# MY IDEA OF A NEW-AGE PRIVATE UNIVERSITY IN INDIA

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*Abstract : India will have the largest number of youth as compared to any other country in the age-group of 20-24 years in the next five years. It is a challenge to manage this demographic dividend and to produce knowledge workers who are not only gainfully employable by the industry but they are also useful as good human beings for the society as a whole for improving the quality of life. There is a requirement for enhancing the Gross Enrollment Ratio (GER) in India. Private universities will act as force-multipliers in this campaign of tackling the challenge of quantity and quality, along with the state-funded universities.  The encouragement given by the present Government of India to the private universities is a Godsend opportunity. In the present article I present my views on a new-age private university (arbitrarily termed as XYZ University) in India for this purpose.*
*Keywords: Private universities, higher education, Gross Enrolment Ratio (GER), India.*

## I. INTRODUCTION

The primary aim of a university is to advance and disseminate the knowledge, to develop critical and analytical thinking among its students so that they may exploit these attributes to tackle and solve the problems of the industry and the society at a global level and thus enhance the quality of human life.

Currently there are following FIVE types of universities in India [1]:

**(i) Central University** - A university established or incorporated by a Central Act. Examples are University of Hyderabad and University of Delhi.

**(ii) State University** - A university established or incorporated by a Provincial Act or by a State Act. Examples are: Anna University, Chennai (Tamil Nadu) and Guru Jambeshwar University of Science & Technology, Hisar (Haryana).

**(iii) Open University** - A University which imparts education exclusively through distance education in any branch or branches of knowledge. Indira Gandhi National Open University (IGNOU) is a well-known example of an open university in India.

**(iv) Private University** - A university established through a State/Central Act by a sponsoring body viz. a Society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956. Examples are Amity University, Noida and SRM University, Chennai.

**(v) Deemed or Deemed-to-be University** - An Institution of Higher Education, other than universities, working at a very high standard in specific area of study, can be declared by the Central Government on the advice of the UGC as a 'Deemed University' or 'Deemed-to-be-university'. Examples are: Bharati Vidyapeeth, Pune and National Brain Research Centre, Manesar, Gurgaon.

The higher education sector in India is not only large but also the second largest in the world after China. Between 1951 and 2012 the number of universities and institutions of national importance increased from 27 to 621; colleges from 578 to 34.9 thousand and students from around 200 thousand to 28.5

millions [2]. Currently there are 761 universities in India, out of which 52 are the central universities, 343 are state universities, 129 are deemed or deemed-to-be universities and 237 are the private universities [3].

The present article is on my thoughts about a new-age private university in India. I shall be referring to this university as **XYZ University**.

## II. PRIVATE UNIVERSITIES

Following the passage of the private universities Act in several state legislatures in the year 2000 and later, the private universities proliferated in many states of India. A major fraction of the enrolment in higher education in India is accounted for by private higher education institutions. Given the right kind of ecosystem and support, the contribution and quality of private universities can sometimes surpass those of state-funded universities. Most of the top ranking universities in USA, for example, are in a sense elite private institutions. As per the QS world ranking of universities 2011, six US universities were listed in the top-10 category, all of them (Harvard, Massachusetts Institute of Technology [MIT], Yale, Pennsylvania, Chicago, and Columbia) are private institutions [4]. Most of the private institutions in the world are self-financing, relying on student fees as the major source of income. In India, almost all the private universities are 'not-for-profit' universities.

A new scheme to promote 20 universities to become world-class teaching and research institutions – 10 public and 10 private – was announced by Finance Minister Arun Jaitley in India's budget of 2016 [5]. The inclusion of private universities on equal footing with the public universities for world-class status was an important breakthrough and a departure from previous government policies that did not allow private institutions to benefit from government funds. Earlier this year the Indian prime minister's office had asked the Human Resource Development Ministry to 'fast-track' a plan to set up 10 private autonomous universities for research innovation, which unlike current private universities, *would be free of government control and would have their own curriculum.* These institutions would have autonomy in hiring staff and faculty. "We have decided to set up a higher education funding agency, a 'not-for-profit' organisation that will leverage funds from the market and supplement

them with donations and CSR (corporate social responsibility) funds," Jaitley said in his budget speech, "These funds will be used to finance improvements in infrastructure in our top institutions[5]. The present article of mine is motivated by this vision and the intention of the Government of India.

The importance of private universities in India will increase as the state-controlled universities have less freedom as compared to the private universities to bring about the dynamic change in teaching and learning pedagogies in tune with the time. As mentioned earlier, it is now hoped that the private universities will gradually come out of the control of formal regulatory authorities and still they will be more in demand by the students because of their increased relevance in tackling the real-life problems of the society. Further, private universities can play an important role in bridging the gap between demand and supply of quality education. The inherent flexibility and dynamism in the teaching-learning process in the private universities will make it a favourite destination of a majority of conscious students in India in the times to come.

In the following paragraphs I present my views and offer a blueprint for such a new-age private university (XYZ University) in India.

### III. PEDAGOGY

Of late, an unfortunate trend is emerging in some of the 'modern' universities who are claiming to lay emphasis on 'research and innovation' *at the cost of quality teaching.* Whereas the research and innovation aspects are extremely important components of a forward-looking university (as will be explained by me in this article) but the quality teaching cannot be overlooked in this process. It is the quality teaching which will lead to quality research and vice-versa, no doubt.

Gone are the days when a teacher (like a Guru in the ancient times) decided what is to be taught to the students [6]. This technique is called *"conventional pedagogy"*, which is teacher-centered or teacher-directed education. In this case the teacher assumes the responsibility of deciding: what should be learned by the students and how it should be learned. Learners are required to adjust themselves to learn a pre-defined curriculum, generally to pass some examinations and to get some degrees or certificates. Despite this, there are some advantages of this approach (which justifies its survival for so long). It allows a particular subject or topic, with a well-defined syllabus, to be taught systematically to the students in a pre-defined duration. Several students who have finished their education through this approach in India have left an indelible mark abroad: in Silicon Valley, NASA, Microsoft, Bell Labs, for example. However there are some limitations of this pedagogical approach. For example, the learners have no choice or freedom what to learn or how to learn. It is the teacher who decides everything on this matter. Sometimes the learners are not able to relate to the topics being taught. Monologues from the conventional pedagogical teachers become sleep-inducers sometimes. This technique encourages 'rote learning' among the students for passing the examinations. The students tend to forget most of the things they had learnt after the examinations are over.

In contrast to the conventional pedagogy explained above, there is another pedagogical technique called *"andragogy".* It is learner-centric as compared to conventional pedagogy, which is teacher-centric. Andragogists decide what they want to learn and how they want to learn. This is done in consultation with the teacher who plays the role of a moderator rather than a regulator. The advantage of andragogical approach is that there is a climate of collaboration between the educator and the learners. Andragogical learners experience greater excitement and show enhanced learning and improved performance than their counterparts in conventional pedagogy. But there is a limitation of andragogical approach. Many-a-time it is time-consuming and does not facilitate the finishing of a pre-defined syllabus of a pre-defined topic within the given time.

Another (advanced) pedagogical technique is called *"heutagogy"*, which is a totally learner-managed learning. Heutagogists are self-directed, self-motivated and self-created life-long learners with or without the help of an educator. This goes to the extent of questioning one's own values and assumptions for the 'holistic' development and creativity for oneself [6]. In this approach, the learners are able to manage their own learning at their own pace, level, direction and need. This approach induces free, creative and out-of- the-box thinking to transform the learner to a life-long, self-motivated, independent thinker and a problem-solver in newer situations. But there are some limitations of heutagogical approach. It may turn a learner astray from the path of systematic learning of a particular subject in the present context.

**Of late, another type of pedagogy has emerged on the scene. It is called Peeragogy** (also referred as "**paragogy**"). It is a collection of "the best practices of peer learning [7]**.** It is a theory of peer-to-peer learning and teaching that addresses the challenge of peer producing a useful and supportive context for self-directed learning. With today's tools and some understanding of how to go about it, groups of paragogists can organize their own courses online.

A judicious mixture of all these pedagogical approaches, initially sequential and thereafter intermittent, is the optimum and the most beneficial approach to be adopted for the learners. The journey from the conventional pedagogy to heutagogy via andragogy and paragogy for the learner is a journey of transition from developing competence to creativity via capability in the students; starting from a "finger-walked" learner and ending into a perpetual life-long independent [6]. This *"hybrid approach"* offers a tremendous flexibility to the educators and learners to adjust their proportion of each approach to suit their requirements in the given scenario. It will motivate and benefit a much larger number of learners in the same class or group and thus support the philosophy of inclusive growth. We have to prepare our students to become contributors to knowledge and not just mere recipients of knowledge. Any one teaching-learning methodology on a stand-alone basis will not suffice for them to become capable, competitive, creative, life-long self-learners and problem-solvers.

It is recommended that the XYZ University should adopt a hybrid pedagogical approach, as explained above.

## IV. MOOCs AND BLENDED LEARNING

An explosive trend is emerging where the knowledge banks are being tapped at the click of the mouse by anybody having a computer, an internet connection or a smart phone in any corner of the world. The learning habits of the modern students are [8]. Degrees in many disciplines can be obtained online from the reputed universities without physically moving to those universities. World is gradually becoming 'flat' for such learners and trainers are using the virtual classrooms [9]. MOOCs (Massive Open Online Courses), smart and interactive boards, webinars are the common features impacting the future education. High quality research and teaching resources are made available both online and offline and accessible to a large number of people across the globe. Some of these online learning platforms are Edx [10], Coursera [11], and Udacity [12], which have come up on digital world map in the last few years.

However MOOCs cannot totally unbundle the brick-and-mortar campus-based universities. It is because there are situations where on-campus learning (face-to-face learning and group-discussions etc.) cannot be totally replaced by MOOCs and other digital/distant learning technologies. So the **blended learning**, a judicious mixture of on-campus and off-campus may be the optimum approach in future. One fact that has to be noted is the high attritions rate of online learners who are totally dependent on MOOCs. In order to streamline and check the proliferation of all kinds of online courses on all kinds of subjects, the future universities will have a significant role to play to pick grain-from-the-chaff and guide their students accordingly. An offshoot of MOOCs is SPOCs (Small Private Online Courses), which is targeted to a specific and small group of learners as per their requirement. In future, SPOCs may be the preferred option as compared to MOOCs for such targeted online learners. These technologies will act as the force multipliers along with the learning in real campuses.

The open learning systems and the MOOCs platforms also helped expanding higher education in India. After the establishment of Indira Gandhi National Open University (IGNOU) in 1985, many state governments established open universities. If India wants that a large number of its citizens relish the fruits of higher education independent of their social status, it has to encourage, support and integrate ICT with the newer pedagogies in order to reach out to its remote [13]. Private universities (including XYZ University) can play an important role in bridging the gap between demand and supply of quality education.

## V. RESEARCH

After emphasizing the very important component of 'pedagogy' for any university, we now turn our attention to an equally important, if not more important, aspect of any reputed new-age university. This component is: a high quality research. As mentioned earlier, high quality pedagogy leads to a high quality research and vice-versa. In fact, the credible ranking agencies for higher education give more weightage to the 'research outcome' of the university than its 'teaching & learning outcome'. Further, to provide a strong human capital base for technological advancement and national competitiveness

in a globalized knowledge economy, the country needs to expand its research base.

Domains of research are gradually converging now-a-days. In the simplest terms, once upon a time we had chemistry and biology as distinct and separate enterprises, now we have biochemistry. Various disciplines are converging, generating new sciences and insights and turning out to be some of the most exciting moments in the evolution of our knowledge and the development of our technologies.  For example, today we are witnessing the convergence of three hitherto-separate fields with the birth of BINT:  Bio / Info / Nano Technology.

There are many terms which are used for multidisciplinary research by different people. Following are the definitions of each of these terms [14]: (i) **Intra-disciplinary**: working within a single discipline. (ii) **Cross-disciplinary**: viewing one discipline from the perspective of another. (iii) **Multidisciplinary**: people from different disciplines working together, each drawing on their disciplinary knowledge. (iv) **Interdisciplinary**: integrating knowledge and methods from different disciplines, using a real synthesis of approaches; and (v) **Trans-disciplinary**: creating a unity of intellectual frameworks beyond the disciplinary perspectives. In view the greater flexibility available to the new-age private universities, XYZ University must usher in a new era of research and innovation in intra-disciplinary, cross-disciplinary, multidisciplinary, interdisciplinary and trans-disciplinary areas.

## VI. GLOBALIZATION & INTERNATIONALIZATION OF EDUCATION

The next-generation higher education has to be globally relevant while maintaining its relevance to the local ethos, values and requirements. Global mobility of the students, either for short duration while retaining their links with the parent institution, or through credit transfer will be a common phenomenon in future. There will be a free exchange of students, faculty and knowledge across the border. The entire world will be a global village in future.

India is not unfamiliar to the concept of globalization of higher education. In ancient times many foreign travelers travelled to India to enrich their knowledge and education [15]. During the period of Buddha and Mahavira in the sixth century BC, education became more accessible and India witnessed the establishment of famous educational institutions like Nalanda, Vikramshila and Takshashila. Nalanda University, for example, had around 10,000 resident students and teachers. Students came to India to seek knowledge from foreign countries like China, Sri Lanka and Korea.

In the next five years or so India, the world's oldest civilization, will be the youngest nation in the world. The International Labour Organization (ILO) has predicted that by 2020, India will have 116 million workers in the age bracket of 20 to 24 years, as compared to China's 94 million. Major challenges facing the higher education sector in this demographically-advantaged India are the access, equity and quality. The Rashtriya Uchchatar Shiksha Abhiyan (RUSA) approved by the Cabinet (Government of India) and Central Board of Secondary Education (CABE) in 2013 is a first attempt to expand higher education in a mission mode Rashtriya Uchachatar

Shiksha Abhiyan (RUSA), 2013, September). [16]. The Government of India has set a goal of increasing the GER (Gross Enrolment Ratio) among Indians to 30% by 2020, from a current rate of little less than 20% [17].

It is been reported recently [18] that NITI (National Institution for Transforming India) Ayog of the Government of India has submitted a report in favour of inviting foreign universities to set up campuses in India. The report has justified that the foreign universities campuses will help meet the demand of GER for higher education in India, increase competition with the existing universities in India and improve the standards of higher education.

The foreign universities establishing their campuses in India will be perceived as an opportunity rather than a threat to propel many Indian universities to fast forward towards globalization of higher education in India [15] In order to work towards this goal of globalization, the Indian universities will have to change their mindset towards openness, flexibility, transparency and fair play for all the stakeholders, adopt relevant and flexible curricula, modernize their infrastructure and laboratories, train their faculty to adopt relevant pedagogical approaches and to engage in quality research activities, and last but not the least, lay greater focus on their students to transform them as globally-relevant students, equipped with leadership qualities, soft skills, team spirit, problem-solving skills, entrepreneurial skills, life-long learning attitude, capability to work effectively in a multi-cultural and multi-national environment on multi-disciplinary projects.

What is the difference between the terms "globalization" and "internationalization" of higher education? Generally speaking "internationalization in higher education" involves an effort by a university to change its curriculum etc in order to attract students from foreign countries to its campus or else open its campuses in foreign countries where their education pattern is relevant. On the other hand, "globalization of higher education" involves a strategy through which a university trains its students to make them globally relevant and useful. As an example, the students trained in a globalized environment in a university in one country can move smoothly in between to any other globalized university in a foreign country along with the transfer of credits earned in the previous university. The whole world thus becomes a global village for a globalized university allowing mobility and exchange between universities. In order to leave an imprint in the world scenario, it is imperative that the XYZ University makes conscious efforts for the internationalization as well as globalization of higher education. In order to ensure admission of quality students, an international testing system on the pattern of GMAT, SAT, GRE, TOEFL etc may be introduced by UGC (University Grants Commission) which can be administered and taken by all overseas students in their own country.

## VII. COLLABORATIONS & PARTNERSHIPS

Collaboration and partnerships with national and international universities/research centres are the hallmark of new-age universities. The President of India, Mr. Pranab Mukherjee, addressed the delegates of the Times Higher Education BRICS (Brazil, Russia, India, China, and South Africa) and Emerging Economies' Universities Summit on December 2, 2015 at Rashtrapati Bhavan [19. Speaking on the occasion, the President said that in today's era of globalization, which rests on the pillars of Collaboration, Cooperation and Communication, there are ample opportunities to use these "3Cs" to create many world class universities. The combined strength of the five BRICS nations can develop an educational eco-system for their citizens as well as for the world citizens The new-age private universities should take motivations from the President of India's advice for the collaboration and partnerships with national and international universities/ research centres. This should include exchange of students and faculty as well as the collaborative projects.

## VIII. INDUSTRY-DRIVEN CURRICULUM & EMPLOYABILITY

There are no two opinions that an effective industry-academia partnership is not only a win-win situation for all the stakeholders: the students, the academia, universities and the industry, it will also act as a catalyzing fuel for the economic growth engine of our country. But all these things are easier said than are actually happening at the desired scale and intensity. The collaboration between the industry and the universities in India, particularly the private universities, has miles to go to achieve the minimum desired [20]. This is basically due to the difference in perceptions between the industry and [21]. Industry perceives that the problems being faced by it can be appreciated and, therefore, solved best only by the people working in and exposed to the industrial environment. A majority of academia feels that the industry is not aware of the vast knowledge bank held by the academia, and hence their full potential 'cannot be exploited by the Industry for solving its problems'. The root cause of the difference in perception is due to the different priorities and environments in the industry and universities. Whereas the industry normally likes to work in a close environment in order to protect its commercial interests from its competitors, the universities work in an open environment by sharing their knowledge through teaching, discussions, conferences and research publications. Whereas the projects carried out by the academia are normally scientific, long-term, could be open-ended, knowledge generators and publications-oriented; the industry-driven projects are focused, generally short-term, problem-solving-based, publications-restricted and profit-oriented.

The Industry should be perceived by the universities as the drivers of much needed change in the curricula. It is imperative that the universities should reframe their curricula with the involvement of Industry to allow flexibility and multi-disciplinary learning by the students. Engineers, product managers, marketing managers and senior executives working in the Industry should be invited by the academic institutes for lectures, seminars, workshops, projects-consultancy etc. They will provide a valuable input to the faculty and students about the industry demands. These visitors, in turn, will benefit themselves in getting exposed to the knowledge database available in the universities/institutes for the purpose of commercialization of these assets held by the faculty.

Similarly faculty should be invited by the Industry not only to deliver lectures but for consultancy and for actually working on the live projects for a short duration in the actual industrial environment. This will go a long way in bridging the perception and trust deficit between the two parties. Industry, universities and the Government should increase the resources manifold on the projects based on research, development, innovation and entrepreneurship. All stakeholders: the executives from the industry, the faculty and the students should collectively be involved in the projects right from the stage of conceptualization to the final solution. If India has to survive, sustain, compete and excel in the world of knowledge-driven economy, the industry-university partners have to come forward and put their hearts and brains synergistically in redesigning a trajectory to make this partnership more meaningful. XYZ University has to play a pro-active role for a meaningful partnership with the industry.

## IX. PROJECTS & FUNDING AGENCIES

Following are some of the funding agencies in India which could be approached for the approval of various projects:

- Department of Science and Technology (DST)
- Department of Bio-Technology (DBT)
- Defence Research and Development Organisation (DRDO)
- Department of Atomic Energy (DAE)
- Indian Space Research Organisation (ISRO)
- All India Council for Technical Education (AICTE)
- University Grants Commission (UGC)
- Council of Scientific and Industrial Research (CSIR)
- Indian Council of Medical Research (ICMR)
- Ministry of Communications & Information Technology (MOCIT)
- Ministry of Environment and Forests (MOEF)
- Ministry of Earth Sciences (MOES)
- Ministry of New & Renewable Energy (MNRE)
- Ministry of Water Resources (MOWR
- Ministry of Power (MOP)

Further details of these funding agencies can be seen by visiting their websites.

Besides this, the universities can get funding for their projects directly from the Industry, other universities and research centres in India or abroad or can have collaborative projects with others.

XYZ University should take advantage of these schemes for funding their projects.

## X. CENTRES OF EXCELLENCE

In the pursuit for excellence in higher education, we must ignite the minds of students and faculty to do high-quality and impactful research at the global standards and of social or industrial relevance. One of the approaches to create that ecosystem in the campus of XYZ University is to launch various "Centres of Excellence" where the researchers will collaborate with national and international experts to do interdisciplinary and multidisciplinary research and have an impact to improve the quality of human life.

It is recommended that the following "Centres of Excellence" (mentored by internationally renowned experts and persons of eminence) may be launched at the XYZ University:

(a)     Nano-Science and Nano-Technology
(b)     Smart Materials Science & Technology
(c)     Solar Technology
(d)     Green, Alternative and Renewable Energy Technology
(e)     Clean Water Technology and Management
(f)     Climate Change and Environmental Science
(g)     Bioscience and Biotechnology
(h)     Genomic  Science & Technology
(i)     Integrated Health Sciences and Health Care
(j)     Artificial Intelligence and Robotics
(k)     Mind-to-Device and Mind-to-Mind Communication Technology
(l)     3-D printing
(m)     Research in Interdisciplinary Sciences
(n)      Marketing Disruptive and Innovative Products
(o)      Leveraging Demographic Dividend in India

This is an indicative list which may be altered from time-to-time. It is obvious that all these "Centres of Excellence" (and many more) cannot be opened immediately at the XYZ University. But some of them can be launched on the basis of expertise already available/soon-to-be inducted in the University.

## XI. CENTRE FOR INNOVATION, ENTREPRENEURIAL DEVELOPMENT AND INCUBATION

A recent trend seen in India is to lay greater emphasis on the entrepreneurial-focused education at the universities, instilling the confidence in students to turn ideas into reality [22]. These could be in the form of structured mentorship programs, short courses or other forms of training. Incubators are also cropping up in India with more and more number of universities and autonomous organizations undertaking to set up these incubators within and outside the campus. Amity University campus in Noida is one such centre, for example.

The Government of India has also been contributing significantly in order to promote entrepreneurial spirit within the students by way of risk funding. The Finance Ministry of India has launched a new program "fund of funds" in order to invest in various venture capitalists funds for meeting the equity requirement of start-ups. The Ministry has also launched "India Aspiration fund" with an initial corpus of INR 200 crore (2000 million rupees) in order to boost the entrepreneurial ecosystem within the country [22].

XYZ University should also take the lead in launching innovation, entrepreneurial and incubation activities in its campus, with the collaboration and involvement of the industry and funding from DST, AICTE etc.

There could be the following three types of innovation centres in the campus [23] and each one of these should be accorded its due importance:

(i)     Innovation centre for promoting multidisciplinary learning,
(ii)    Innovation centre for fostering industry partnership, and
(iii)   Innovation centre for driving entrepreneurship.

## XII.  CENTRE FOR SKILL DEVELOPMENT & CAREER TRAINING

There has been an unprecedented surge in skilling India after the new Government took over in India in 2014. **In an interview with Elets News Network (ENN), Mr. Dilip Chenoy, (now former) CEO & MD, National Skill Development Corporation** Skills (NSDC), Ministry of Skill Development and Entrepreneurship, Government of India, said that "India is going to be the Skills Capital of the World" [24]. In a related news article [25] it has been mentioned that out of the 300 million who aspired for the employability in India between 1991and 2013, only 140 million people (less than half) could be employed .One of the major reasons for this disappointing scenario for India is the lack of skilling in these youth to the desirable extent. This skill deficit is being narrowed down after the present Government took over in 2014. Skill development in India has become top of the agenda. A significant amount of money is being spent on skilling through the Prime Minister Kaushal Vikas Yojana. Many universities and institutions in India, including the private universities are taking advantage of this scheme of the Prime Minister and launching "Skill Development Centres" in their respective campuses. For example, in line with the agenda of the Ministry of Skill Development & Entrepreneurship (MSDE) to scale up the skilling ecosystem in the country, National Skill Development Corporation (NSDC) and Amity University Gurgaon (AUG) recently signed a Memorandum of Understanding, to collaborate on providing vocational training at the college/university level [26].

It is recommended that the XYZ University should take advantage of this opportunity provided by the Government of India and launch a "Centre for Skill Development and Career Training" in its campus.

## XIII. RESEARCH ETHICS & ACADEMIC INTEGRITY CELL

The credibility, prestige, image and stature of any nation in the world depend on the quality, accomplishments and the ethical values of its people. Moral fiber and the integrity of its citizens, including academia and students are the major indicators to determine the credibility-index of the country. Of late, in India and some other countries, there has been a decline in the moral values, honesty, academic integrity and ethical practices among a significant fraction of people. India is investing substantially and plans to invest much more in creating, upgrading and  modernizing the research infrastructure; opening new universities and educational institutions to meet the demand in the twenty first century. But this gesture from our nation is of no use unless the researchers, teachers and the students in these places conduct themselves in their respective roles in the righteous manner.

With this in view, an urgent need is felt that a dedicated Cell may be created in the campus of each university, institution of higher education and research centre in India, which should be responsible for the education, promotion and regulation of academic integrity, ethical practices and the code of conduct among our scientists, researchers, faculty and students in their respective tasks of research, teaching and learning. This 'Cell' has to adopt a fair, unbiased, transparent, scientific and 'subject-to-accountability' approach to investigate the cases brought to its notice and recommend remedial measures, wherever necessary, including deterrence.

## XIV. INTEGRAL DEVELOPMENT FOR EVERYONE IN THE CAMPUS

In the new globally competitive environment that is emerging in the country, the Indian student is now required to develop a multifaceted personality to cope up with the rapid changes in the world at large. This calls for the development of body, mind and spirit, through the educational processes in the universities [27].

It is recommended that the XYZ University should open a separate Centre where the all-round development of its students including physical health, mental health, spiritual heath, value education, social responsibility and nationalism are taken care of as a holistic approach.

## XV. PROMOTING ECO-SYSTEM OF INCLUSIVENESS & SOCIAL RESPONSIBILITY

There is a knowledge gap between the privileged and the less privileged. This causes exploitation. The enormity of the challenge of providing equal opportunities for quality education in India to ever-growing number of students is also a historic opportunity for correcting sectoral and social imbalances [28]. Financial support should be given to underprivileged sections of the society in the form of scholarships. Equal Opportunity Cells should be set up in all institutions. For promoting private sector participation in higher education, newer models based on quality should be explored, supported and incentivized by well-defined policies, norms, and monitoring mechanisms.

Considering the above-mentioned vision of the Government of India, it is recommended that XYZ University should adopt a considered approach to benefit the students from all sections of the society on equal footing.

## XVI. ACCREDITATION AT THE NATIONAL & INTERNATIONAL LEVELS

Accreditation by an independent and reputed external body enhances the reputation and the status of the university in the eyes of public. It further motivates brilliant students to take admission in that university. It also increases the chances of collaboration between that university and the other academic bodies. XYZ university should take documented, determined and systematic steps to meet the demands and expectations of national and international accreditation agencies like National NAAC (National Accreditation & Assessment Council of UGC), NBA (National Board of Accreditation of AICTE) and ABET (Accreditation Board for Engineering & Technology), etc. National Board of Accreditation (NBA) has been accorded permanent signatory status of Washington Accord on 13th June 2014. As per Washington Accord agreement, recognition of programmes by other signatories applies only to programmes accredited by NBA that are offered by education providers accepted by NBA as Tier-1

Institutions. ABET accreditation tells the prospective students, peers, and the professions that the university is qualified for the credits transfer facility across the globe. This facilitates the students' mobility to any country and enables him/her to take admission in any other university without losing the credits earned in the previous university. Further the grading obtained by the university by these accreditation agencies is also valued by one and all.

Recently introduced ranking system by the National Institutional Ranking Framework (NIRF), MHRD, Government of India, will cover a very large number of educational institutions in India and decide its rankings based on credible but India-specific parameters [29].

XYZ University should work hard to be in the top few ranks of NIRF. The exercise initiated by NIRF will definitely create an ecosystem for healthy competition among institutions of higher education.

## XVII. VISION OF XYZ UNIVERSITY

After expressing my thoughts on a new-age private university in India, I propose the following *Vision* for XYZ University:

***"To perpetually strive for excellence in learning, teaching, research and innovation for developing critical thinking, human potential and unlocking of creativity for contributing to the advancement of the knowledge society and enhancement of the quality of life."***

## XVIII. MISSION OF THE XYZ UNIVERSITY

XYZ University (XYZU) will have a multi-dimensional mission. Focus will be on the student-centered or learner-centered pedagogy. XYZU will be known for its high-quality teaching, research, innovation, centres of excellence, entrepreneurship and incubation centres. XYZU will create environment for the development of skills that enable lifelong learning, critical thinking and gainful employability. Collaborations and exchanges at the national and international levels with academia and industry will be the norm of this university. The education at XYZU will be globally relevant and contribute in improving the quality of human life. Ethics and academic integrity will be the hallmark of this university. XYZU will be an inclusive institution; that means, all sections of the society will be provided the same learning opportunity independent of gender, caste, creed, region and economic status.

With the above-stated mission, XYZ University will **aim** to be ranked among the top 10 universities in India, top 50 universities in Asia and among top 200 universities the world in the next decade.

## CONCLUSION

Given the right kind of ecosystem, the contribution and quality of private universities can sometimes surpass those of the state-funded universities. There is a requirement for enhancing the Gross Enrolment Ratio (GER) in India. Private universities will act as force-multipliers in this campaign of tackling the challenge of quantity and quality, along with the state-funded universities. In the present article I have presented my views on one such new-age private university (referred to as XYZ University) in India. I have proposed its Vision, Mission, customized pedagogy techniques, creation of eco-system for interdisciplinary research, innovation, entrepreneurship, incubation and skill development etc. How this university can take steps for globalization and internationalization of higher education, produce physically and mentally healthy, socially responsible, critical thinkers, knowledge workers, industry-ready global citizens who would contribute in enhancing the quality of human life! The present Government of India has taken an initiative to encourage more private players to grab this opportunity to provide the required quantity and quality education to all sections of the society at an affordable cost. If these views of mine are implemented in the letter and spirit, I believe that the XYZ University will leave its enviable imprint in the world.

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