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National Education Policy
NEP -2020
Implications to HE sector
Autonomous & Universities

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Earlier Policies

- Earlier policy emphasised in access & equity -
eg. -1986 further modified in 1992 - further
right to education 2009
- This policy deals with that unfinished agenda
and emerging issues
- Involvement of stakeholders

Salient features-1

- recognising, identifying and fostering individual qualities of a student, sensitising teachers to recognise academic and non-academic qualities
- foundational literacy and numeracy up to grade 3
- holistic and multi-disciplinary education across sciences, humanities, sports ...
- emphasis on conceptual understanding, creativity and critical thinking

Salient features -2

- life skills - communication, cooperation, team work, resilience
- regular formative assessment (rather than only summative)
- extensive use of technology
- teachers and faculty at the heart of learning
- “light but tight” regulatory framework - encouraging audit and public / self disclosure
- outstanding research key to progress

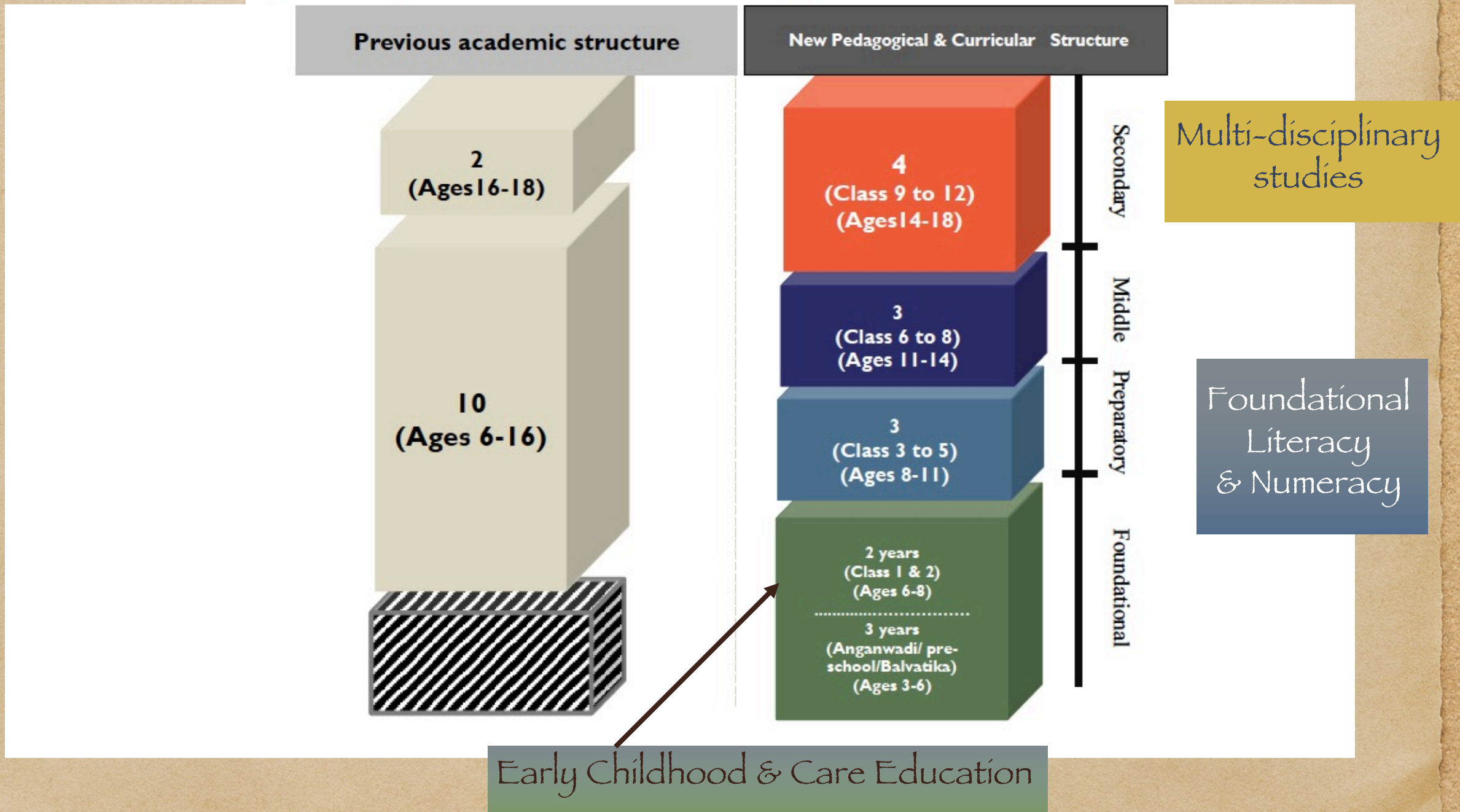
Four Parts

- School Education (Chapter 1-8)
- Higher Education (Chapter 9-19)
- Other key areas of focus (Chapter 20-24)
- Make it happen (Chapter 25-27)

Few Salient features of School Education

Part I. SCHOOL EDUCATION

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure and elaborated in detail later under Chapter 4.



Higher Education - Part-II

- Few problems
 1. less emphasis on cognitive skills & learning outcomes
 2. rigid separation of disciplines
 3. limited teacher and institutional autonomy
 4. limited career progression for faculty and leaders based on performance
 5. lesser emphasis on research
 6. large affiliating universities

Vision

- moving towards multi-disciplinary UG education
- moving towards faculty and institutional autonomy
- re-vamping curriculum, pedagogy, assessment & enhancing student experience
- career progression based on teaching, research and service
- “light but tight” regulation by single regulator for HE
- equity, access, inclusion with ODL & other means

Institutional restructuring & Consolidation

- Spectrum of universities Research intensive / Teaching intensive
- Autonomous degree granting college/ constituent college of a university
- increasing GER 23.8 (2018) to 50 % in 2035 in HE
- institutions allowed to run ODL provided they are of high quality - similar to face to face programs in HE
- present structure -of deemed-to-be, unitary, technical, affiliated to be one simple nomenclature “university”

Holistic & Multidisciplinary Education - What are the plans ?

- Integration of STEM with Humanities & vice versa
- Credits will be given to bachelor's degree - if done on ODL / platforms
- UG degrees of 3/4 years duration - exit at several points - certificate after 1 year, diploma after 2 years, degree after 3 years, 4 years preferred since it offers Hol. Mult.Disc. - with research focus- in major domain
- Master's program 2 years with 1 year research, or 1 year PG for students with 4 year UG, 5 year integrated master's program
- For a Ph.D eligibility - Master's program or even a 4 year UG.

Open Learning Environment & Student Support

- appropriate Curriculum, engaging Pedagogy, Assessment, continuous formative assessment, adequate student support
- faculty autonomy for curriculum, assessment, pedagogy within a broad framework
- Faculty to not only teach but be mentors & guides
- counselling to be available to students on all fronts physical, psychological , well being....
- ODL program will be equivalent to the highest in-class programs, all programs to aim for highest global quality programs

Internationalisation

- International students office in each HEI to facilitate international students in India and vice versa – **already in NMIMS**
- International universities in India - MoU's - eg. top 100 universities to be facilitated to operated in India - legislation-equivalent to autonomous institute
- collaboration for research promoted , **Many collaborations focused on research**
- Credit acquired in reputed universities will be permitted for award of degree – **many initiatives**
- **EU harmony project has helped in moving towards these goals in a big way, Many consulates interested to understand and take benefit of the policy**

Faculty

- Quality of success in HE depends on engagement & quality of faculty
- latest technology in classrooms
- encourage faculty to develop curriculum, practice pedagogy to ensure student progress etc.
- not too high student ratio
- incentivised through rewards, recognition , promotion
- faculty not delivering on basic norms will be held accountable

Faculty -

- for driving excellence - HEI will formulate clearly defined, independent, transparent process of recruitment
- put in place - “tenure track” suitable probation period to strive for excellence
- fast track promotion for excellent performance
- “tenure” - confirmation after probation- based on peer & student feedback, innovations, teaching/ pedagogy, quality of research, professional development, service to institute & community etc.
- all these defined in the Institutional Development Plan (IDP)

Equity & Inclusion

- Making quality education available to all stakeholders must be amongst the highest priorities
- Equitable access to quality education to all students with emphasis to SDG's
- Exclusion more evident in HE
- Several measures suggested - gender equity, social equity
- Govt. initiatives and suggestions given

Research - Academic framework & NRF

- Research & Innovation key to nation's progress
- Investment only 0.6% of GDP- 2.8 % in USA, 4.2 % in South Korea
- Best teaching & learning where strong research and innovation culture & much of best research seen where multidisciplinary university settings
- Establishment of National Research Foundation (NRF) on lines of NSF (USA) - enable the culture of research permeate through universities
- Fund competitive , peer-reviewed projects of all types & disciplines
- Seed , grows facilitate research & recognise outstanding research,

Transform Regulatory system of HE

- Heavy handed, concentration, conflict of interest, lack of accountability - complete overhaul
- Regulation, Accreditation, Funding, Academic standards - four distinct, independent, empowered bodies (four verticals) under Higher Education Council of India (HECI)
- NHERC - single point regulator except medical & legal education
- NHERC will be set on “light but tight” & facilitate principles
- Public disclosures on finances, audits, infra., courses / programs faculty/staff, educational outcomes -Online & off line disclosure on NHERC website as well as institute website, feedback from students regularly
- receive complaints from stakeholders and peers

NAC

- Meta accrediting body - accreditation will be based on basic norms, public disclosure , good governance, outcomes -
- Accreditation will be carried out by independent ecosystem of accrediting bodies overseen by NAC
- IDP's will aim to achieve highest standards of accreditation in a phased manner , once they do so they will become degree granting institutions
- accreditations will be become a binary process as is prevalent global practice

Regulatory Mechanisms

- Higher Education Grants Council (HEGC) - carry out funding of HEI's based on transparent criteria - incl. scholarships, etc.
- Fourth vertical - General Education council (GEC) - frame learning outcomes for HE programs - keeping in mind graduate attributes
- HEGC will set up facilitative norms for credit transfer, equivalence etc.
- Professional councils like CoA, ICAR will be members of the GEC and will be called Professional Standards Setting Bodies- PSSB's , - curriculum framework.....
- Principle of functional separation , no distinction between private and public HEI's
- Faceless & transparent regulatory mechanism based on technology - strict compliance with penalties for false disclosure

Effective governance & Leadership in HEI's

- Effective governance & leadership creates culture of excellence & innovation in HEI's
- Global institutions excelled through self governance & merit based appts. of leaders
- BoG will be responsible and accountable to stakeholders and responsible to meet all requirements of NHERC-HECI
- Leadership positions to leaders who have managed institutions - Eminent Expert Committee will help the BoG in this function
- Strategic Institutional Development Plan (IDP) will be formulated

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- IDP formulated and approved by Board
- From 24-25 , 4 schools starting 4 year UG programs
- HR Policies for tenure and tenure track in place
- Just yesterday the school education draft circulated- once in place – the entire thought process which benefits the HEI will be realized
- India is likely to benefit immensely as a result of this



Thank you for the attention !