

**HINDU EDUCATIONAL  
CONFERENCE**

**NOVEMBER 23-24, 2013**



**Hindu Education Board**



या कुंदैदु तुषारहार धवला, या शुभ्र वस्त्रावृता ।

या वीणावर दण्डमंडितकरा, या श्वेतपद्मासना ॥

या ब्रह्माच्युतशंकरप्रभृतिभिर्देवैः सदा वन्दिता ।

सा मां पातु सरस्वती भगवती निःशेष जाड्यापहा ॥

शुक्लां ब्रह्मविचार सार परमां आद्यां जगद्व्यापिनीं

वीणा पुस्तक धारिणीं अभयदां जाड्यान्धकारापाहां।

हस्ते स्फाटिक मालीकां विदधतीं पद्मासने संस्थितां

वन्दे तां परमेश्वरीं भगवतीं बुद्धि प्रदां शारदां॥

# PROGRAM SCHEDULE



NOVEMBER 23, 2013

- Session 1** **Inaugural Session**  
Chairperson: Shri G. Madhavan Nair, former Chairman, ISRO
- Deep Prajjwalan**  
Prof. Kapil Kapoor, Shri G. Madhavan Nair, Dr. G. Viswanathan, Dr. Vishwanath Karad, and Dr. Vijay Bhatkar
- Saraswati Vandana**  
Shri Suvidit Sharma
- Why a Hindu Educational Conference?**  
*Dr. Nachiketa Tiwari*
- Strengthening Hindu Educational Institutions for National Re-Emergence**  
*Shri G. Madhavan Nair*
- Session 2** **Influencing Educational Policies for Empowering Self-Financed Educational Institutions**  
Chairperson: Dr. G. Viswanathan, Founder & Chancellor, VIT University
- Challenges and Opportunities Before Bharat's Educational Institutions**  
Dr. Vijay Bhatkar, Chairperson, IIT Delhi BOG
- Issues Constraining the Growth of Self-Financed Educational Institutions**  
Prof. Anand Joshi, Vice-Chancellor, CMR University
- Educational Policy Reform: Perspectives from Self-Financed Educational Institutions**  
Prof. Ashok Saxena, Vice-Chancellor, Galgotia University
- Session 3** **Value as a Differentiator for Employers, Teachers, and Parents: The Need for Value-Driven Campus Environment**  
Chairperson: Dr. Rajneesh Arora, Vice-Chancellor, Punjab Technical University
- Case Study: MIT - Pune: An Institute with Value Driven Campus Environment**  
Dr. Vishwanath Karad, Founder, MIT Group of Institutions
- Values: Perspectives from Employers & Parents**  
Dr. K. Subrahmanyam, Atmiya Institute of Technology
- Promoting Values and Transforming Youth through Cultural Festivals: A Case Study**  
Shri Vivek Alva, Managing Trustee, Alvas Education Foundation
- Session 4** **Meeting Competitive Pressures from Overseas Institutions**  
Chairperson: Prof. Anand Mohan Agarwal, Pro VC, GLA University
- Role of Bharat's Education Providers in Meeting Competitive Pressures: Challenges & Opportunities**  
Dr. Narendra Faujdar, Chancellor, World College of Technology & Management
- Implications of Entry of Foreign Institutions into Bharat's Tertiary Educational Sector:**  
Prof. Rajani Gupte, Vice Chancellor, Symbiosis International University
- Session 5** **Keynote Lecture**
- Bharat Languages and Bharatiya Education system: Keynote Lecture**  
Prof. Kapil Kapoor, Pro-Vice Chancellor (former), Jawahar Lal Nehru University

# PROGRAM SCHEDULE



NOVEMBER 24, 2013

- Session 1** **World-Class Governance System for Affordable & High Quality Education**  
Chairperson: Dr. Bibek Debroy, Professor, Center for Policy Research
- The Need for Developing Bharatiya Standards for Our Educational System**  
Shri Virendra Jaitly, Educationist, Corporate Management Consultant
- The Need for Resource Planning to Sustain Collaboration**  
Prof. H. M. Ravikumar, Nitte Meenakshi Institute of Technology
- Session 2** **Enhancing Indigenous Perspectives through Curricula Development**  
Chairperson: Prof. Kapil Kapoor, Pro-Vice Chancellor (former), Jawahar Lal Nehru University
- Somaiya Vidya Vihar - A Case Study**  
Shri Samir Somaiya, Managing Trustee, Somaiya Vidya-Vihar
- Amrita University - A Case Study**  
Sushri S. R. Meera, Center for Spirituality and Culture, Amrita University
- A Course Proposal for Engineering & Management Students**  
Shri Krishnan Subramanian, Purna Vidya
- Session 3** **Developing Multi-Institutional Framework for Faculty Training and Enhancing Operational Efficiency**  
Chairperson: Dr. Zora Singh, Chancellor, Deshbhagat University
- Raising the Quality Bar for Bharat's Educational Institutions**  
Prof. Shibam K. Kak, Vice Chancellor (former), Mahamaya Tech. University
- Analyzing Quality of Bharat's Higher Education Institutions**  
Shri P. K. Gupta, Chancellor, Sharda University
- Session 4** **Roadmap for the Future**  
Chairperson: Dr. Nachiketa Tiwari
- Closing Remarks**  
Shri G. Madhavan Nair

HINDU EDUCATIONAL CONFERENCE



# INAUGURAL SESSION

NOVEMBER 23, 2013



DEEP PRAJJWALAN



## Why a Hindu Educational Conference?

**Dr. Nachiketa Tiwari**

Convener, Hindu Educational conference

Dr. Nachiketa Tiwari highlighted the fact that to address our country's educational needs, the private sector has stepped forward by setting up over 12,000 institutions dotting all parts of the country. However, many of these institutions face significant challenges which restrict their ability to deliver high quality education cost-effectively.

Dr. Tiwari welcomed everyone in his opening remarks. He highlighted the fact that to address our country's educational needs, the private sector has stepped forward by setting up over 12,000 self-financed (private) institutions dotting all parts of the country. However, many of these institutions face significant challenges which restrict their ability to deliver high quality education cost-effectively.

The nature of these challenges is diverse; lack of well trained quality faculty members, limited expertise in generating appropriate courseware, extreme pressures from governmental regulatory agencies, lack of indigenous perspectives in courses being taught to students, operational inefficiencies, and lack of standards which educational institutions can confirm to. The first Hindu Educational Conference, he explained, is being organized to address these challenges by focusing on appropriate strategies required for nurturing quality in educational institutions by bringing together college and university trustees, directors, and faculty members. He further explained that the Conference is a platform where all Hindu educational institutions can come together, and deliberate on areas of mutual interest. The areas of these discussions could be as varied as; running quality educational institutions, educational environment on the campus, influencing government's educational policies, development of curricula which is relevant to contemporary societal needs, faculty training, strategies for enhancing operational efficiency, facing competition from educational institutions of developed countries, and sharing resources effectively.





## Inaugural Session

### *Shri G. Madhavan Nair*

Chairperson, Hindu Educational Conference

Shri G. Madhavan Nair spoke that Hindu texts are full of material that could be taught to school children for imparting ethical values relevant to contemporary times. He asserted that children should be channelized to different educational streams depending on their interests and capabilities.



Shri G. Madhavan Nair opined that the biggest challenge Bharat faces today is the poor quality of education, and also the fact that the current education curriculum is devoid of any value based teaching. He argued that our current education system is a hand-me-down from the British times. The purpose of that education system was to produce people with English speaking skills to carry out clerical work of the Raj. Nation building was not something they were expected to do, so character building was not the aim of such an education system.

This serious flaw in our educational system has led to degradation of ethical values and lack of respect for oneself as well as for others, which has resulted in evils like corruption, violence against women, neglect of the elderly, etc. Our own texts are full of material that could be taught to school children for imparting ethical values relevant to contemporary times. He asserted that children should be channelized to different educational streams depending on their interests and capabilities. Teachers should be trained to identify children who should go for vocational training and those who should go for higher education. The youngsters should be taught to apply knowledge to solve real life problems. They should be able to adapt existing technology to suit our socio-economic conditions. He identified the quality of teachers as another problem, which merits focussed attention.

Shri Nair also argued that there are a large number of bodies like AICTE, NAAC, UGC, and MHRD, which have overlapping regulatory and governance functions pertaining to self-financed institutions, without necessarily adding value to the overall system. This leads to numerous bottlenecks, confusion, and imposes needless constraints on healthy growth of these educational institutions.



### Influencing Educational Policies for Empowering Self-Financed Educational Institutions

**Dr. G. Viswanathan**

Founder & Chancellor, VIT University

Dr. G. Viswanathan addressed the issue of rigidity of education laws. He insisted that institutions have to be allowed flexibility in teaching courses and content of the courses. He pointed out that our curricula has not been updated for many years and institutions are forced to teach outdated content. He advocated doing away with affiliation system of colleges and allowing more autonomy to self-financed institutions. He also cited some laws which have been implemented with the intention of controlling and victimising self-financed institutions. This, he argued has impeded growth of Self-financed educational institutions significantly. He called for a balance between regulations and autonomy of Self-financed institutions.

### Challenges and Opportunities Before Bharat's Educational Institutions

**Dr. Vijay Bhatkar**

Chairperson, IIT Delhi BOG

Dr. Vijay Bhatkar explained that Hindu educational institutions can develop a significantly different educational framework which enables students to not only excel in conventional areas such as arts, sciences and technology, but will also help them understand themselves better. This understanding of the self, he forcefully advocated, is important for human happiness and peace. He explained that over last two centuries our understanding of the outside world has grown exponentially. The result of this unprecedented growth in material knowledge has yielded countless inventions and innovations. However, despite such a remarkable growth mankind faces significant existential challenges as posed by global warming, environmental degradation, arms race, terrorism, and rapid degradation of the institution of family. He stated that the fundamental reason underlying all these challenges lay in our current educational framework, as it offers little in terms of understanding of the self, without which he argued that happiness, contentment and balance are not attainable.





## Issues Constraining the Growth of Self-Financed Educational Institutions

### *Prof Anand Joshi*

Vice-Chancellor, CMR University

Prof Anand Joshi elucidated his views on 'Issues Constraining the Growth of Self-Financed Institutions'. He said that universities in Bharat are a part of the social sector economy. He advocated financial incentives like reduced interest rates and tax exemptions for investing in Self-financed educational institutions. He observed that while determining the fee structure, the need for developing infrastructure, expansion and growth should be kept in mind. Institutions should be allowed to go global and we should allow venture capitalists and others to invest in education. He was of the view that practitioners of knowledge should be allowed to design curriculum. He also noted that institutes could run in public-private partnership mode.

## Educational Policy Reform: Perspectives from Self-Financed Educational Institutions

### *Prof. Ashok Saxena*

Vice-Chancellor, Galgotia University

Prof. Ashok Saxena defined a prestigious university as one that recruits excellent students and excellent faculty, develops good infrastructure and follows good curriculum. He stressed on providing freedom to the faculty and argued that it should be given every opportunity to excel and help students excel. He also noted the importance of good governance as it encourages faculty independence, creativity, collaboration and transparency. Policies influence to a great extent the quality of governance, and thus policies are to be evaluated by seeing how well they achieve well defined outcomes. Prof. Saxena also discussed the funding of institutions in our country and how they can be improved. He noted that funding of Self-financed universities is only through the students' tuition. He proposed that funding should be made available to Self-financed universities on competitive performance basis as in USA. Institutions should have a mission which clearly states which kind of students they cater to, what are they trying to achieve, and they should be able to make decisions regarding hiring of faculty, admission of students, curriculum and graduation standards.





**Value as a Differentiator for Employers, Teachers, and Parents: The Need for Value- Driven Campus Environment**

**Dr. Rajneesh Arora**

Vice-Chancellor, Punjab Technical University

Dr. Rajneesh Arora, argued that a human being imbibes values from parents, teachers and the larger society. Lack of human values are the biggest contributor for crime leading to fear in today's society. There are certain values that transcend all religions and cultures and these should be part of the curriculum. A good value system not only enhances the quality of life of an individual and his family but also that of the whole society. He shared information about a course on values followed in Punjab Technical University. He stated that such a course has also been used in many other institutes, and it could be possibly adopted on a large scale by Bharat's self-financed educational institutions.

**Case Study: MIT - An Institute with Value Driven Campus Environment**

**Dr. Vishwanath Karad**

Founder, MIT Group of Institutions

Dr. Vishwanath Karad presented a 'Case Study on MIT as a Value driven Campus Environment'. He emphasized the need for imparting Hindu values to students as these values are universal in nature and have answer to the world's conflicts and turmoil. He cited several examples from his university, where knowledge as well as practice of ethics are formally integrated with the curriculum and lifestyle promoted on MIT campus. He argued that his experiments have stood the test of time and thus, they have gotten institutionalized in the fabric of MIT Group. He forcefully advocated that our institutions should rise to the challenge of building not only smarter citizens, but also better citizens.





## Values: Perspectives from Employers & Parents

### Dr. K. Subrahmanyam

Atmiya Institute of Technology

Dr. K. Subrahmanyam shared his thoughts on the topic 'Values: Perspectives from Employers and Parents'. He defined 'value' as something that is useful an individual, his parents, society and also his nation. He argued that parents expect their children to get good education which will enable not only their material success, but will also earn them respect in the society as upright and responsible citizens. He said that for ages educational institutions have striven to achieve the same. He cited the example of Vishwamitra who was able to instil good values in his students that led to social good. He opined that an educational system needs to be flexible and only a Hindu education system is capable of imparting ethical values in students because it is unique in seeing divinity in everything. He also insisted that educational institutes should organize orientation sessions on values for parents of students as well as for employees.



## Promoting Values and Transforming Youth through Cultural Festivals: A Case Study

### Shri Vivek Alva

Managing Trustee, Alvas Education Foundation

Shri Vivek Alva shared his ideas and experiences of 'Promoting Values and Transforming Youth through Cultural Festivals – A case Study. Shri Alva asserted that an individual rooted in his/her culture is a valuable asset to the society. He discussed his own experience of conducting annual mega cultural festivals at his university, and which attracts practitioners of all sorts of art forms including traditional dances, music, drama, crafts etc. He stressed on the need for providing conducive atmosphere and opportunities which will provoke student-interest in our traditions and culture.





### Meeting Competitive Pressures from Overseas Institutions

**Prof. Anand Mohan Agarwal**

Pro - Vice Chancellor, GLA University

Prof. Anand Mohan Agarwal, spoke on 'Meeting Competitive Pressures from Overseas Institutions'. He underlined the fact that the best talent by and large is not attracted to the teaching profession. Further, due to bad policies school education has suffered which has resulted in poor quality of students entering colleges. He said that the balance between undergraduate, postgraduate and research students is essential, and undergraduate education cannot be ignored especially in self-financed education sector due to financial reasons. He called for an evaluation of policies and the changes they are expected to bring in the system. He observed that accreditation policies are not conducive to running of a good institute. The approach towards the role of policies needs to change and policies need to facilitate rather than police. He also noted that the aim of foreign universities is neither improving quality of education nor reducing its cost. Rather, foreign institutions want to enter Bharat purely for monetary considerations because of its large "market" and low cost of infrastructure.

### Role of Bharat's Education Providers in Meeting Competitive Pressures: Challenges & Opportunities

**Dr. Narendra Faujdar**

Chancellor, World College of Technology & Management

Dr. Narendra Faujdar spoke on 'Role of Bharat's Education Providers in Meeting Competitive Pressures: Challenges and Opportunities'. He said that our universities needed to evaluate their strengths and decrease their weaknesses. He highlighted the need for a level playing field in the education sector. He talked about how the Bharat's system should learn good things from foreign universities and at the same time retain its inherent strength. Keeping in mind that foreign involvement should not be at the cost of our education system, he argued that with proper policies in place everybody will benefit from the competition.





## Implications of Entry of Foreign Institutions into Bharat's Tertiary Educational Sector

**Prof. Rajani Gupte**

Vice Chancellor, Symbiosis International University

Prof. Rajani Gupte spoke on 'Implications of Entry of Foreign Institutions into Bharat's Tertiary Education Sector'. Prof. Rajani Gupte argued that several factors including diminishing economy of western countries, scarcity of students because of visa regulations and huge gap between demand and supply of educational institutes in Bharat are driving foreign universities to look towards Bharat. She stated that as a response to their increased interest in the our education market, norms have been relaxed to make Bharat more attractive for foreign institutes. She argued that while actual impact of such initiatives will be known at a later time, it looks like both Bharat and foreign institution could benefit from each other. We could learn art of pedagogy, methods of evaluation and creating learning resource centres and in turn offer indigenous courses on our architecture etc. to foreign education providers.





**Bharat's Languages and Bharatiya Education system:  
Keynote Lecture**

**Dr. Kapil Kapoor**

Pro-Vice Chancellor (former),  
Jawahar Lal Nehru University

Prof. Kapoor drew attention towards the fact that our education system has become undemocratic, is disconnected from the society and generates low self-esteem in the students because it is derived from British rather than being indigenous and uses English rather than Bharatiya languages.

Prof. Kapil Kapoor delivered the keynote address titled 'Bharat's Languages and Education System'. Prof. Kapil Kapoor, who has edited the eleven-volume 'Hindu Encyclopedia', Prof. Kapoor drew attention towards the fact that our education system has become undemocratic, is disconnected from the society, and generates low self-esteem in students because it is derived from traditions British rather than being indigenous and uses English rather than Bharatiya languages. It has divided Bharat into many nations viz. English/non-English, rural/urban, poor/rich etc. It has also resulted in non-participation of 94% population in our national decision-making process. He underlined the irony that decision makers are disconnected from the society they make decisions for. He stated that our Vedic Knowledge Culture is the largest and the most ancient reservoir of knowledge and this is something every Bharatiya should be proud of and students should be taught about it in schools. He mentioned that in the coming world, power and influence will be primarily driven by knowledge and education, and thus it is important that proper policies on education are formulated and implemented.



# DAY -2

NOVEMBER 24, 2013





**World-Class Governance System for Affordable & High Quality Education**

**Dr. Bibek Debroy**

Professor, Center for Policy Research

Dr. Bibek Debroy emphasized that we should be concerned with the entire spectrum of education and not just higher education. This includes school education, vocational education, professional education and also higher education. He mentioned that in the last few years there has been a sharp increase in the enrolment in primary schools therefore, there will be a huge demand for quality education across the entire spectrum in near future. While there is no shortage of educational institutes in terms of number, there is an acute shortage of quality educational institutes. Dr. Bibek Debroy emphasized that healthy competition among education providers, along with good regulation rather than control, and decentralization of decision-making is crucial to improving the quality of education in Bharat. He pointed out that there were multiple bodies like HRD ministry, UGC and AICTE that control educational institutes without adding any value to the overall system.

**The Need for Developing Bharatiya Standards for Our Educational System**

**Shri Virendra k. Jaitly**

Educationist, Corporate Management Consultant

Shri Virendra Jaitley spoke on 'The Need for Developing Bharatiya Standards for our Educational System'. Shri Jaitley listed five pillars of an educational institution – students, faculty, senior management, curriculum and infrastructure. He argued that the success of our educational system depends on these key factors. He wondered as to how relevant are our educational standards to our socio-economic and geographical environment and how strictly the educational standards are complied in our institutions. Shri Jaitley pointed out that we in Bharat have more or less copied Western models of education including the language of instruction. This shackles the intellectual growth of our children as medium of education is not the same as medium of communication in their surroundings. Further, this only helps in excluding a large number of talented children from non-English medium schools attaining higher education. Shri Jaitley argued that the product of current model of education is an individual who is culturally disconnected from the larger society.





**Prof. H. M. Ravikumar, NITTE Meenakshi Institute of Technology**

***Prof. H. M. Ravikumar***

HoD, Nitte Minakshi Institute of Technology

Prof. H. M. Ravikumar spoke on 'The Need for Resource Planning to Sustain Collaboration'. His talk was very insightful. He laid out a series of methods and strategies for promoting collaboration between different educational institutes. This, he argued, would help to maximize usage of resources, cut down operational costs, promote sharing of experiences in areas of operations and management, and foster innovation in diverse areas related to management and running of educational institutions.





### Enhancing Indigenous Perspectives through Curricula Development

**Dr. Kapil Kapoor**

Pro-Vice Chancellor (Former),  
Jawahar Lal Nehru University

Prof. Kapil Kapoor spoke on 'Enhancing Indigenous Perspectives through Curricula Development'. He forcefully argued that the need for indigenous perspective is very important because one can only be creative in one's native tradition. He elaborated that creativity and borrowed cultures, languages and traditions do not go together. To restore creativity to the Hindu mind which at present is subservient to the West, it is necessary that education be imparted with indigenous perspectives. He pointed out that there was no discipline in academia that had been introduced by universities of Bharat, and our institutes have only followed what got originally started in the West. He also noted how there was no Indian content in the syllabi and that there were hardly any Indian texts in any courses. He cited examples of texts scripted by renowned authors such as Aryabhata in astronomy, Bhaskaracharya in mathematics, Panini in grammar and Kautilya in polity that find no place in the curricula. He emphasised on the importance of knowing what kind of knowledge was created in Bharat.

### Somaiya Vidya Vihar - A Case Study

**Shri Samir Somaiya**

Managing Trustee, Somaiya Vidya Vihar

Shri Samir Somaiya presented a case study on his group of institutions 'Somaiya Vidya Vihar'. This group runs institutions in rural as well as urban areas and serve privileged as well as under-privileged students. Shri Somaiya talked about the need for educational institutions to build character in students in addition to providing training for vocation, for it is much more important to be a good human being before being a good engineer or any other professional. He pointed out that curriculum has to have relevance to a student's surrounding. He gave an example from his institution in a rural area where children tested soil samples from their field and provided feedback to their parents on what to do to improve the soil. This taught children that knowledge they gain in school can be used to solve problems in real life.





## Amrita University - A Case Study

### *Sushri S. R. Meera*

Center for Spirituality and Culture, Amrita University

Sushri S. R. Meera represented Amrita University. She is from the University's Centre for Spirituality and Culture. She presented a case study on Amrita University. She emphasized the need to incorporate Hindu values in the education curriculum in order to develop a socially responsible and compassionate society. Through a well presented case-study, she outlined how Amrita University inculcates values such as love, patience and compassion in its students. It has many projects in which students participate and contribute. Their students also work in villages to understand the needs of rural population and figure out ways to alleviate the problems they face such as healthcare, drinking water, roads etc. Students realize that happiness comes by helping others. Students of Amrita University learn to live a happy, contented and comfortable life by the value based higher education they receive.



## A Course Proposal for Engineering & Management Students

### *Shri Krishnan Subramaniam*

Global Coordinator, Purna Vidya

Shri Krishnan Subramaniam represented 'Purnavidya'. He described the curriculum developed by Swamini Pramananda and her team. It is a very comprehensive program which imparts values and teaches children about their rich heritage from KG to all the way to college level as well as to their parents. It has incorporated feedback from students, teachers and the communities around the world. It is especially popular among the overseas Hindu community where exposure to one's culture and values is limited. Purnavidya also emphasizes that parents also take the class simultaneously so the values being taught in schools can be reinforced at home.





**Developing Multi-Institutional Framework for Faculty Training and Enhancing Operational Efficiency**

**Dr. Zora Singh**

Chancellor, Deshbhagat University

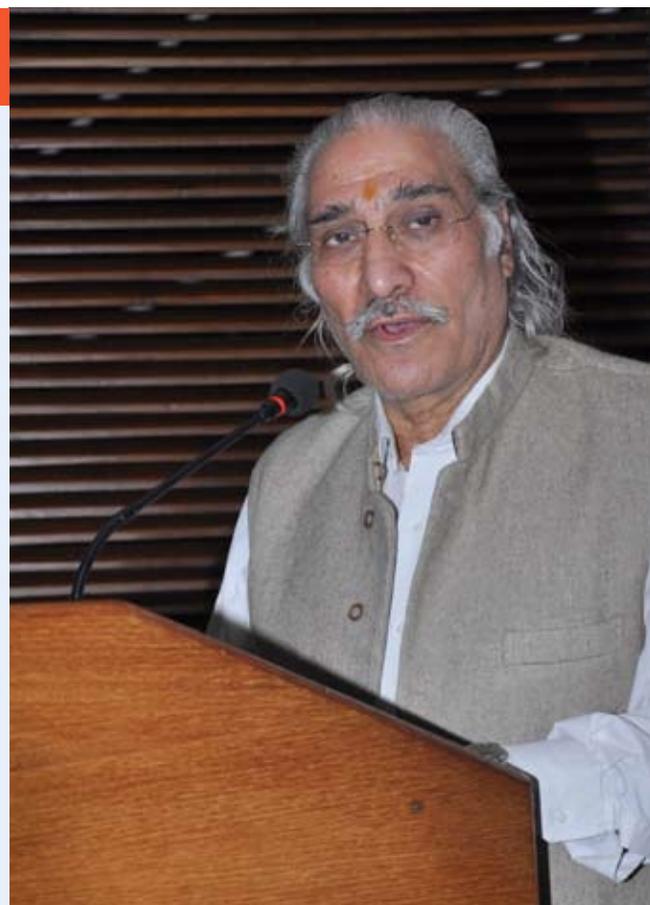
Shri Zora Singh is the Chancellor of Deshbhagat University. He talked about 'Challenges of Higher Education'. He discussed the challenges faced by self-financed universities. He argued that very much akin to self-financed schools which have enriched school level education, self-financed universities can enhance higher education as well. However, he argued that this has not happened because government policies have been strangling the growth of these institutions instead of encouraging them. He argued that self-financed universities should be allowed to have their own admission policies, and should also be allowed to get research grants and share resources with government owned institution on a payment basis. There should be an environment of mutual trust and respect between self-financed universities and regulatory bodies. The quality of education and the institutes can only improve with competition and autonomy, and not with excessive control.

**Raising the Quality Bar for Bharat's Educational Institution**

**Prof. Shibhan K. Kak**

Vice Chancellor (former), Mahamaya Tech. University

Prof. Shibhan K. Kak, former Vice-Chancellor of Mahamaya Technical University spoke on 'Raising the Quality Bar for Bharat's Educational Institutions'. He defined key characteristics of a good educational institution and delved into constraints faced by self-financed institutions in this country. He asserted that for an institution to deliver high quality education it should have autonomy at every level of functioning, it should have well defined objectives, a paradigm for knowledge creation and dissemination, and by continual internal self-assessment. It should get feedback from all stakeholders by providing them a voice. It should exhibit good societal values and ethical behaviour in its day-to-day functioning. These institutions should driven by transparent financial models where people can know how much money is coming in and how it is being spent. Self-Financed institutes as well government owned institutions should have flexibility to choose what and how they teach and they should be free from political interference.





## Analyzing Quality of Bharat's Higher Education Institutions

**Shri P. K. Gupta**

Chancellor, Sharda University

Shri P.K. Gupta Chancellor of Sharda University shared his thoughts on 'Analyzing Quality of Bharat's Higher Education Institutions'. He noted that higher education in Bharat as it stands today does not encourage knowledge creation. He opined that the institutions including elite once donot have much contribution in producing human capital. Students right at the school level are discouraged from asking questions and thinking creatively. He stressed that methods of teaching and evaluation have to change to encourage creativity. He was of the view that self-financed institutions face discrimination by government even though they provide education to a very large number of students. In states like Punjab, this number is as high as 97% students, he observed.





# “ ROADMAP FOR THE FUTURE”

Chairperson: Dr. Nachiketa Tiwari



Dr. Nachiketa Tiwari outlined key areas of follow-up after the conference. These areas are policies, quality and faculty training, value systems and standards, and curricula innovation. He also announced constitution of four expert panels which will work in these areas. The panel on policies will deliberate on issues that relate to prevailing education policies. The panel on quality and faculty training will explore ways of enhancing faculty skills and credibility. Through the panel on value systems and standards he proposed the need to develop a template for what constitutes an ideal educational system. Discussion on value systems and standards will entail not only discussing the quality of teaching and faculty skills, but also the quality of the working environment. The analysis of necessary value systems will involve preparing a compendium of some success stories for promotion of values on campus. The panel on curricula innovation will discuss how to enhance innovation not just in areas of science and technology, but also in education.



# “CLOSING REMARK”



Shri G. Madhavan Nair



Shri G. Madhavan Nair highlighted the challenges in the path of providing affordable higher education for all. He noted that the contribution of Hindu educational institutions is very significant, and hence merits detailed consideration and fostering. He noted that although this is a matter of pride for us, there is a need to free our education centres from the regime of control that limits and hampers the progress of Hindu institutions. He stressed on the importance of affordability of education as the focus needs to be on taking education to rural areas. Additionally, he questioned whether education should be treated as one more commercial activity. He noted that the trend of opening up the all sectors to foreign investment should not be entertained in the field of education as it works against the agenda of making education affordable. Such a development, he argued, may drive quality and skilled faculty towards expensive institutions, while leaving affordable Indian institutions without skilled teachers. Shri Nair also addressed the challenge of providing employment opportunities for graduating students. He emphasised that the approach is not to provide mere placement but to enable students to confidently face the challenges of our competitive society and the world outside. He summed up by highlighting the need for decentralisation of educational institutions and how this agenda needs to replace the practice of foreign investment in education. He concluded by congratulating all the speakers for a fantastic and truly educating conference.



## ANNOUNCEMENT

### 2<sup>nd</sup> HINDU EDUCATIONAL CONFERENCE

21-23, November, 2014,  
The Ashok, Chanakyapuri

info@hindueducationboard.org  
for more information visit:  
www.hindueducationboard.org

## Hindu Education Board



## Mission Statement

The aim of the Hindu Education Board is to ensure that all members of the society receive quality education. Additionally, the Board seeks to encourage creation of high quality affordable educational institutions for all members of society, regardless of their social and economic status.

## The Need

A society which is not well-educated is incapable of sustaining itself over the long-term. It is education which drives positive social change, and ensures betterment of a nation. Civilizations which do not value education are susceptible to decay and deterioration. An overview of influential countries of the world leads one to conclude that the presence of a universally accessible quality educational system is vital for sustenance of any civilization.

Thus, the Hindu civilization must develop a strong and viable system of education so that it can prosper and remain strong. It must strive to ensure that all members of the society, regardless of their socio-economic status, have access to quality education, thereby becoming meaningful contributors to larger and multifarious societal goals.

The Hindu civilization has had a splendid record of investing in education over last several millennia. Great institutions like the universities of Taksha-shila, and Nalanda are a testimony to this fact. In more recent times the Hindu has created a large number of wonderful institutions including Banaras Hindu University, Madras Institute of Technology and Birla Institute of Technology and Science. However, despite these later initiatives a large part of the society still does not have access to affordable quality education. This has seriously impaired the overall progress of our country. The Hindu civilization, which is more than a billion strong, and constitutes more than 15% of global population, cannot rely primarily on external resources and efforts to meet its educational needs. Rather, it has to urgently develop, through internal resources, a significant number of institutions providing superior education in all fields including natural sciences, engineering and technology, social sciences, liberal and performing arts, law, business and management, ethics, religion, philosophy, and spiritual sciences.

Also needed is the establishment of numerous educational institutions of excellence which set benchmarks, and standards, and induce innovations in diverse areas of knowledge, thereby offering educational leadership to the world. A civilization which does not provide leadership in the area of education, progressively feels more insecure and less confident, since its perspectives remain perpetually under-appreciated and prone to distortions and misrepresentations. Creation of numerous institutions of excellence in different parts of the world will address this very serious anomaly by generating competent and confident Hindu leaders in their respective areas of academic specializations.