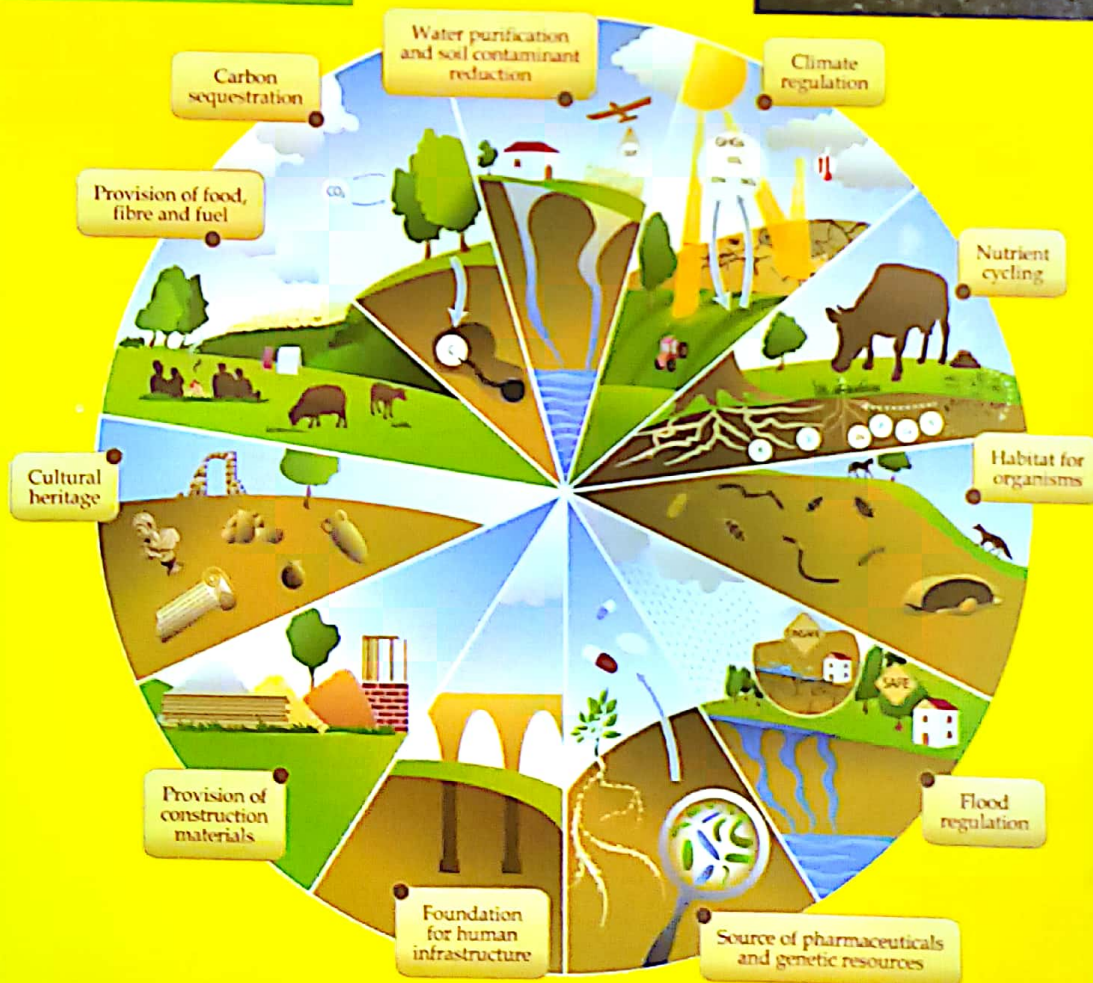


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B.Sc IVth Semester
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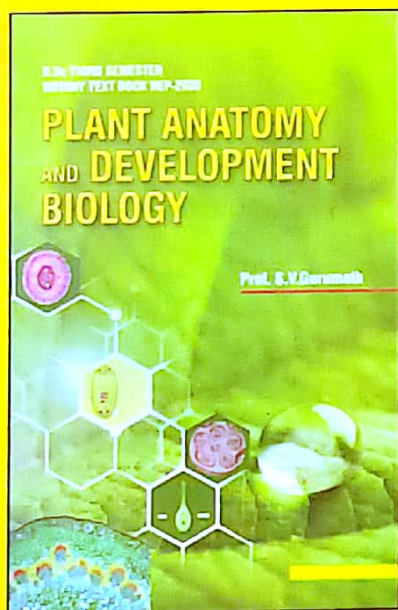
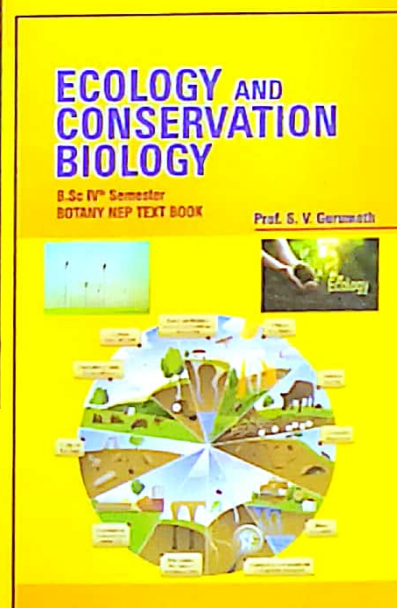
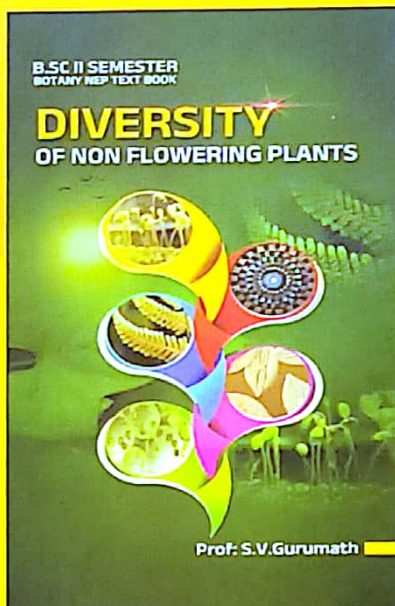
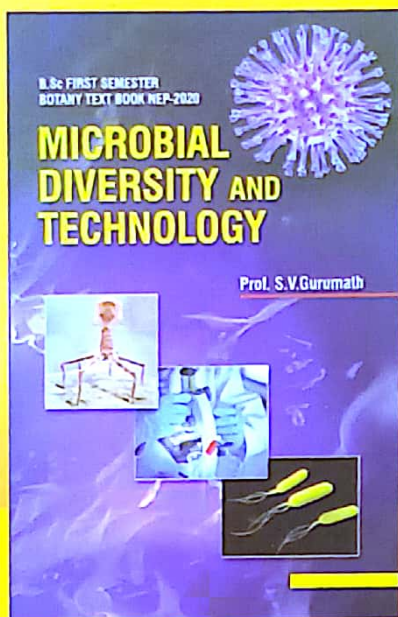
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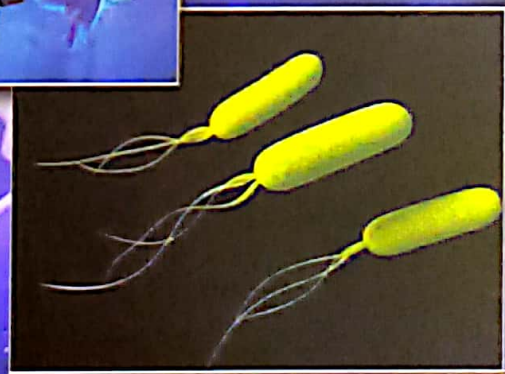
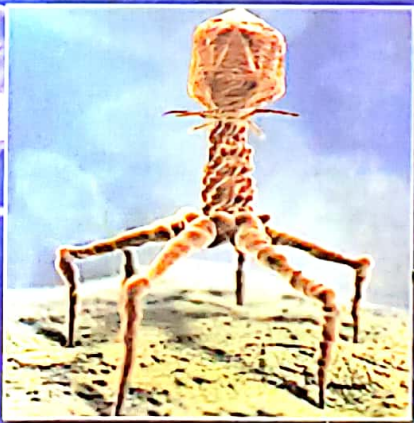


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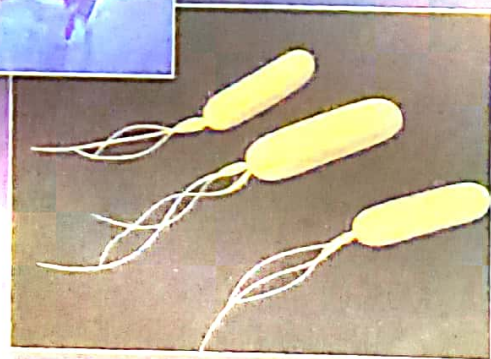
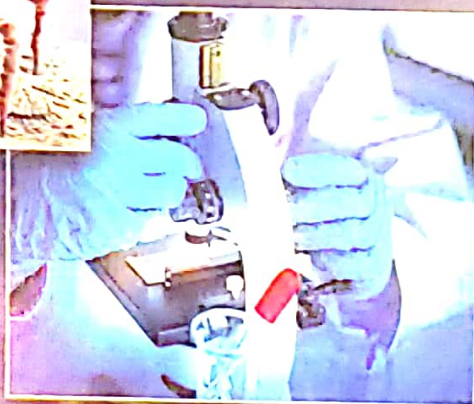
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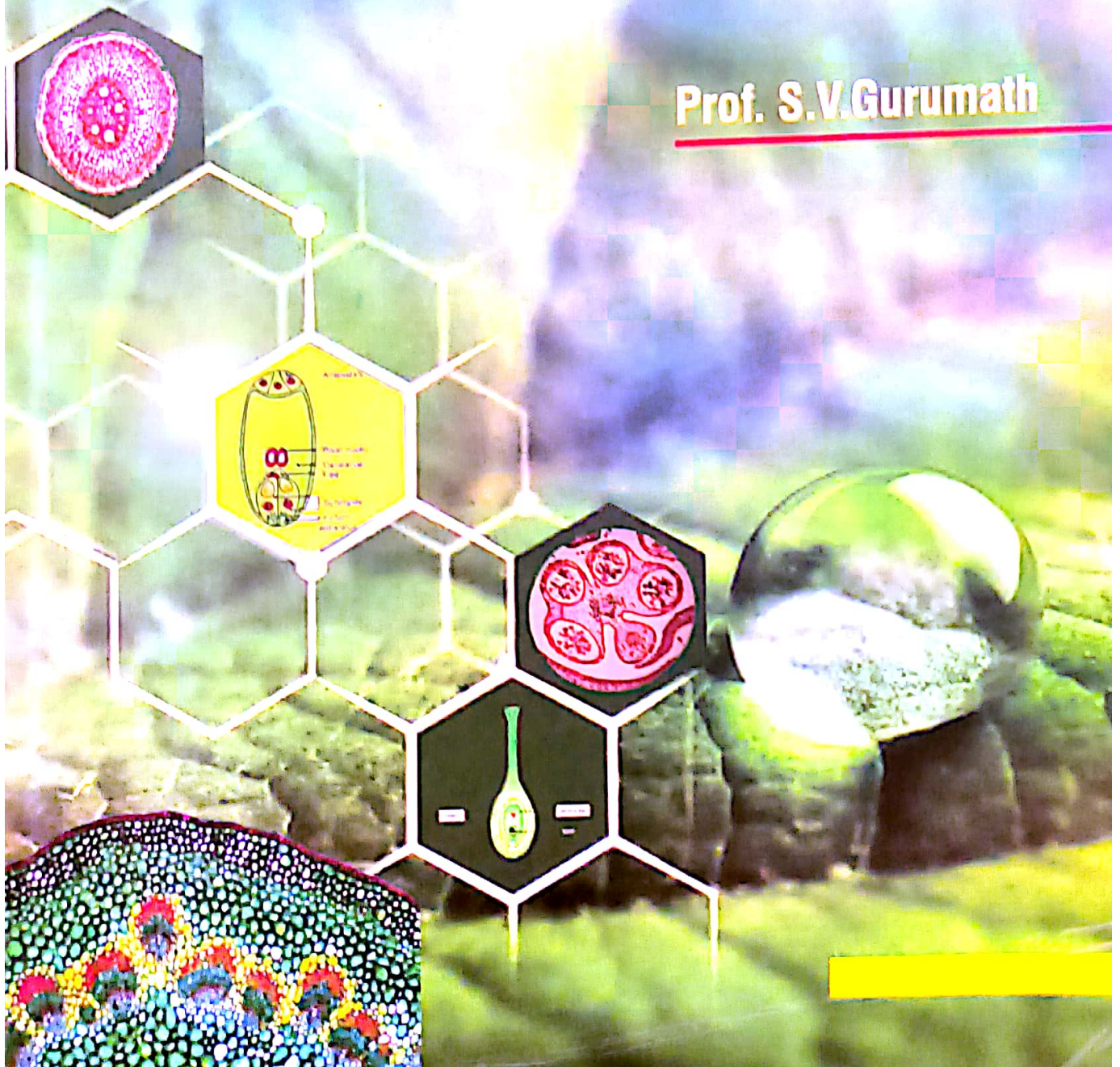




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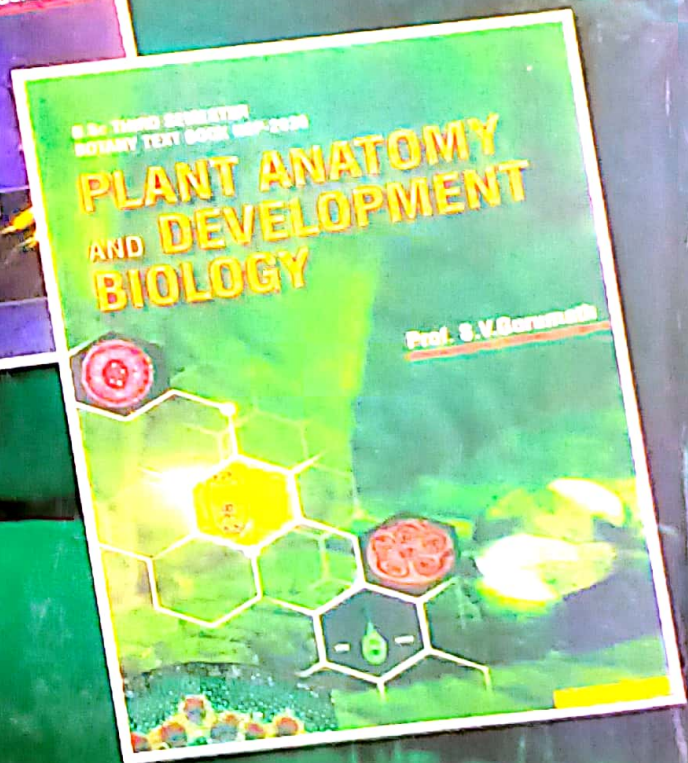
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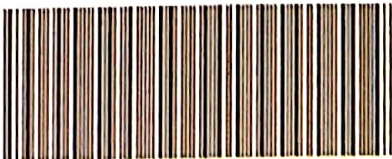
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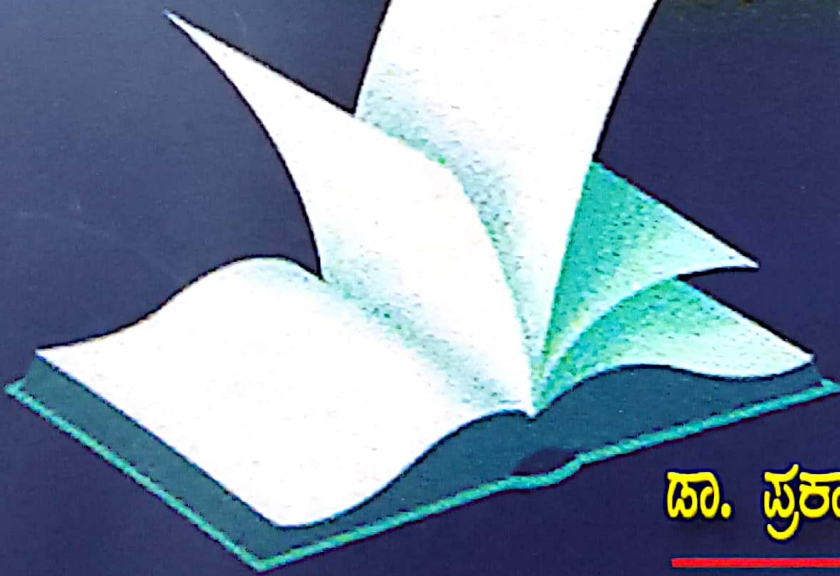
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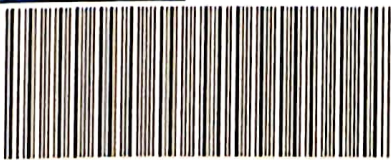
‘ಹೆಜ್ಜೆ ಮೂಡಿಸಿದವರು’ ಕೃತಿಯನ್ನು ರಚಿಸಿದವರು ಮುದ್ದೇಬಿಹಾಳದ ಮಾತೋಶ್ರೀ ಗಂಗಮ್ಮ ವೀರಪ್ಪ ಚನಿವಾರ ಮಹಾವಿದ್ಯಾಲಯದ ಕನ್ನಡ ಪ್ರಾಧ್ಯಾಪಕರಾದ ಡಾ. ಪ್ರಕಾಶ ಎನ್. ನರಗುಂದ. ಇವರು ಈಗಾಗಲೇ ಸಾಹಿತ್ಯ ಕೃಷಿಯಲ್ಲಿ ಹೆಸರಾಗಿರುವ ಇವರು ನನ್ನವ್ವ, ಸಂಗಮಸೆಲೆ, ಮುತ್ತಿನ ತೆನೆ, ಕೃತಿನೋಟ, ಮೊದಲಾದ ಮೌಲಿಕ ಕೃತಿಗಳನ್ನು ಹೊರತಂದಿದ್ದಾರೆ. ಸಂಪಾದನೆ ಗ್ರಂಥಗಳಲ್ಲಿಯೂ ಸಿದ್ಧ ಹಸ್ತರು. ಇವರು ಭಕ್ತರ ಭಾಗ್ಯದೇವತೆ ಮೂಕೇಶ್ವರಿ, ಧರಣಿಳಿದ ಬಸವಣ್ಣ ಧ್ವನಿಸುರುಳಿಗಳನ್ನು ಹೊರತಂದವರು. ನಾಟಕ, ಚಲನಚಿತ್ರದಲ್ಲಿ ಅಭಿನಯಿಸಿದವರು. ಚಿಂತಕರು, ಪರಿಸರವಾದಿಗಳು.

ಪ್ರಸ್ತುತ ‘ಹೆಜ್ಜೆ ಮೂಡಿಸಿದವರು’ ಕೃತಿಯಲ್ಲಿ ಖ್ಯಾತ ಕಾದಂಬರಿಕಾರ ಎಸ್. ಎಲ್. ಬೈರಪ್ಪ, ಪ್ರಬುದ್ಧ ಸಂಶೋಧಕರಾದ ಡಾ. ಎಂ.ಎಂ. ಕಲಬುರ್ಗಿ, ಫ.ಗು. ಹಳಕಟ್ಟಿಯವರೊಂದಿಗೆ ಪೂಜ್ಯರಾದ ಇಲಕಲ್ಲ ಡಾ. ಮಹಾಂತಸ್ವಾಮಿಗಳು ಹಾಗೂ ರಂಗಭೂಮಿಯಲ್ಲಿ ಹೆಸರಾದ ದಾನಪ್ಪ ಹಂಡಿ, ವೀರಪ್ಪ ಮಿಣಜಗಿ, ಪ್ರೇಮಾ ಗುಳೇದಗುಡ್ಡ, ಜ್ಞಾನ ಗಂಗೋತ್ರಿಯ ಶ್ರೀ ಶಂಕರಪ್ಪ ತಡಸದ, ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟಗಾರರಾದ ಶ್ರೀ ಮಡಿವಾಳಪ್ಪ ಪಟ್ಟಣಶೆಟ್ಟಿ, ಶ್ರೀ ಲಕ್ಷ್ಮಣಸಾ ಕಾವಡೆ, ತನ್ನ ತಾಯಿ ಮಾನವ್ವ ನರಗುಂದ, ಜಾನಪದ ವಿದ್ವಾಂಸರಾದ ಡಾ. ಶಂಭು ಬಳಗಾರ ಹಾಗೂ ಶ್ರೀಮತಿ ವೀಣಾ ವಿಜಯಾನಂದ ಕಾಶಪ್ಪನವರ ಮುಂತಾದ ಅಪರೂಪದ ವ್ಯಕ್ತಿಗಳನ್ನು ಡಾ. ಪ್ರಕಾಶ ಎನ್. ನರಗುಂದ ಅವರು ಪರಿಚಯಿಸಿ ಶ್ಲಾಘನೀಯ ಕಾರ್ಯ ಮಾಡಿದ್ದಾರೆ.

ಪಾದರಸ ಪ್ರತಿಭೆಯುಳ್ಳ ಡಾ. ಪ್ರಕಾಶ ಎನ್. ನರಗುಂದ ಅವರು ಸಾಹಿತ್ಯ, ಸಾಂಸ್ಕೃತಿಕ ಗೀಳನ್ನು ಹಚ್ಚಿಕೊಂಡು ಸದಾ ಕ್ರಿಯಾಶೀಲರಾಗಿರುವ ಇವರಿಂದ ಇನ್ನೂ ಹೆಚ್ಚಿನ ಮೌಲಿಕ ಕೃತಿಗಳು ಹೊರಬರಲೆಂದು ಹಾರೈಸುತ್ತೇನೆ.

ಪ್ರೊ. ಬಿ. ಎಂ. ಹಿರೇಮಠ

ವಿಶ್ರಾಂತ ಪ್ರಾಧ್ಯಾಪಕರು ಹಾಗೂ
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ನಾಲ್ಕನೆಯ ಸೆಮಿಸ್ಟರ್ ಡಿ.ಎಸ್.ಸಿ-ಉ ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕ

ರಾಷ್ಟ್ರೀಯ ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಗೆ ಅನುಗುಣವಾಗಿ ಸಿದ್ಧಪಡಿಸಿದ ಎಇಸಿಸಿ ಪಠ್ಯ



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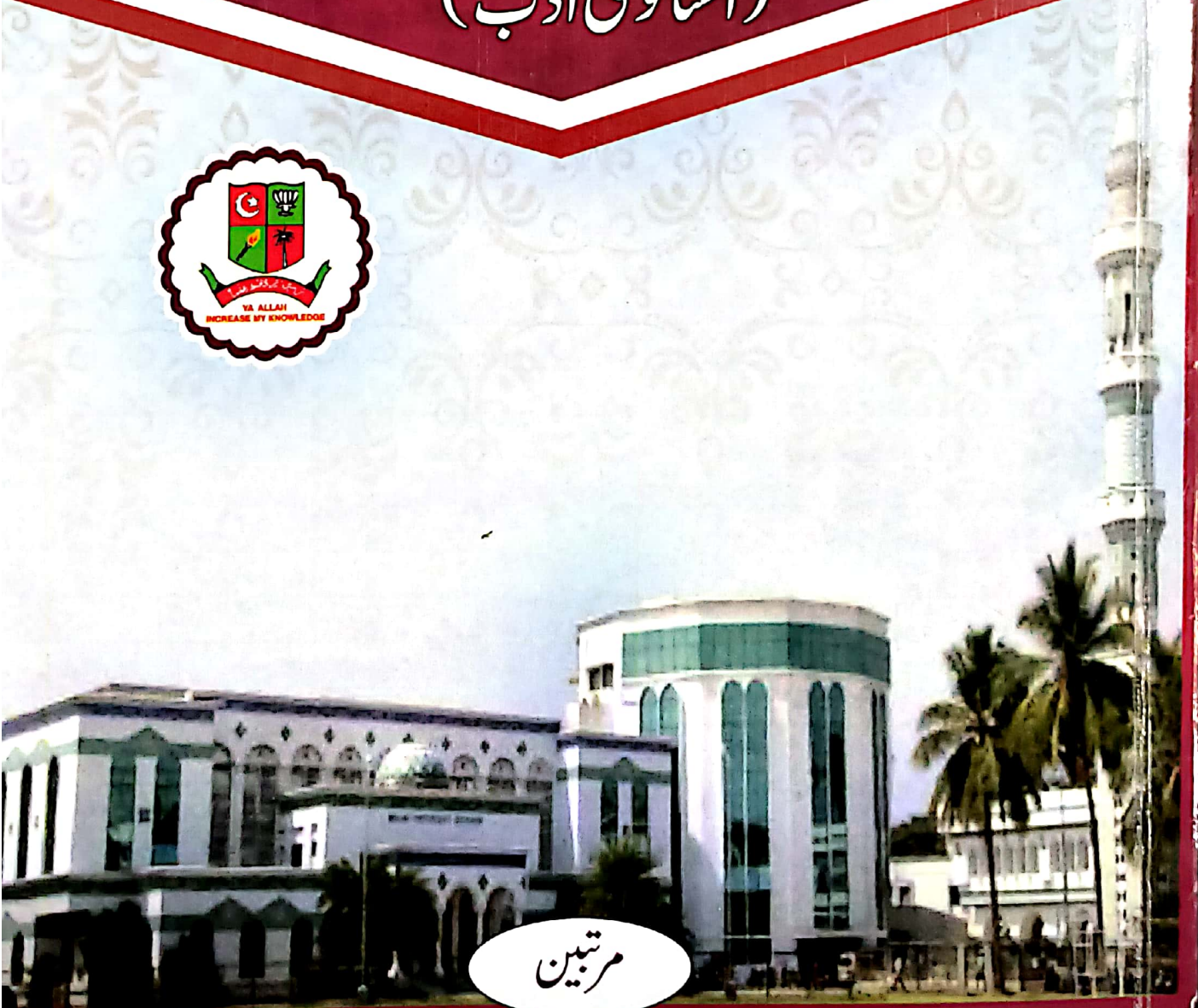
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(افسانوی ادب)



مرتبین

ساحب حسین ندوی

ڈاکٹر طیب خرا دی

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RASHAHAAT-E-ADAB**(Afsanvi Adan)**

Compiled By

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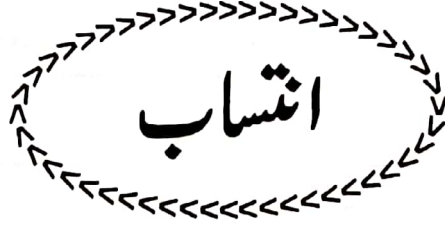
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Urdu Afsana Tahqeeq Wa Tajziya

(Collection of Articles on Research & Criticism)

By : Dr. Md. Khaleeluddin Siddiqui

(M.A.; M.Ed.; B.J.M.S.; Ph.D.; NET)

ریاست مہاراشٹر کے ضلع لاٹور میں برسر روزگار ڈاکٹر محمد ظلیل الدین صدیقی ایک ہمہ جہت شخصیت کے مالک ہیں۔ اصناف ادب کے میدان میں ہر طرح کے موضوعات آپ کی تخلیقات کا مرکز ہیں۔ ادب اطفال، تحقیق و تنقید، شاعری، مذہب، ترجمہ، صحافت وغیرہ۔ ڈاکٹر محمد ظلیل الدین صاحب قابل تحسین ہیں کہ آپ صرف اردو زبان تک محدود نہیں ہیں بلکہ آپ کی تخلیقات مراٹھی اور ہندی زبانوں کا بھی احاطہ کیے ہوئے ہیں۔



مختلف اصناف ادب پر آپ کی اکیس (21) کتابیں منظر عام پر آچکی ہیں۔ اگر انعامات اور اعزازات کا ذکر کیا جائے تو آپ کو چار کتابوں پر اردو اکیڈمی، آندھرا پردیش اور اردو اکیڈمی، مہاراشٹر کی جانب سے انعامات حاصل ہو چکے ہیں۔ حکومت مہاراشٹر کے وزارت اقلیتی فلاح و بہبود کی جانب سے بیسٹ ٹیچر (Best Teacher) ایوارڈ سے نوازا جا چکا ہے۔ کئی اداروں اور تنظیموں کی جانب سے دو درجن سے زیادہ انعامات و اعزازات حاصل ہو چکے ہیں۔

آپ نے ریسرچ اسکالرز کے لکھے مضامین یکجا کر کے انہیں ISBN نمبر کے ساتھ کتابی صورت میں شائع کروانے کا نیا سلسلہ شروع کیا ہے جو یقیناً نئے ریسرچ اسکالرز کے لیے سودمند ثابت ہوگا۔ آپ کی نئی کتاب، ”اردو افسانہ، تحقیق و تجزیہ“ اسی سلسلہ کی ایک کڑی ہے۔ یہاں افسانہ نگاروں اور مصنفین کے بارے میں بہت زیادہ تفصیل سے جائزہ لیا گیا ہے۔ کتاب میں شامل مصنفین کے افسانوی ادب کے مختلف پہلوؤں پر لکھے گئے مضامین یقیناً اردو اسکالرز کے لیے کسی نعمت سے کم نہیں ہیں۔ ڈاکٹر محمد ظلیل الدین صدیقی صاحب کے لیے ڈھیر دن نیک تمنائیں۔

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NATIONAL EDUCATION POLICY 2020

**EMPLOYABILITY
AND
ACCESSIBILITY**

75

**Azadi Ka
Amrit Mahotsav**

EDITOR

Dr. Santosh Kumar Mishra



National Education Policy 2020 : Employability and Accessibility

Editor

Dr. Santeshwar Kumar Mishra



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NEW EDUCATION POLICY IN HIGHER EDUCATION

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Introduction

“ today is the day to
learn something new ”

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets

and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labor, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized,

disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

Previous Policies the implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

HIGHER EDUCATION

Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System.

Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and younger Indians are likely to aspire for higher education.

Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of

service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

Some of the major problems currently faced by the higher education system in India include:

- (a) A severely fragmented higher educational ecosystem;
- (b) Less emphasis on the development of cognitive skills and learning outcomes;
- (c) A rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study;
- (d) Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages

- (e) Limited teacher and institutional autonomy;
- (f) Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
- (g) Lesser emphasis on research at most universities and colleges, and lack of competitive peerreviewed research funding across disciplines;
- (h) Suboptimal governance and leadership of HEIs;
- (i) An ineffective regulatory system; and
- (j) Large affiliating universities resulting in low standards of undergraduate education.

This policy envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion.

The policy's vision includes the following key changes to the current system:

- (a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
- (b) Moving towards a more multidisciplinary undergraduate education;
- (c) Moving towards faculty and institutional autonomy;
- (d) Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
- (e) Reaffirming the integrity of faculty and institutional leadership positions through meritappointments and career progression based on teaching, research, and service;
- (f) Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;

- (g) Governance of HEIs by high qualified independent boards having academic and administrative autonomy;
- (h) “Light but tight” regulation by a single regulator for higher education;
- (i) Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

Institutional Restructuring and Consolidation:

The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.

This vision of higher education will require, in particular, a new conceptual perception/understanding for what constitutes a higher education institution (HEI), i.e., a university or a college. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and

research i.e., Research-intensive Universities, those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university.

The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. This will be achieved through a concerted national effort including suitable mentoring and governmental support for the same.

The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education.

University, worldwide, means a multidisciplinary institution of higher learning that offers undergraduate, graduate, and Ph.D programmes, and engages in high-quality

teaching and research. The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

Towards a More Holistic and Multidisciplinary Education:

India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields. Ancient Indian literary works such as Banabhatta's *Kadambari* described a good education as knowledge of the 64 Kalaas or arts; and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific' fields, such as chemistry and mathematics, 'vocational' fields such as carpentry and clothes-making, 'professional' fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human Endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.

Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more indepth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of

learning. Research is also improved and enhanced through a holistic and multidisciplinary education approach.

A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines. National Education Policy 2020 37

A holistic and multidisciplinary education, as described so beautifully in India's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills. 11.5. Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning. Graduate-level, masters and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry.

The structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with National Education Policy 2020 38 Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

HEIs will focus on research and innovation by setting up start-up incubation centers; technology development centers; centers in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Given the scenario of epidemics and pandemics, it is critical that HEIs take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas. HEIs will develop specific hand holding mechanisms and competitions for promoting innovation among student communities. The NRF will function to help enable and support such a vibrant research and innovation culture across HEIs, research labs, and other research organizations.

Financial support for students:

Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

Motivated, Energized, and Capable Faculty:

The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been increased substantially. Various initiatives have also been taken towards providing faculty with professional development opportunities. However, despite these various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession. To this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

As the most basic step, all HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the latest

educational technology that enables better learning experiences.

Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities. Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community.

Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work.

Transforming the Regulatory System of Higher Education:

Regulation of higher education has been too heavy-handed for decades; too much has been attempted to be regulated with too little effect. The mechanistic and disempowering nature of the regulatory system has been rife with very basic problems, such as heavy concentrations of power within a few bodies, conflicts of interest among these bodies, and a resulting lack of accountability. The regulatory system is in need of a complete overhaul in order to re-energize the higher education sector and enable it to thrive.

To address the above-mentioned issues, the regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. This is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power. To ensure that

the four institutional structures carrying out these four essential functions work independently yet at the same time and work in synergy towards common goals. These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI).

The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education, thus eliminating the duplication and disjunction of regulatory efforts by the multiple regulatory agencies that exist at the current time. It will require a relook and repealing of existing Acts and restructuring of various existing regulatory bodies to enable this single point regulation. NHERC will be set up to regulate in a 'light but tight' and facilitative manner, meaning that a few important matters particularly financial probity, good governance, and the full online and offline public self-disclosure of all finances, audits, procedures, infrastructure, faculty/staff, courses, and educational outcomes will be very effectively regulated. This information will have to be made available and kept updated and accurate by all higher education institutions on a public website maintained by NHERC and on the institutions' websites. Any complaints or grievances from stakeholders and others arising out of the information placed in public domain shall be adjudicated by NHERC. Feedback from randomly selected students including differently-able students at each HEI will be solicited online to ensure valuable input at regular intervals.

The primary mechanism to enable such regulation will be accreditation. The second vertical of HECI will, therefore, be a 'meta-accrediting body', called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good

governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. The task to function as a recognized accredits or shall be awarded to an appropriate number of institutions by NAC. In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy. In turn, all HEIs will aim, through their Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice.

The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made on their implementation. HEGC will be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields.

Effective Governance and Leadership for Higher Education Institutions:

It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. The common feature of all world-class institutions globally including India has indeed been the existence of strong self-governance and outstanding merit-based appointments of institutional leaders.

Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. Measures will be taken at all HEIs to ensure leadership of the

highest quality and promote an institutional culture of excellence. Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution. The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of head of the institution, and take all decisions regarding governance. There shall be overarching legislation that will supersede any contravening provisions of other earlier legislation and would provide for constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoG. New members of the Board shall be identified by an expert committee appointed by the Board; and the selection of new members shall be carried out by the BoG itself. Equity considerations will also be taken care of while selecting the members. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035.

The BoG shall be responsible and accountable to the stakeholders through transparent selfdisclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

All leadership positions and Heads of institutions will be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations. Leaders of an HEI will demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism,

ability to work with diverse people, and a positive outlook. The selection shall be carried out by the BoG through a rigorous, impartial, merit-based, and competency-based process led by an Eminent Expert Committee (EEC) constituted by the BoG. While stability of tenure is important to ensure the development of a suitable culture, at the same time leadership succession will be planned with care to ensure that good practices that define an institution's processes do not end due to a change in leadership; leadership changes will come with sufficient overlaps, and not remain vacant, in order to ensure smooth transitions. Outstanding leaders will be identified and developed early, working their way through a ladder of leadership positions.

Conclusion

New Education Policy 2020, we can say that this policy is an essential initiative to help in the all-around development of our society and country as a whole. However, the implementation of this policy will greatly determine its success. Nonetheless, with a youth dominant population, India can truly achieve a better state with the proper implementation of this education policy.

More focus on practical learning rather than theoretical learning. Every student can get quality education no matter caste, gender or any disability. Different learning techniques and experiments used by the teachers. Freedom of choosing any subjects/streams with no foundations.

The new education policy is laid down with several initiatives that are really the need of the present scenario. The policy is concerned with attention on skill development along with the study curriculum. Merely dreaming of anything will not make it work, as proper planning and working according to that will only help in fulfilling the objective. No sooner the objectives of NEP are achieved, will propel our nation towards progress.

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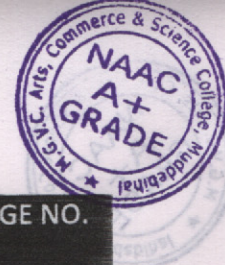
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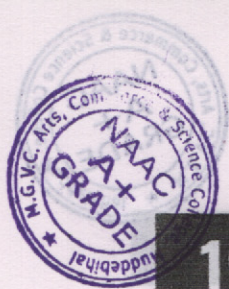
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**19****CHAPTER**

LANGUAGE AND CULTURAL STUDIES: EXPLORING THE INTERPLAY BETWEEN LANGUAGE AND CULTURAL DYNAMICS

Mr. Mallanna. I Biradar¹

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Abstract:

Language and cultural studies encompass a multidisciplinary field that investigates the intricate relationship between language and cultural dynamics. This research article explores the profound interplay between language and culture, shedding light on their influence on individual and societal interactions, identities, and perspectives. By examining linguistic relativity, bilingualism, language preservation, cultural expressions, and intercultural communication, this study highlights the multifaceted nature of their relationship. The findings emphasize the importance of linguistic and cultural competence in fostering inclusive societies that value and celebrate cultural diversity.

Keywords: *language, cultural studies, linguistic relativity, bilingualism, language preservation, intercultural communication.*

Introduction

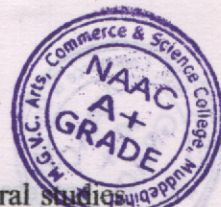
Language and culture are fundamental aspects of human existence, shaping our interactions, perceptions, and sense of identity. The intricate relationship between language and culture has captivated scholars across disciplines, leading to the emergence of a vibrant field known as language and cultural studies.

Language serves as the vehicle through which culture is expressed, transmitted, and perpetuated. It encapsulates the collective wisdom, beliefs, values, and traditions of a community or society. The unique structures, lexicons, and expressions embedded within a language reflect the distinct cultural frameworks in which they have evolved. As individuals acquire language, they are immersed in a complex web of cultural practices, norms, and worldviews, shaping their perception and understanding of the world.

Cultural studies, on the other hand, encompass a multidisciplinary field that seeks to unravel the intricacies of human culture and its manifestations. It investigates the ways in which individuals and communities construct and negotiate their identities, engage in social practices, and interpret their lived experiences. Central to the study of culture is the recognition that language is not merely a means of communication but a profound manifestation of cultural expression.

To comprehend the interdependence of language and culture, one must explore the concept of linguistic relativity, popularly known as the Sapir-Whorf hypothesis. This hypothesis posits that the language we speak influences our thought processes and shapes our cultural perception. In other words, the structure and vocabulary of a language determine how speakers perceive and interpret the world around them. Research by Kay and Kempton (1984) has demonstrated the impact of language on color categorizations, revealing how different linguistic systems can lead to distinct cultural perceptions of color.

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Moreover, the phenomenon of bilingualism holds significant implications for cultural studies. Bilingual individuals possess the unique ability to navigate multiple cultural frameworks and bridge the gaps between diverse communities. Bilingualism fosters cognitive flexibility, enabling individuals to switch between cultural perspectives and adapt their communication styles accordingly. The acquisition of multiple languages not only broadens linguistic horizons but also facilitates a deeper understanding and appreciation of cultural diversity (Bialystok, 2001). Bilingual individuals often serve as cultural mediators, fostering intercultural dialogue and contributing to social cohesion in multicultural societies.

Language diversity, another vital component of cultural studies, is under threat due to language endangerment. The loss of languages represents the erosion of cultural heritage and the silencing of unique worldviews and knowledge systems. Language preservation efforts, such as documentation and revitalization initiatives, play a crucial role in safeguarding linguistic and cultural diversity (Nettle & Romaine, 2000). These endeavors empower marginalized communities and contribute to the recognition and preservation of their cultural identities.

Furthermore, language acts as a vessel for cultural expression. Literature, folklore, proverbs, and oral traditions reflect the historical experiences, values, and beliefs of a community. Through the analysis of these cultural artifacts, researchers gain insights into the complexities of societies and the diverse ways in which cultural knowledge is transmitted across generations. For instance, the study of African American Vernacular English (AAVE) provides a window into the historical and cultural experiences of African Americans, shedding light on their unique linguistic and cultural contributions (Smitherman, 2000).

Intercultural communication, a vital skill in our increasingly interconnected world, relies on linguistic and cultural competence. Effective intercultural communication involves not only understanding the linguistic aspects but also deciphering the cultural nuances, nonverbal cues, and idiomatic expressions that shape meaning. Developing intercultural communicative competence fosters empathy, breaks down stereotypes, and creates bridges of understanding between individuals from different cultural backgrounds (Kramsch, 1993).

In short, language and cultural studies are intricately intertwined, with language serving as a vital conduit for the expression, transmission, and preservation of culture. The interplay between language and culture influences how individuals perceive the world, construct their identities, and engage in meaningful interactions. By exploring linguistic relativity, bilingualism, language preservation, cultural expressions, and intercultural communication, this research article aims to illuminate the multifaceted nature of the relationship between language and cultural dynamics. Understanding and appreciating this symbiotic connection can lead to the development of inclusive societies that value and celebrate cultural diversity.

Language and Cultural Dynamics

Language and culture are intricately intertwined, forming a dynamic relationship that shapes the way we communicate, perceive the world, and construct our identities.

One key aspect of the relationship between language and cultural dynamics is the role of language in shaping social hierarchies and power dynamics. Language serves as a marker of identity and social status, often reflecting the power dynamics within a society. Certain languages or dialects may be associated with prestige or dominance, while others may be stigmatized or marginalized. These linguistic hierarchies can perpetuate inequalities and impact access to opportunities and resources. Understanding these dynamics is crucial for promoting social justice and advocating for linguistic rights.

Language also plays a pivotal role in the negotiation of cultural identity. When individuals or communities migrate to new cultural contexts, they often face the challenge of maintaining their cultural heritage while adapting to the dominant culture. Language becomes a powerful tool in this



process, as it enables individuals to express their cultural identity, maintain connections with their roots, and bridge the gap between different cultural worlds. For example, immigrant communities often rely on heritage languages to preserve their cultural traditions and strengthen their sense of belonging.

The relationship between language and cultural dynamics is further manifested in the concept of linguistic landscapes. Linguistic landscapes refer to the visible representation of languages in public spaces, including signs, advertisements, and street names. The presence and prominence of different languages in these spaces reflect the linguistic diversity and cultural richness of a particular region or community. Examining linguistic landscapes provides valuable insights into the multicultural fabric of a society and the interplay between language, culture, and the physical environment.

Cultural dynamics are also influenced by language variation and change. Languages are not static entities but rather evolve and adapt over time. Language variation can arise from regional, social, or generational differences, resulting in distinct dialects or sociolects within a language. These variations often reflect cultural norms, social identities, and historical developments. Studying language variation and change contributes to a deeper understanding of cultural dynamics, as it reveals how language adapts to and shapes the social contexts in which it is used.

Language and cultural dynamics are also closely intertwined in the realm of intercultural communication. In an increasingly globalized world, individuals from diverse linguistic and cultural backgrounds interact and collaborate more frequently. Effective intercultural communication requires not only language proficiency but also cultural sensitivity and awareness. Understanding cultural norms, values, and communication styles enables individuals to navigate cross-cultural interactions more successfully and build meaningful connections. Intercultural communication skills are vital for fostering mutual understanding, resolving conflicts, and promoting harmony in multicultural societies.

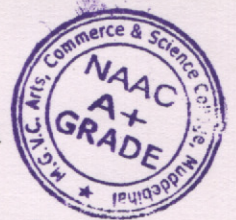
Moreover, language plays a crucial role in the preservation and revitalization of endangered cultures. Many indigenous and minority communities face the risk of losing their languages and cultural practices due to factors such as globalization, assimilation, and language shift. Efforts to preserve and revitalize endangered languages contribute to the maintenance of cultural diversity and the empowerment of marginalized communities. Language revitalization initiatives often involve collaboration between linguists, community members, and educational institutions, highlighting the significant role language plays in cultural sustainability.

In short, Language influences social hierarchies, cultural identity negotiation, linguistic landscapes, language variation and change, intercultural communication, and the preservation of endangered cultures. Recognizing and understanding the intricate connections between language and culture fosters inclusivity, appreciation of cultural diversity, and the promotion of social cohesion. By valuing and celebrating the richness of languages and cultural practices, we can create a more harmonious and interconnected global society.

Conclusion:

The intricate relationship between language and cultural dynamics is a captivating area of study that reveals the profound impact language exerts on individual and societal interactions. This research article has delved into various dimensions of this relationship, highlighting the interplay between language and cultural phenomena. Language, as a powerful tool of communication, not only conveys information but also shapes cultural perception and understanding. The Sapir-Whorf hypothesis illuminates how language structures influence thought processes, emphasizing the role of language in shaping cultural perspectives. Bilingualism, on the other hand, enables individuals to navigate multiple cultural frameworks, fostering cross-cultural understanding and empathy.

The preservation of endangered languages is crucial for maintaining cultural diversity. Language preservation initiatives contribute to the recognition and empowerment of marginalized communities, safeguarding their cultural heritage. Additionally, language serves as a medium for cultural expression, encapsulating traditions, values, and social norms. By studying language in the context of cultural



expression, researchers gain insights into diverse communities' historical experiences and unique contributions. Intercultural communication plays a pivotal role in our interconnected world. The development of linguistic and cultural competence facilitates meaningful dialogue and understanding between individuals from different cultural backgrounds. Recognizing the role of language in intercultural communication is essential for building inclusive societies that value diversity.

To conclude, language and cultural studies illuminate the intricate interplay between language and cultural dynamics. By understanding the complex relationship between language and culture, we can foster inclusivity, promote cultural sustainability, and build bridges of understanding across diverse communities. Embracing linguistic and cultural competence empowers individuals to appreciate and celebrate the richness of cultural diversity, paving the way for a harmonious global society.

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