



Cover Page



EXPLORING 1st BATCH OF NEW EDUCATION POLICY COLLEGE STUDENTS SYLLABUS WITH DIGITAL INDIA INITIATIVES: A STUDY ON e-PG Pathshala

Dr. Sangita Das Talukdar

Librarian, Rabindrasadan Girls' College, Sribhumi

Introduction

Knowledge is the perennial flow of energy in India from ancient times. The importance of imparting education to next generations was sincerely cared in the ancient Indian society. Right from the child's educational initiation in 3–4 years, known as (hathekori), then further education at gurukul system and finally to dikshant (presently convocation). Education was not a mechanical process of learning. In fact, it was a biological process of growth within. A person had to spend almost the first 25 years of his life attaining knowledge. Both the inner and outer quest for knowledge were fulfilled in such a way that in the future, a student could be a gem for the family, society and nation at large. Even during the period of aggression by invaders and colonial suppression, every village in India had a gurukul/school and education was imparted to the children. The colonial mindset never thought of qualitative education. They degraded the gurukul/school system and over time established their own institutions to create a section of clerks to govern the empire.

After independence in 1947, the 1st Committee on higher education was constituted under the visionary leadership of Dr. S.Radhakrishnan, who later became president of India. The committee gave recommendations on various aspects of higher education, including teaching, examination, courses of study, admission, medium of instruction, qualifications, salaries, functions of teachers, original research, well-stocked and easily accessible library resources, well-planned laboratories with equipment and trained technicians. Various committees were constituted at later times to strengthen the higher education system in India. In spite of our developing economy where education does not get more than 3–4% share of GDP, India has resiliently become a platform for knowledge workers, backend offices of MNC's, country of CEO's. Its human resources are gaining new heights at all levels of life around the globe.

The Indian education system is one of the largest systems in the world with 1,168 universities, 45,473 colleges (All India Survey on Higher Education, 21-22) but in terms of quality, rankings, jobs, skills, university-industry bond we have to progress hard. To make Higher Education accessible to all and bridge the digital divide, Government Of India launched its National Mission on Education through Information and communication Technology (NMEICT) in 2009. To deal with these issues of education sector and for the attainment and accomplishment of Sustainable Development Goals and Viksit Bharat@2047 Government of India initiated the Digital India Initiatives for the flow of knowledge across the length and breadth of our country. Institutions intensively worked for utilization of digital resources, courses and programmes developed by universities/institutions. In the long run this initiatives will help to achieve all the 17 Sustainable Development Goals simultaneously the dream of Viksit Bharat@2047 will become true for every citizen.

Digital India Initiatives is a vast and interconnected collection of digital infrastructure created for digital governance that works on and for the participation and empowerment of citizens. Digitalization has altered the ways in which nations produce and consume. There is a race among all countries to become a digital economy interestingly developing countries are performing well and have found new ways for digital governance. Biometric identity enabled Aadhar and Unified Payment Interface (UPI) of India, Instant money transfer system PIX of Brazil and neo-banking system of Nigeria, money wallets of Indonesia etc. are widely accepted and used. Now, e-PG Pathshala is a platform for digital resources and e-content of India's digital learning ecosystem is helping to fulfil the Sustainable Development Goal 4 — Quality education. e-PG Pathshala is an initiative of MHRD under its National Mission on Education through ICT (NMEICT) being executed by the UGC. The content and quality is curriculum-based, interactive e-content in 70 subjects from all disciplines of human knowledge. It covers a variety of subjects, from Adult Education to Jyotish Ganit, Linguistics to Criminology, Law to earth science, Performing Arts to Electronic Science. The coverage of languages includes both foreign languages like English, Chinese, Spanish, Japanese, Russian and classical languages like Sanskrit, Urdu, Hindi. E-PG Pathshala broadly has 3

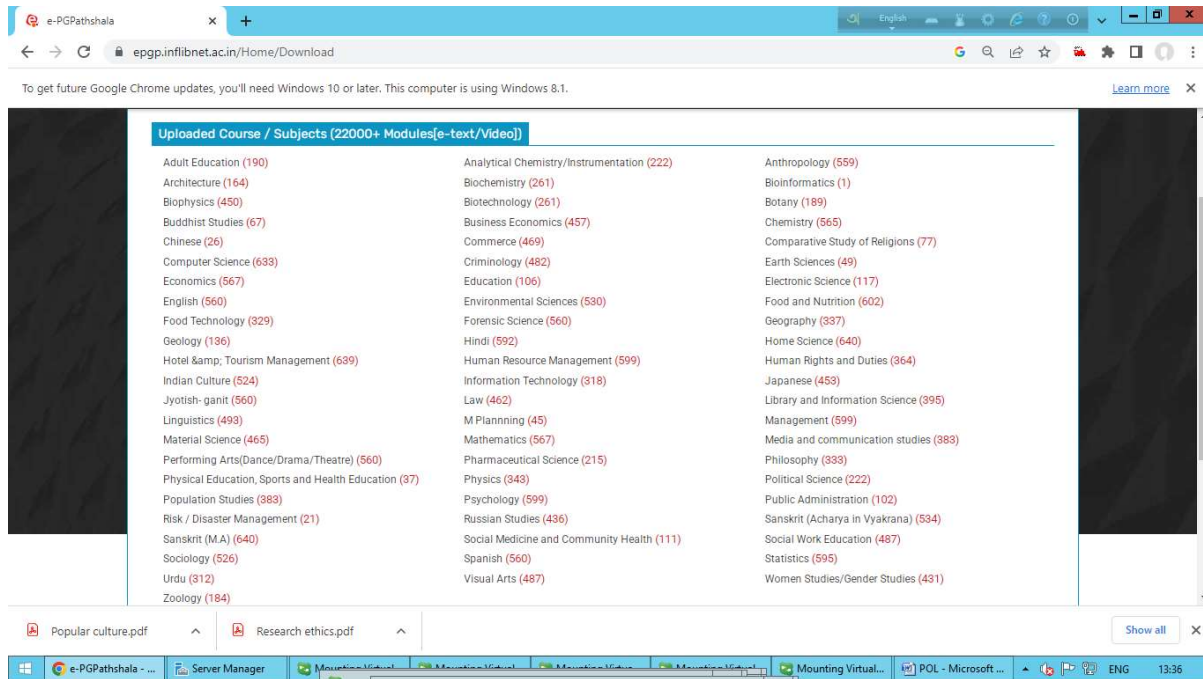


Cover Page



divisions: E-Adhyayan, UGC MOOCs (Online courses), a vertical to produce SWAYAM courses and Infilbnet Learning Management Service offered by the Information and Library Network (An IUC of UGC) to institution of higher education across the country. Every subject has a team of principal investigator, paper coordinator, content writers, content reviewers, and language editors. Total visitors since 19/03/2014 is 31889268 as of 23/12/2025 with more than 200000e-text, 19000 videos, 3200 experts, 30000quiz are available.

Figure 1: E-PGPathshala subjects



1st batch of college students admitted in the academic session of 2023-2024 after the introduction of New Education Policy,2020 (NEP)in India. Affiliated Colleges to university accepted the introduction of Four Years Under Graduate Programme (FYUG) under NEP 2020 as per University Grants Commission guidelines. The remarkable feature of FYUG is to make undergraduate education student centric rather than system centric or teacher centric. (Regulation of Four Years Under Graduate Programme,2023) Here a student from his/her honours or research subject can choose from allied/related/broad subject of his/her interest.

In the FYUG programme, the ability enhancement and skill development in elective subjects for students are also provided. FYUG programme provides an opportunity for students to choose from curricula comprising DSC (Discipline Specific Core), DSM (Discipline Specific Minor), IDC (Inter Discipline Course), AEC (Ability Enhancement Course), VAC (Value Added Course) and SEC (Skill Enhancement Course). There is a system of continuous assessment to get a picture of learners' level and understanding of their subject in the form of attendance, assignments, unit tests, semester exams, internships, research project etc. The FYUG programme will lead to a One-year Programme of study -Certificate course, Two years - Diploma Course, Three Years-Bachelor's Degree, Four Years - Bachelor's Degree with Honors/Honors and Research. The certificate and Diploma will be awarded based on his/her DSC paper.

Purpose- To observe the availability, satisfaction and understanding of topics available in the e-PG Pathshala. Students were asked how far e-PG Pathshala courses helped them to score marks.

LiteratureReview:

(State of India's Digital Economy,2025) ranks India as the 2nd largest mobile and internet users, 3rd in the volume of digital



Cover Page



transactions in the world only after the USA and China. But on the basis of unit level, India ranks 8th among the G32 countries for digitalization. Due to the huge population, small countries like Brazil and Nigeria are ahead of India. Many issues exist in India that need to be addressed, like reducing the digital divide, the rural -urban divide, the gender divide. This report is based on the 5pillars known as (CHIPS)framework where C stands for connect, H stands for harness, I stands for innovate, P stands for protect and S stands for sustain. Connect pillar measures access, affordability and quality of digitalization. The harness pillar captures how technology can be utilized to a maximum and reflects its contribution to the economy. Innovate measures the adoption and development of Artificial Intelligence and other emerging technologies. Protect measures a country's preparedness against cybercrimes. Sustain pillar measures environmentally sustainable digital technologies to promote environmental sustainability. These 5 pillars are based on 14 subpillars that are again based on 47 base pillars. The measurement of the digital economy is done at the macro and micro level. At the macro level, the measurement is done at the country's GDP level to provide an estimate of the scale of digitization, and at the micro level, it is based on per capita income assessing the intensity of digitization at unit level. India's diversity can be found in digitalization. With the 2nd largest network of internet and smartphone users in the world, over 40% of its population are non-users of the internet and over 50% of the population without smartphones. Traffic on the mobile internet is high compared to the fixed network.

(Viksit Bharat @2047,2025) Digital Infrastructure has saved 1% of GDP in 2021. The United Nations Development Programme (UNDP) suggests that there will be a 1% to 1.4% increase in GDP growth by 2030. Various DPI's like JAM Trinity, Aadhaar, UPI, GSTIN, Digilocker, Diksha and other emerging digital infrastructure propels India to \$8 trillion digital economy by 2030. Digital India is not about internet access it's about participation of common person in the governance of the country, to improve education, business, health, infrastructure, social well-being irrespective of background or location. The report further laid out the importance of control over personal data and awareness of cyber crimes in the digital world. Despite the exponential growth rate of UPI-based payments,40% of the population do not participate in digital payments. Data breaches are a major setback for the economy. In addition to that, potential digital users shift away from using digital solutions due to the fear of being trapped in cyber frauds. (Sustainable Development Goals National Indicator Framework,2023) The Sustainable Development Goals' (SDG's) set up a vision for global economic growth, social inclusion and environment sustainability. This report exemplify 'Digital India Initiatives' trying to fulfill the 17 SDG's by 2030.India's commitment to fulfillment of SDG's are reflected in the words of our Prime Minister who accepted in global platform that India's development is mirrored in the SDG's. The three pillars of Digital India Initiatives are digital infrastructure, digital governance and digital empowerment that finally led to the wellbeing of citizens. The fruits of Digital India Initiatives are Aadhaar, Jan DhanYojna, Direct Benefit Transfer to all authenticated beneficiaries ,Digital SakshartaAbhiyan, Pradhan Mantri Kaushal Yojna, MyGov, Government eMarketplace, Common Service Centre (CSC),Public Cloud,Unified Payment Interface, Bharatnet, Ayushman Card, National Agriculture Marketplace (eNAM),Digital Locker etc. Some digital initiatives like Artificial Intelligence mission are Supercomputing mission are also going on. Serious efforts are being done to improve mobile penetration, internet penetration, reduce digital divide etc to further harness the Digital India Initiatives. The Digital India Initiatives can be categorized according to the 17 SDG's goals as follows: The Digital India Initiative tries to bridge digital divisions of all types. India strongly affirms the global commitment to the SDG and shares its experience, knowledge and technology for the peace and prosperity of all other nations.



Cover Page



Table 1 : Various Digital India Initiatives to accomplish SDG Goals.

Sustainable Development Goals	Digital India Initiatives
1st Goal : No poverty	PM Jan DhanYojana, PM Kaushal VikasYojana, DBT, Pahal
2nd Goal : Zero Hunger	Soil Health Card, Crop Insurance, Mother & tracking,mKisan
3rd Goal : Good Health and well being	Janaushadi, Nikashay system TB eradication,Sarathi,CSC ,Sakhi
4th Goal : Quality education	DISHA,Swayam,NMEICT, PM Kaushal Vikas
5th Goal: Gender equality	CSC, Himmat, Women and Child Development
6th Goal: Clean water and sanitation	Smart meters,Irrigation equipment mapping
7th Goal: Affordable and clean energy	Ujala Dashboard,Digi-Gaon,Garv
8th Goal : Decent work and economic growth	PM Kaushal VikasYojana,Startup India,HRIDAY
9th Goal: Industry Innovation and Infrastructure	BharatNet, Aadhaar, National Knowledge Network
10th Goal: Reduced Inequalities	Jan DhanYojana,GeM,DBT, PM Kaushal VikasYojana
11th Goal: Sustainable cities and communities	Smart meters,Sarathietc
12th Goal: Responsible consumption and production	myGOV,mkisan,Soil Health Card
13th Goal: Climate action	Crop Insurance App,DBT Pahal,Digilocker
14th Goal: Life below water	NDMA,OCBIS
15th Goal: Life on Land	MyGOV,eSAMPARK
16th Goal: Peace Justice and strong Institutions	Aadhar,Meghraj,eCourts,GeM
17th Goal:Partnerships for the goals	JAM,GSTN,india.gov.in,Bharatnet

Limitations : FYUG started in the 2023-24 academic session and the syllabus up to 6th semester is prepared and uploaded to the website of Assam University. This study has covered the syllabus from the 1st to 6th semester of the English department as for the next two semesters the syllabus is not been uploaded to the Assam University website. While writing this paper, the 1st batch of FYUG programme students are attending their 5th semester examination. Another limitation is that students from 5th semester are included in the survey.

Methodology_: English uploaded course in e-PG Pathshala is taken for study. The Four Years Undergraduate Programme was started in this college affiliated to Assam University in the academic session of 2023-24 and 11 subjects are taught in our college. A course is designed to have lectures/tutorials/lab/field work/project-work/unit tests/exams etc. Courses in a programme of study are of 8 types.

- 1.DSC(DisciplineSpecificCore)
- 2.DSM(DisciplineSpecificMinor)
- 3.IDC(InterdisciplinaryCourse)
- 4.AEC(AbilityEnhancementCourse)
- 5.SEC(SkillEnhancementCourse)
- 6.VAC(ValueAddedCourse)
- 7.Dissertation/Project
- 8.Internship



Cover Page



DSC is the core compulsory subject studied by a student to complete a programme in a discipline of study. Students are expected to understand the basics of a subject in a discipline. The DSM course is offered under the main discipline of study. Students have to take 2 subjects. IDC is a course other than the main discipline. AEC is a compulsory course for knowledge enhancement. SEC are offered to improve the skills and employability of students, VAC courses like NCC, NSS, Understanding India, Yoga etc. are compulsory to all students. Dissertation/Projects are special courses to use subject knowledge to solve a difficult problem. Internship is a compulsory course for all 5th semester students.

Table2: Syllabus papers and their status at E-PG Pathsala

Paper Code	Paper Name	E-PG Pathsala	
		Available	Not Available
DSC 101	British Poetry		√√
DSC102 1st SEM	British Drama		√√
DSM101	British Literature 1	√√	
IDC	Int. to Literary Appreciation		√√
SEC	English Comm. and Soft Skills		√√
DSC 151	British Fiction From Beginnings to the 20th Century	√√	
DSC 152	Indian Writing in English	√√	
DSM 151 2nd SEM	Elizabethan period to the 18th Century	√√	
DSC SEC	Creative writing in English		√√
IDC	Literature and environment		√√
DSC 201	Literary movements in English Literature		√√
DSC202 3rd SEM	British Prose Beginnings to the 20th century		√√
DSM 201	Romantics and the Victorians		√√
IDC	Literature and Film		√√
ENGSEC	Business English		√√
DSC251	American Literature	√√	
DSC252 4th SEM	Women's Writing		√√
DSC 253	Indian Classical Literature	√√	
DSM 251	Essays and short stories		√√



Cover Page



DSC301		Literary Criticism	√√	
DSC302	5th SEM	Writings in English from the North East India		√√
DSC303		Popular Literature	√√	
DSM-301/302		Indian Writing in English	√√	
DSC/351	6th SEM	Fundamentals of Literary theory	√√	
DSC/352		Postcolonial Literatures		√√
DSC/353		Modern Indian Literature	√√	
DSC/354		Modern European Classics		√√
DSM/351		British Literature II Romantics and the Victorians	√√	

Figure 2: Syllabus paper status at E-PGPathshala

egppathshala - Search | e-PGPathshala | English | egppathshala.ac.in/Home/ViewSubject?catid=9RA537JM1m7VD3VCoav4IQ==

Pathshala
पाठशाला
A Gateway to all Post Graduate Courses

An MoE Project
National Mission on Education through ICT
(NME-ICT)

HOME | STUDENT CORNER

Subject: English | Back to Subjects

Paper: --Select--
 --Select--
 P-01. English Literature upto 1590 (35)
 P-02. English Literature 1590-1798 (35)
 P-03. Nineteenth Century English Literature (35)
 P-04. Twentieth Century English Literature (35)
 P-05. American Literature (35)
 P-06. African & Caribbean Writing in English (35)
 P-07. Canadian, Australian and South Pacific Literature in English (35)
 P-08. 'New' Literatures in English (35)
 P-09. Comparative Indian Drama (35)
 P-10. Literary Criticism and Theory (35)
 P-11. Indian Literary Criticism and Theory (35)
 P-12. English Language Teaching (35)
 P-13. Introduction to Linguistics & Phonetics (35)
 P-14. Indian Writing in English (35)
 P-15. Literary Translation in India (35)
 P-16. Cultural Studies (35)

Module: --Select--

(Since: 19-march-2014) 31317899

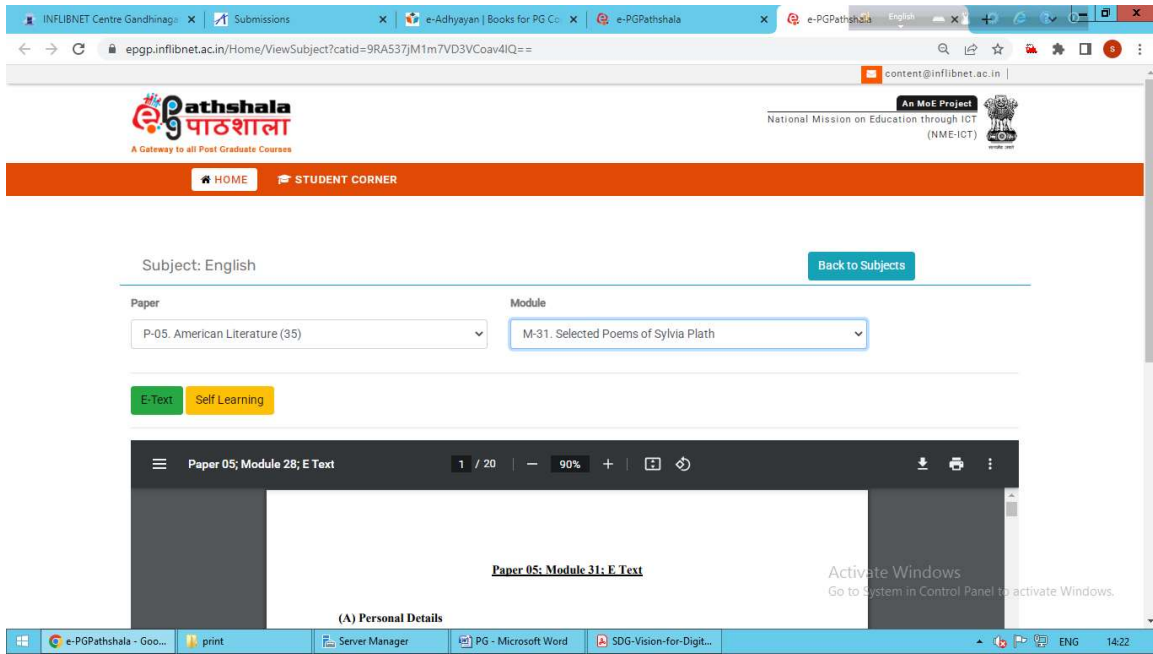
IMPORTANT LINKS
 > MoE: ICT Initiatives

Web site engine's code is copyright ©INFLIBNET e-Pg Pathshala Management System, INFLIBNET Centre, Gandhinagar, Gujarat, India.

e-PGPathshala - Goo... | PG - Microsoft Word | English.pdf - Adobe... | ENG 12:02



Figure 3: Module under Syllabus paper



Results

There are 95 responses from students on the FYUG programme, the table below shows the responses of students.

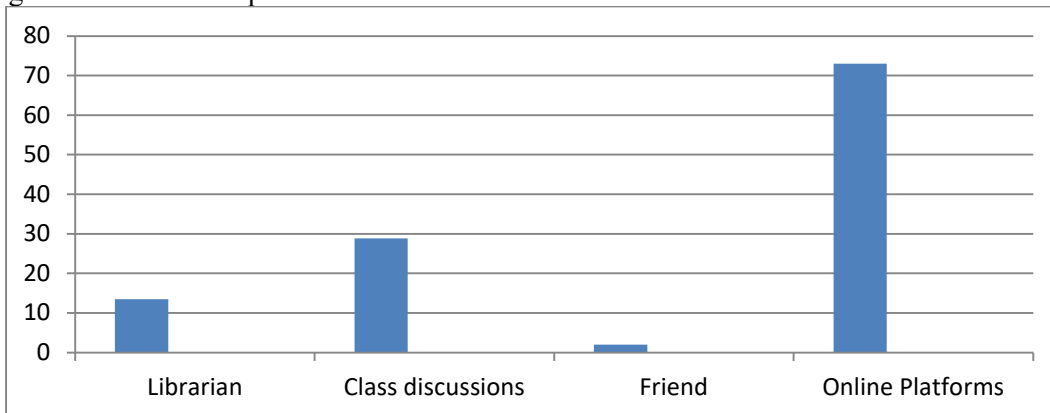
Table3: Digital India Initiatives from students

Question	Response from students	
	Yes	No
Do you know the various digital India Initiatives taken by government of India?	92%	8%
Do you know about e-PG Pathshala?	86%	14%

Students are aware of various digital India Initiatives undertaken by Government of India as 86% of the students know about e-PG Pathshala.

When students were asked that how they came to know about e-PG Pathshala, the responses are given in the bar graph below.

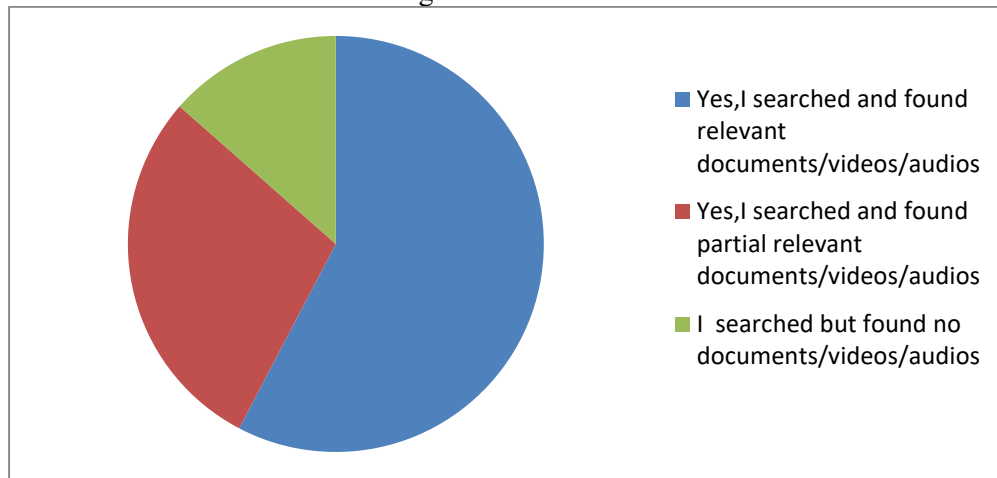
Figure 4 : Students response about information on e-PG Pathshala





Mostly, more than 70% of students came to know about e-PG Pathshala through online platforms (websites, social media, portals etc.). Classroom discussions with teachers and fellow students also provided a platform for students (25%) to find out more about e-PG Pathshala. The librarian also informed the students about various resources available in e-PG Pathshala. The FYUG programme provides an opportunity to study multiple subjects at a time, so when the students are asked for what subjects/topics they search e-PG Pathshala, mostly students look for different subjects as found in the responses. Students search for and want resources related to Political Science, Gender studies, English, Economics, etc. Regarding the satisfaction of students with the documents/audios/videos available in e-PG Pathshala, students' responses are given in the pie chart below.

Figure5: Response of students satisfaction about the digital resources on e-PG Pathshala



About 58% of students searched and found relevant documents/videos/audios in E-PG pathshala, 29% of students found partially relevant documents/videos/audios in E-PG pathshala and 14% of students found no documents/videos/audios in E-PG pathshala.

It is discussed FYUG programme provides an opportunity to study multiple subjects at a time. So when the students were asked about what subjects/topics they do not find in E-PG Pathshala, most students responded that they do not find resources in hospital management, gender studies, English literature, institutional revolution, applied ethics, contemporary political issues, professional and vocational courses, new curriculum areas, environmental topics etc. in e-PG Pathshala. FYUG programme is a system with a bundle of subjects and students have full autonomy to opt for subjects that they want to study. The syllabus is designed to have a profound understanding of subjects, so when the students were asked if the e-PG Pathshala contents helped to understand the syllabus, the responses of students are given in the table below.

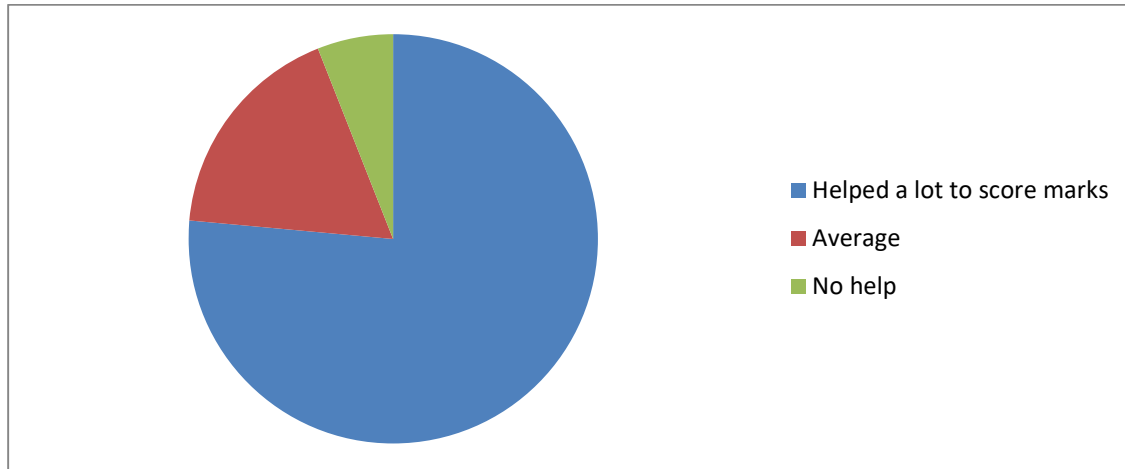
Table 4: Students response about understanding syllabus

Helped a lot to understand syllabus	79%
Average help to understand syllabus	13%
No Help to understand syllabus	8%

About 79% of students benefited by the resources of e-PG Pathshala to understand their syllabus, about 13% of students got average help from the resources of e-PG Pathshala to understand their syllabus and 8% of students responded that the resources of e-PG Pathshala did not help them to understand their syllabus.

FYUG programme provides a continuous system of evaluation. CGPA is calculated on the basis of semester exams. Students were asked if e-PG Pathshala helped them to pass exams and score marks, and the responses are given below in the pie diagram.

Figure 6 : Response of students about scoring marks with e-resources at e-PG Pathshala.



About 76% of students responded that the resources of e-PG Pathshala helped a lot to score marks in their exams. About 18% of students responded that the resources of e-PG Pathshala helped them average to score marks and 6% of students responded that the resources of e-PG Pathshala did not help them to score marks in their exams.

Conclusions

Digital India Initiatives is a long-term strategic plan set by the Government of India that synchronizes with the fulfilment of Viksit Bharat dream. The path of making India a 30th trillion economy by 2047 is set with many challenges. For a geographically diverse country that spans from the Great Himalayas to the Giant Indian Ocean, the Indian subcontinent is a land of diversity. Even after having the largest number of internet subscribers and mobile users, 40% of the population don't have access to any digital devices. The digital divide exists in urban and rural areas, metros and non-metro cities. The divide exists between men and women users. Even though mobiles and internet penetration exist, the difference between digital access and digital usage is also sharp; Digital literacy is in its infancy.

Another immediate concern is the ever-growing number of cyber crimes day by day. Cyber fraudsters create a network of fake gains. They lure the common men, sometimes with rewards for financial gains. Even highly educated, affluent people without security features enter social media or the web leave their digital footprints for scams and become prey of these fraudsters. People lost their hard savings, reputation, peace of mind. All this deters many potential digital users from joining digital services. The government issues advisories from time to time to warn people to be aware of digital arrests, fraud, scams. Improper infrastructure setups, lack of digital literacy and skills, fear of adoption of technologies, watching entertainment videos and reels but no urge to learn technology adoption and use, 5G connectivity in remote areas. Addressing these challenges of Digital India Initiatives is a matter of grave concern.

To achieve the goal of a Gross Enrolment Rate of 50% in higher education by 2035, platforms like e-PG Pathshala, NDL, OER, SWAYAM, and MOOCs will play a key role. They will pave a way to harness the digital resources to reach the goal of education for all. This study is done to survey the NEP students' syllabus experiences with e-PG Pathshala students responded with what they find and don't find, how they understood the syllabus with the resources of e-PG Pathshala and how the resources helped to score marks. SEC, AEC and IDC paper related resources are not available in e-PG Pathshala. The resources of e-PG Pathshala are comprehensive and try to provide documents from all spheres of knowledge.



Cover Page



Authorities may consider and design documents/audios/videos on subjects like Literature and film, Communication, yoga, Film studies etc that are not available in e-PG Pathshala. Resources related to foreign languages like Chinese, Spanish, Japanese are available in e-PG Pathshala but no resources are available in Bengali and Tamil languages or literature in e-PG Pathshala.

References:

1. Ministry of Statistics & Programme Implementation.(2023) *Sustainable Development Goals National Indicator Framework, Progress report 2023*.
https://mospi.gov.in/sites/default/files/publication_reports/SDGs_NIF_Progress_Report_2023N_0.pdf
2. Ministry of Education.(2022). *All India survey on Higher Education 2021-22*. <https://aishe.gov.in/aishe-final-report/>
3. Mishra,Deepak et.al (2025).*State of India's digital economy (SIDE) Report 2025*.Indian council for Research on International Economic relations. https://icrier.org/pdf/State_of_India_Digital_Economy_Report_2025.pdf
4. <https://www.pib.gov.in/PressNoteDetails.aspx?NoteId=154788&ModuleId=3> report on 10 years of DII
5. <https://epgp.inflibnet.ac.in/Home>
6. www.nmeict.ac.in
7. <https://teachers.institute/selection-integration-of-technology/evaluate-quality-open-educational-resources/8>.<http://www.aus.ac.in/wp-content/uploads/2023/04/FYUG-CURRICULUM-STRUCTURE.pdf>
8. <https://www.scribd.com/document/804238482/FYUG-Regulations2023-under-NEP2020>
9. <https://epgp.inflibnet.ac.in/Home/Download>