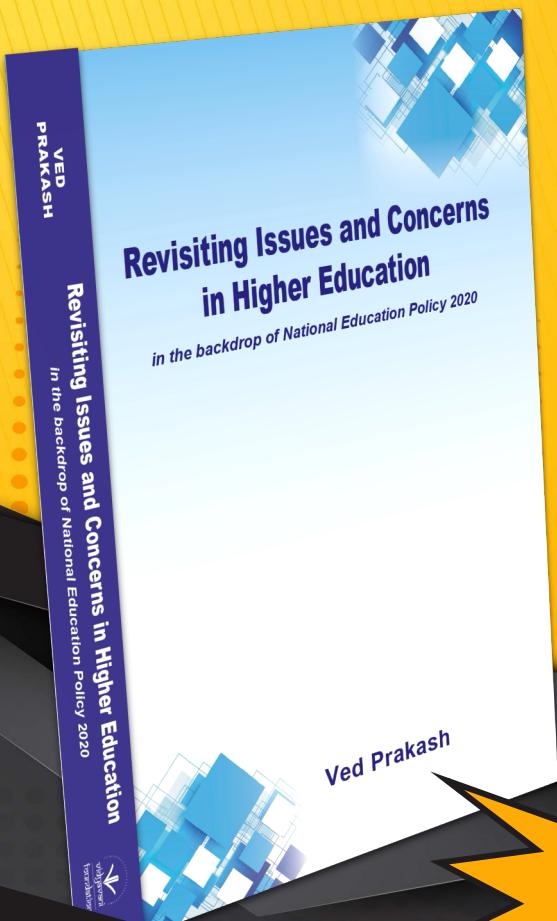


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Revisiting Issues and Concerns in Higher Education

in the backdrop of National Education Policy 2020



Prof. Ved Prakash

*Former Chairman
University Grants Commission
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Revisiting Issues and Concerns in Higher Education

In the backdrop of National Education Policy 2020

ABOUT THE AUTHOR

Prof. Ved Prakash, a distinguished name in Indian academia, has the unique distinction of spearheading the University Grants Commission (UGC), the apex regulator of higher education in India, as its Chairman, Vice-Chairman and Secretary. Under his stewardship, the UGC made significant strides in the areas of curricular reforms, internationalization, basic scientific research, skill education and gender & social equity in higher education. He has to his credit the transformation of NIEPA into a University where he served as its founder Vice-Chancellor. In his stellar career of 45 years, he made seminal contribution as Adviser (Education) in the Planning Commission of India; Chairman, NCTE; Professor and Head, DEME, NCERT, Joint Director, Staff Selection Commission, Government of India.

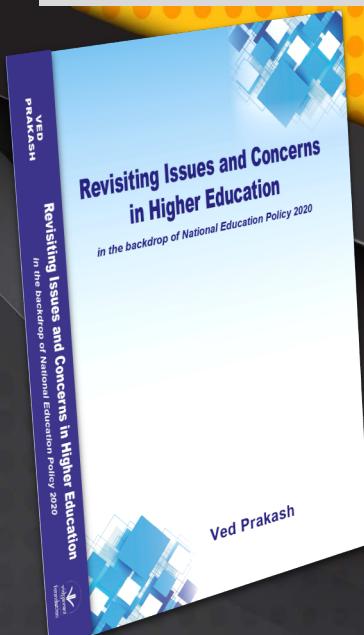
A US Fulbright scholar, Prof. Ved Prakash has been a Visiting Faculty at University of Windsor, Canada, a Guest Faculty, HIID, Harvard University and Consultant to the World Bank. He has the distinction of being an Interlocutor under prestigious US International Visitors' Leadership Program (IVLP). He has the honour of serving as a member of the Jury for a notable UNESCO-APEID Wenhui award for educational innovation for ten long years. He represented India in numerous bilateral and multilateral forums in about 30 foreign countries. He has published extensively on a wide spectrum of areas concerning school education, higher education and educational planning and administration.

ABOUT THE BOOK

The book gives a brief historical overview of Indian higher education commencing from early times of eighteenth century as succinctly as possible. It provides a rare insight and knowledge about how to handle emerging challenges relating to nurturing quality with equity in as diverse a set up as ours. Correspondingly, some worrisome upward trends requiring urgent course correction have also not escaped from the author's attention. Readers may find that the titles of different sections and articles thereunder provide a better description of the scope of the book than the title itself because they cover a very broad canvas indeed. Recommendations of the National Education Policy (NEP) have been dealt with comprehensively in eleven out of thirteen sections with possible implications. Though the last two sections are not directly related to the NEP, they do have a bearing on the subject. Issues such as curricular provisions with futuristic orientation, subject-specific benchmarking of learning outcomes, teacher preparation, alternate modes of delivery, interdisciplinarity, vocational orientation to higher education, internationalization, assessment and accreditation, governance, etc., have been carefully and appropriately addressed. All this may be of great value for scholars, leaders of educational institutions, policy makers, regulators as also for a general reader who evinces interest in education.

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