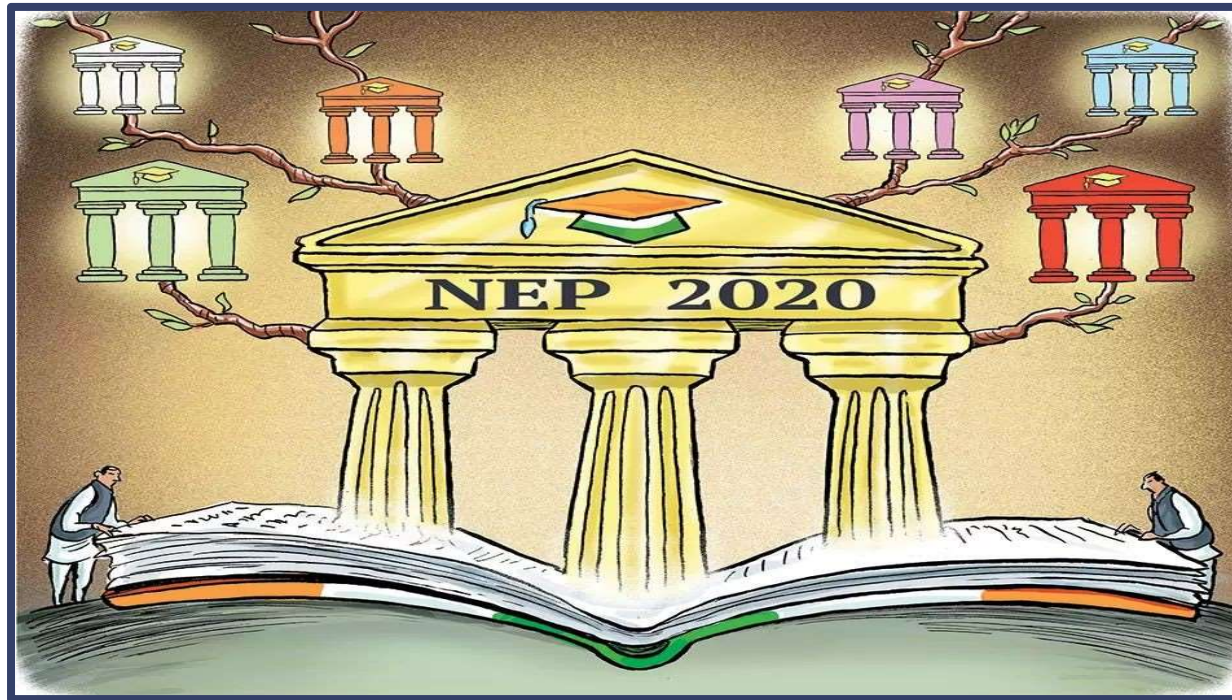


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*NEP 2020: Intentions for Implementation in Higher Education Opportunities,
Challenges.*



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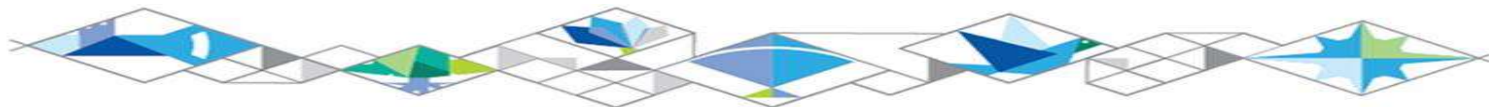
NEP 2020 - Structural Reforms

The British established the modern education system still followed in India. They replaced age-old systems of education in the country with English ways. The policies that paved way for modern education systems are many like cultural change or linguistic change in India .

The education system that existed in ancient and medieval India was prominently that of the 'Gurukul' type. In this system, students lived with the teacher or 'guru' in the same house. However, even at that time, India was reputed for many global universities like Nalanda(First University)

The colonial conquest led to the fall of the education system in India. For the initial sixty-odd years, the British did not pay any heed to advancing the education system in the country. As their territory increased and they started to control the revenue and administration, the need for educating the Indians in English became a necessity to procure manpower.

Later, the British started on a mission to abolish the ancient Gurukulam system and sowed seeds for the cultural and linguistic upheaval of the country.



The History of Education policies in British India can be classified into two – before 1857 (under the English East India Company) and after 1857 (under the British Crown)

British Raj: Trajectory of Education

Objectives: Moral and Mental improvement of Natives

English Education Act (1835)

Woods Dispatch (1854)

Clerks, Munsifs

No skills component in education, emphasis on literature/humanities

Technical education with entirely Imperial Interest

Roorkee Engineering College (1848)

Sub-assistant engineers

Overseers.....

Subordinate class of engineers who would materially aid European engineers

Grant Medical College (1845)

Medical assistants

Survey Schools (1794)

Surveyors, Topographers

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History of Educational Policies in India

1. History of Education policies in British India

1.1. Education policies in India under the English East India Company

1.1.1. The Charter Act of 1813

1.1.2. Macauley's minutes / The English Education act of 1835

1.1.3. Wood's despatch of 1854

1.2. Education policies in India under the Royal Crown of British

1.2.1. 1882: Hunter commission on Indian education

1.2.2. 1902: Raleigh commission

1.2.3. 1904: Indian Universities Act

1.2.4. 1913: Government Resolution on Education Policy

1.2.5. 1917-19: Saddler University commission

1.2.6. 1929: Hartog committee

1.2.7. 1937: Wardha Scheme of basic education by the Indian National Congress (INC)

1.2.8. 1944: Sergeant Plan of Education by the Central Advisory Board of Education

Pre Independence Educational Reforms

English Education Act (1835)

Woods Dispatch (1854)

Indian Universities Act (1857)

Hunter Commission (1882)

Lord Curzon's Education policy (1901)

Indian Universities Act (1904)

Government Resolution on Education (1913)

Sadler University Commission (1917)

Hartog Commission (1929)

Zakir Hussain Committee (1938)

Sargent Plan of Education (1944)

Post Independence Educational Reforms

Dr. Radhakrishnan Univ. Commission (1948)

Mudaliar Committee (1952)

Kothari Commission (1964)

National Education Policy (1968)

National Education Policy (1986)

Dr. Janardan Reddy Committee (1992)

Vision 2020 (2000)

National Knowledge Commission (2005)

Dr. Yashpal Committee (2008)

Right to Education Act (2009)

National Education Policy (2020)

[Jyotiba Phule's deposition before the Educational Commission 1881 (*also known as the Hunter Commission*) is reproduced here from the book, *Selected Writings of Jyotirao Phule*; this extract is recorded between pages 140-145 in *Education Commission, Bombay, Vol II, Calcutta, 1884 – Round Table India*]

Jyotiba Phule's Deposition before Hunter Commission (1882)

"The course of instruction (in primary schools) should consist of reading, writing and accounts, and knowledge of, general history, general geography, and grammar, also an elementary knowledge of agriculture and a few lessons on moral duties and sanitation.

In connection with lessons in agriculture, a small model farm, where practical instruction can be given, would be a decided advantage and, if really efficiently managed, would be productive of the greatest good to the country.

The text-book in use require revision and recasting as much as they are not practical or progressive in their scope. Lessons on technical education and morality, sanitation and agriculture, and some useful arts, should be interspersed among them in progressive series.

Dr Babasaheb Ambedkar

Dr. Babasaheb Ambedkar (1944)

If the industry refuses to employ the trainees it is obvious that nobody is going to bother about technical training, and the training centres will have to be closed down.

If, therefore, the training imparted under Technical Training Schemes is supplemented by further 'biased' training, the final product should be acceptable to civil industry.

I am prepared to accept any reasonable changes that may be suggested to make our trainees passable to industry.

Indian Higher Education System

Some observations :

- Still derives its objectives from English Education Act 1835
- **The conflict: Empowerment vs Elitism**
Derived from our cultural past
'Work of the head is better than the work of the hands'
- Disconnected from socioeconomic realities

Need of the day:

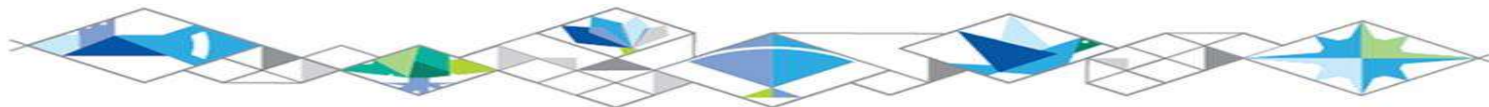
- Changing the mindset of managements and teachers
- Sensitizing students of the opportunities
- Understanding the spirit of NEP2020

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NEP 2020

Introduction:

- The **Ministry of Human Resource Development** constituted a committee in June 2017 for framing the **National Education Policy**. The Document was submitted by the committee on May 31, 2019.
- The Union Cabinet Ministry approved the National Education Policy (NEP) in **July 2020**.
- Its aims at making “**India a global knowledge superpower**”.
- NEP 2020 helps to reduce the gap in the education system between the **elite and poor class people**.
- It includes giving education to all groups inclusive of **all castes and religions**.



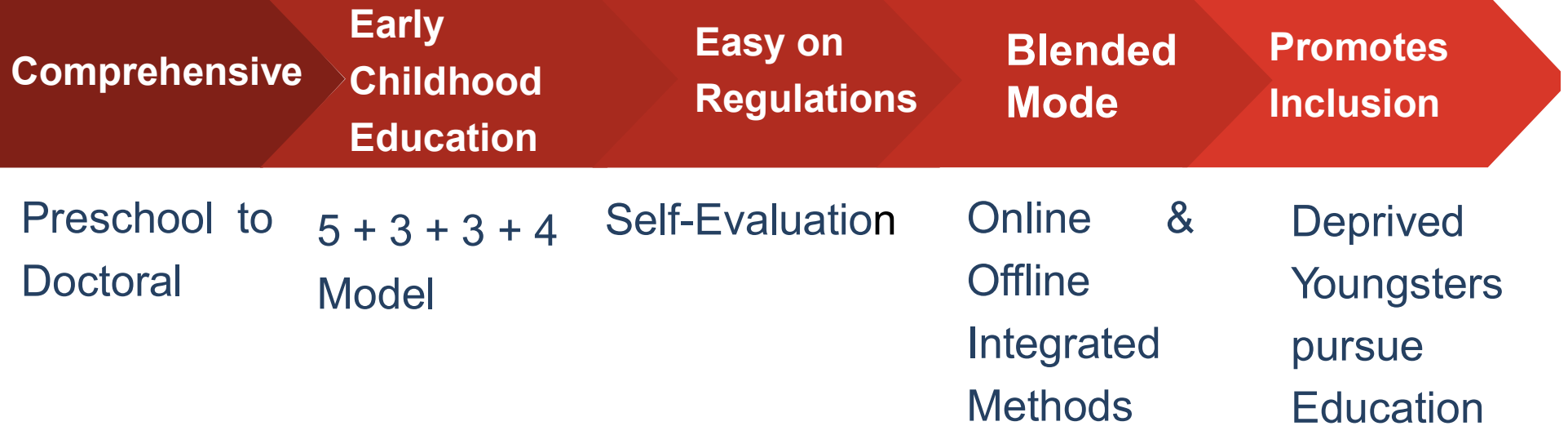
NEED OF THE DAY:

- Changing the mindset of Teachers as well as Management
- Sensitizing the students of this new opportunity
- Understanding the spirit of NEP-2020

NEP 2020

Multidisciplinary education with emphasis on **vocationalization**, **skill development** 21st- century skills and provision for **flexibility** and **Indian values**.

New Education Policy 2020:



Approaches to NEP 2020:

Points	Keywords
Curriculum and Content	From 10+2 to 5 + 3 + 3 +4 Structure
Teacher Availability & Training	Training to Teachers and Student-Centered Learning Approach
Technology implementation	Digital Infrastructure requirement
Examination Structure	Formative Assessment
Teaching Pedagogy	Blended T-L Methods

Two main elements of NEP 2020:

Education



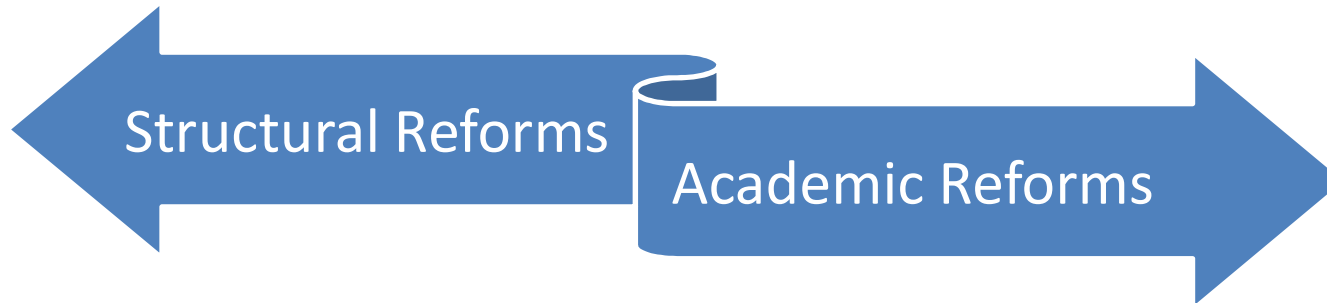
**Economic
Development**

Investment for improvement of quality and quantity of Education.

Circular Relationship between Education and Economic Development

- **Human capital**
- **New knowledge to create new opportunities**

TRANSFORMATION ENVISAGED BY NEP 2020



Structural Reforms:

To end the fragmentation of the Indian Higher Education system and create Multidisciplinary Higher Education Institutes.

Academic Reforms:

To harvest skills, employability, entrepreneurship, 21st century skills, society connects through effective academic programs, pedagogy, and assessment methods.

TRANSFORMATION / STRUCTURAL REFORMS:

ENDING FRAGMENTATION OF INDIAN HIGHER EDUCATION SYSTEM

Structural Reforms

To end the fragmentation of the Indian Higher Education system and create Multidisciplinary Higher Education Institutes.

- State Universities (Affiliating) with their colleges – e.g. Non-agricultural, Agricultural Medical, Technological, Legal etc.
- Central Universities (Unitary)- forming a single or uniform entity.
- Private Universities (Unitary) Central Institutes IITS, NITS , IISC, IIMs , IIITS
- Deemed to be Universities e.g. HBNI ([Homi Bhabha National Institute](#)), TIFR ([Tata Institute of Fundamental Research | TIFR](#)) etc.

TRANSFORMATION / STRUCTURAL REFORMS:

ENDING FRAGMENTATION OF INDIAN HIGHER EDUCATION SYSTEM

Structural Reforms Ending Fragmentation of Indian Higher Education System

- **State Universities (Affiliating) with their colleges**

Non-agricultural, Agricultural, Medical, Technological, Legal....

- **Central Universities (Unitary)**

- **Private Universities (Unitary)**

- **Central Institutes**

IITs, NITs, IISc, IIMs, IIITs,.....

- **Deemed to be Universities,**

HBNI, TIFR,.....

• Consolidation of 800 universities and 40,000 colleges into about 15,000 large, well-resourced, vibrant **multidisciplinary** unitary institutions.

• To become multidisciplinary institutes

Restructuring of higher education sector

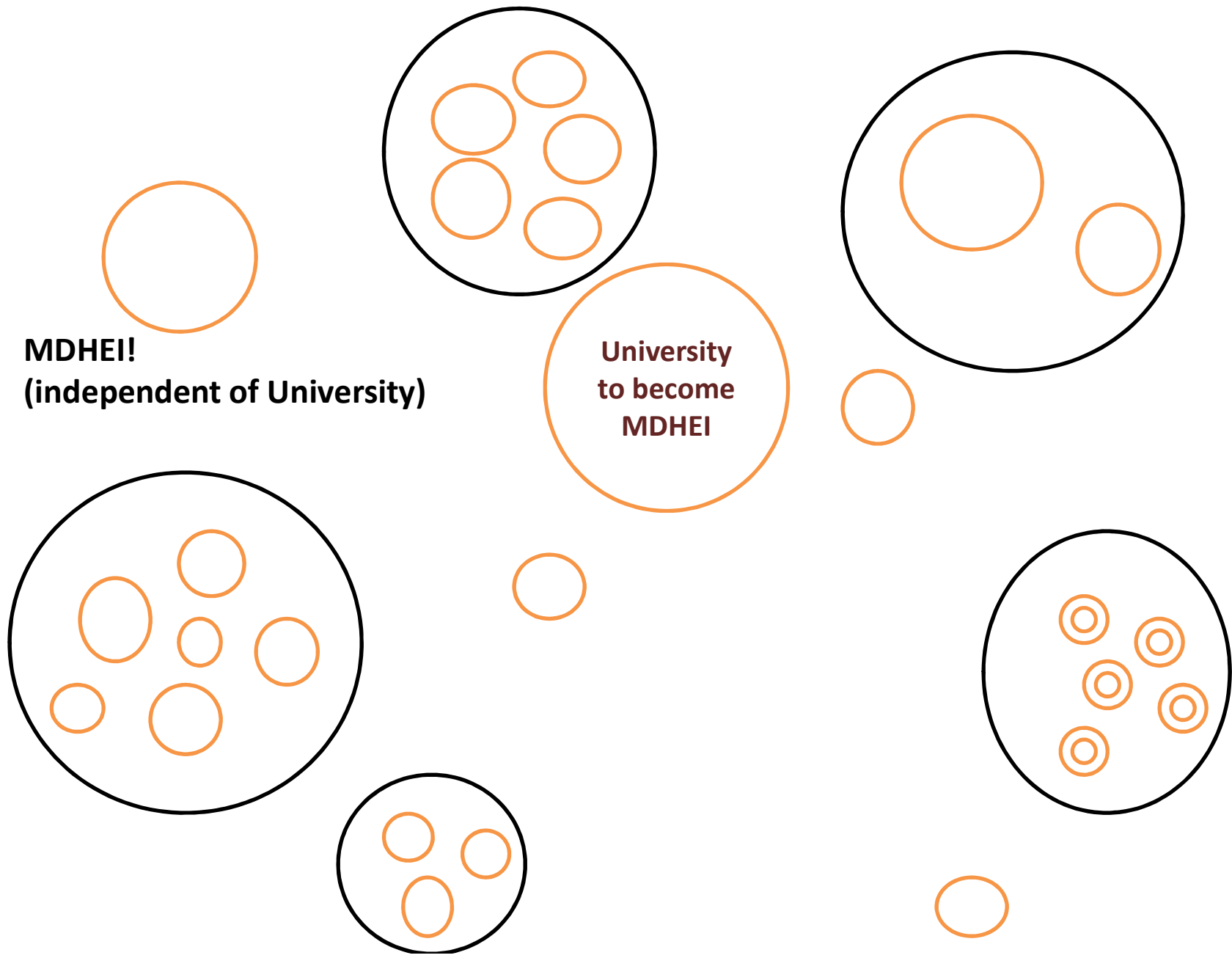
Restructuring of the Higher Education Sector:

- All higher education institutions are to become multidisciplinary institutions, with teaching programs across disciplines and fields.
- Professional and vocational education is an integral part of the higher education system.
- Need to add multiple programs in the institute to give selection to the student to learn.

Institutional Governance Structure:

- A competent and committed Board of Governors. (BOG) need to be formed. The criteria for BOG: Less stress on academic excellence and more focus instead on leadership and management.
- No elected members to any of the bodies or structures within the HEI, other than some bodies of students. The BOG will develop Institutional Development Plans.

CREATING HIGHER EDUCATION INSTITUTES(MDHEI)



Higher Education Under New National Education Policy

INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION

- By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions, **each of which will aim to have 3,000 or more students.**
- There shall, **by 2030, be at least one large multidisciplinary HEI in or near every district.**
- The aim will be to increase the **Gross Enrolment Ratio in higher education** including vocational education from **GER -26.3% (2018) to GER-50% by 2035.**
- Growth will be in **both public and private institutions**, with a strong emphasis on developing a large number of outstanding public institutions
- **A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement.**



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Higher Education Under New National Education Policy

- Higher education plays an important role in improving human well-being and developing India and through this NEP they aim to increase their GER from 26.3% to 50% by 2035, and around 3.5 cr new seats will also be added to higher education institutions.
- Under this, **UG education could be of 3 or 4 years with numbers of entry and exit options.**
- **Multidisciplinary education and Research University** will be set up of global standards.
- **HECI (Higher education commission of India)** will be the only body for entire higher education (except Medical (Medical Council of India-MCI) and legal (Bar Council of India) education
- HECI will have 4 independent verticals such as:
 - NHERC** (National higher education regulatory council) for directive
 - GEC** (General education council) for standard setting
 - HEGC** (Higher education grants council) for sponsoring
 - NAC** (National accreditation council) for recognition.
- Globalization of higher education is highly expected.
- An ABC (**academic bank of credit**) will be established in which credit earned by the students during their academics from different HEIs could be stored and transferred at the time final degree.
- **NRF (National research foundation)** will act as a peak body that fosters a strong research culture and builds research capacity covering higher education.



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INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION

- **HEIs will support other HEIs in their development, community engagement and service,** contribution to various fields of practice, faculty development for the higher education system, and support to school education.
- **Institutions will have the option to run Open Distance Learning (ODL) and online programmes,** provided they are accredited to do so.
- **Single-stream HEIs will be phased out over time,** and all will move towards becoming vibrant multidisciplinary institutions or **parts of vibrant multidisciplinary HEI clusters.**
- **The system of 'affiliated colleges' will be gradually phased out over a period of fifteen years through a system of graded autonomy,** and to be carried out in a challenge mode.
- The overall higher education sector will **aim to be an integrated higher education system, including professional and vocational education.**
- 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



ASHOKA EDUCATION FOUNDATION INTERNATIONALIZATION

- Larger numbers of **international students studying in India, and greater mobility to students in India** visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa.
- **India will be promoted as a global study destination** providing premium education at affordable costs
- An International Students Office at each **HEI hosting foreign students will be set up to coordinate** all matters relating to welcoming and supporting students arriving from abroad.
- Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated
- **High performing Indian universities will be encouraged to set up campuses in other countries**
- Similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.
- A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.



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FINANCIAL SUPPORT FOR STUDENTS

- Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs.
- Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

REIMAGINING VOCATIONAL EDUCATION

- **By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education**, for which a clear action plan with targets and timelines will be developed.
- **Higher education institutions will offer vocational education** either on their own or in partnership with industry and NGOs.
- The **B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes**, including the 4- year multidisciplinary Bachelor's programmes.
- **'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses.**
- The **possibility of offering vocational courses through ODL mode** will also be explored.
- **Incubation centres** will be set up in higher education institutions in partnership with industries.



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The way forward - NEP 2020

Vision:

- **Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals.**
- **An Education system that contributes to an equitable and vibrant knowledge society by providing High Quality education;**
- **Developing deep sense of respect towards Fundamental Rights, Duties, Constitutional values, conscious awareness of Roles and Responsibilities;**
- **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, productive contribution to the society & enable economic independence.**
- **Nurturing skills, values, that further supports to Human Rights and becoming a global citizen.**



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The way forward - NEP 2020

Key Principles:

- **Respect for Diversity, and local context.**
- **Equity and Inclusion.**
- **Community participation.(Societal involvement)**
- **Use of Technology.(Blended Methodology)**
- **Emphasis on Conceptual Understanding.(Blooms Taxonomy)**
- **Developing unique capabilities.(Skill Development)**
- **Critical thinking and Creativity.(Research Culture)**
- **Continuous review on Regulatory system(Quality Education)**



Opportunities:

- ❑ **Less Regulation, More Autonomy, Effective Self-Regulatory Framework.**
- ❑ **Concept of Internationalization of Higher Education.**
- ❑ **Multidisciplinary Establishments imparting theoretical plus practical knowledge.**
- ❑ **Online Education OR E-learning.**
- ❑ **Student Centric Approach.**



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Benefits of NEP 2020:

- Universalization of Access – from ECCE **Early Childhood Care and Education(3-6 yrs)** to **Secondary**
- Students acquire **more practical knowledge** than the mere class learning
- The student will have **increased flexibility in the choice of subjects** to study
- Reduction of curriculum content and to **promote essential learning and critical thinking**
- **More global exposure with foreign colleges** being set up in our home country
- **India to attract more foreign students** for education
- Added importance is given to practical assignments and **skill development**
- **Exposure to music, arts, and literature** to students
- Students gain greater **exposure to vocational skills** and Coding being taught from Class 6
- The way for a new wave of learning with **critical thinking along with discovery, discussions,** and analysis
- Emphasizes **quality in higher education in all HEI's**
- **Stresses on research and funding** to private institutions
- **Improved Quality and achievement of learning outcomes** – Foundational Literacy & Numeracy (FLN)
- Focus on **21st-century skills in teaching, learning, and assessment**
- **Students overcome the language barrier in learning**
- Foundational Literacy & Numeracy (FLN): **The five pillars are** : Educational Infrastructure, Access to Education, Basic Health, Learning Outcomes and Governance.



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Actions that are specific to higher education shall be adopted by all Governments and HEIs.

Steps to be taken by all HEIs

- Mitigate opportunity costs and fees for pursuing higher education
- Provide more financial assistance and scholarships
- Conduct outreach on higher education opportunities and scholarships
- Make admissions processes more inclusive
- Make curriculum more inclusive
- Increase employability potential of higher education programmes
- Develop more degree courses taught in Indian languages and bilingually
- Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
- Develop bridge courses for students that come from disadvantaged educational backgrounds
- Provide socio-emotional and academic support and mentoring
- Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
- Strictly enforce all no-discrimination and anti-harassment rules
- Develop Institutional Development Plans (IDP) that contain specific plans for action.



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TRANSFORMING THE REGULATORY SYSTEM OF HIGHER EDUCATION

- 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.
 - **The second vertical of HECI will, 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 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.
 - **The fourth vertical of HECI will be the General Education Council (GEC)**, which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC.

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TRANSFORMING THE REGULATORY SYSTEM OF HIGHER EDUCATION

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.

- The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work.
- The professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act as Professional Standard Setting Bodies (PSSBs).
- The separation of functions would mean that each vertical within HECI would take on a new, single role which is relevant, meaningful, and important in the new regulatory scheme.

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CURBING COMMERCIALIZATION OF EDUCATION

- All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity. Surpluses, if any, will be reinvested in the educational sector.
- There will be transparent public disclosure of all these financial matters with recourse to grievance-handling mechanisms to the general public.
- The accreditation system developed by NAC will provide a complementary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective.
- All fees and charges set by private HEIs will be transparently and fully disclosed, and there shall be no arbitrary increases in these fees/charges during the period of enrolment of any student. This fee determining mechanism will ensure reasonable recovery of cost while ensuring that HEIs discharge their social obligations.

ASHOKA EDUCATION FOUNDATION

EFFECTIVE GOVERNANCE AND LEADERSHIP FOR HIGHER EDUCATION INSTITUTIONS

- 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.
- Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established. Equity considerations will also be taken care of while selecting the members.
- The BoG of an institution will be empowered to govern the institution free of any external interference. 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 self-disclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

<p style="text-align: center;">Autonomous Degree Awarding Colleges</p>	<p style="text-align: center;">Merger of Colleges</p>
<ul style="list-style-type: none"> ● A Grade Colleges → Given Autonomy ● Autonomous Colleges → Converted Into → Multidisciplinary 	<p>A: Education Group has following Institutes: Merger of Colleges → An education Group (Name ABC): Engineering College (NAAC A Grade) Pharmacy Nursing College BEd and Performing Arts Colleges Agriculture and Allied Colleges Polytechnics Arts, Science & Commerce Colleges</p> <p>B: Merger of Institutions run by Different Managements: Merger of Colleges/Institutions → Different Managements → Rules of the State Government , Affiliating University and Regulatory Bodies</p>

Academic Collaboration through Association

Academic Collaboration → Single stream Association → Multidisciplinary Higher Education Institute
Dual Major Degree →
Example: BA+ BEd(Four Year Degree)

Collaboration:

- Memorandum of Association (BA , BSc, B.Com) Multidisciplinary Higher Education Institute, Single degree BEd College
- Memorandum of Association → 4 - Year BA / BSc / Bcom-BEd Degree

Academic Collaboration through Cluster Formation

Cluster of Colleges → Single stream Colleges →
with Poor Enrolment,
Lack of Employment-Oriented Innovative Courses-
Lack of Financial Resources

Colleges → Members of Clusters and Offer Multidisciplinary Programmes Applicable to Colleges → Same Campus or Locality → Arts, Science, Commerce, Law, Engineering, Education, Multidisciplinary Higher Education Institute

Becoming Constituent College of the University: constituent colleges are colleges under a bigger university, often inside the same campus.

- Colleges → Part of the University
- College → Submit a Proposal to University
- Necessary Terms and Conditions →
- Mutually Agreed by Both →
- Provisions of State and Central Acts →

Why Clustering?

The proposed clustering of colleges will help institutions with poor enrolment due to a lack of job-oriented programs, innovative multidisciplinary research, and financial resources to improve their grades in National Assessment And Accreditation Council (NAAC) accreditation. This will also enable students of these colleges to access better facilities as well as avail unique programs that can give them a better standing in the job market.

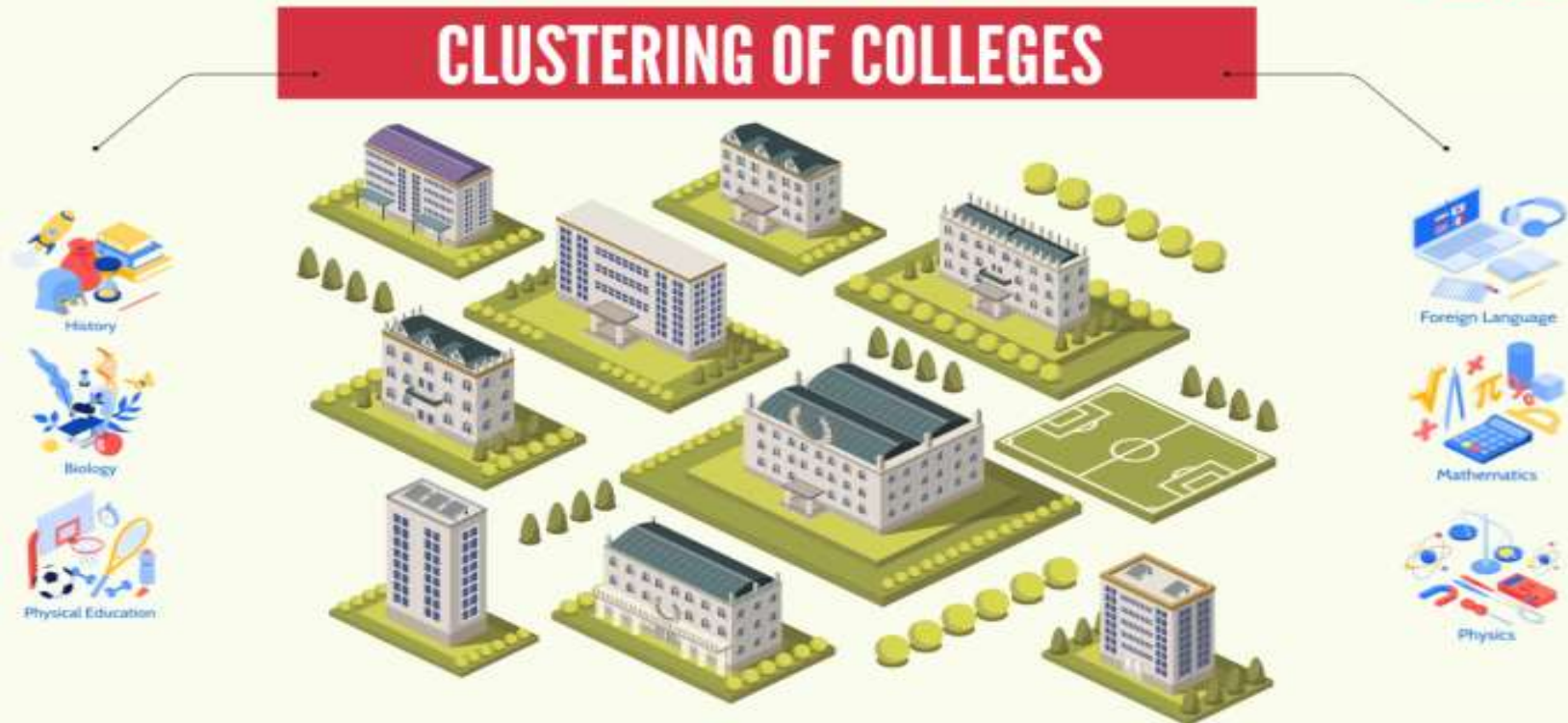
The newly formed clusters of colleges will continue to function as affiliated colleges under one single university during the initial phases. The cluster colleges will share their resources to offer new programs and guide students in various research projects.

Time table would be designed after consultation with partner institutions so that students can attend multiple programs in different colleges without facing any scheduling clashes.

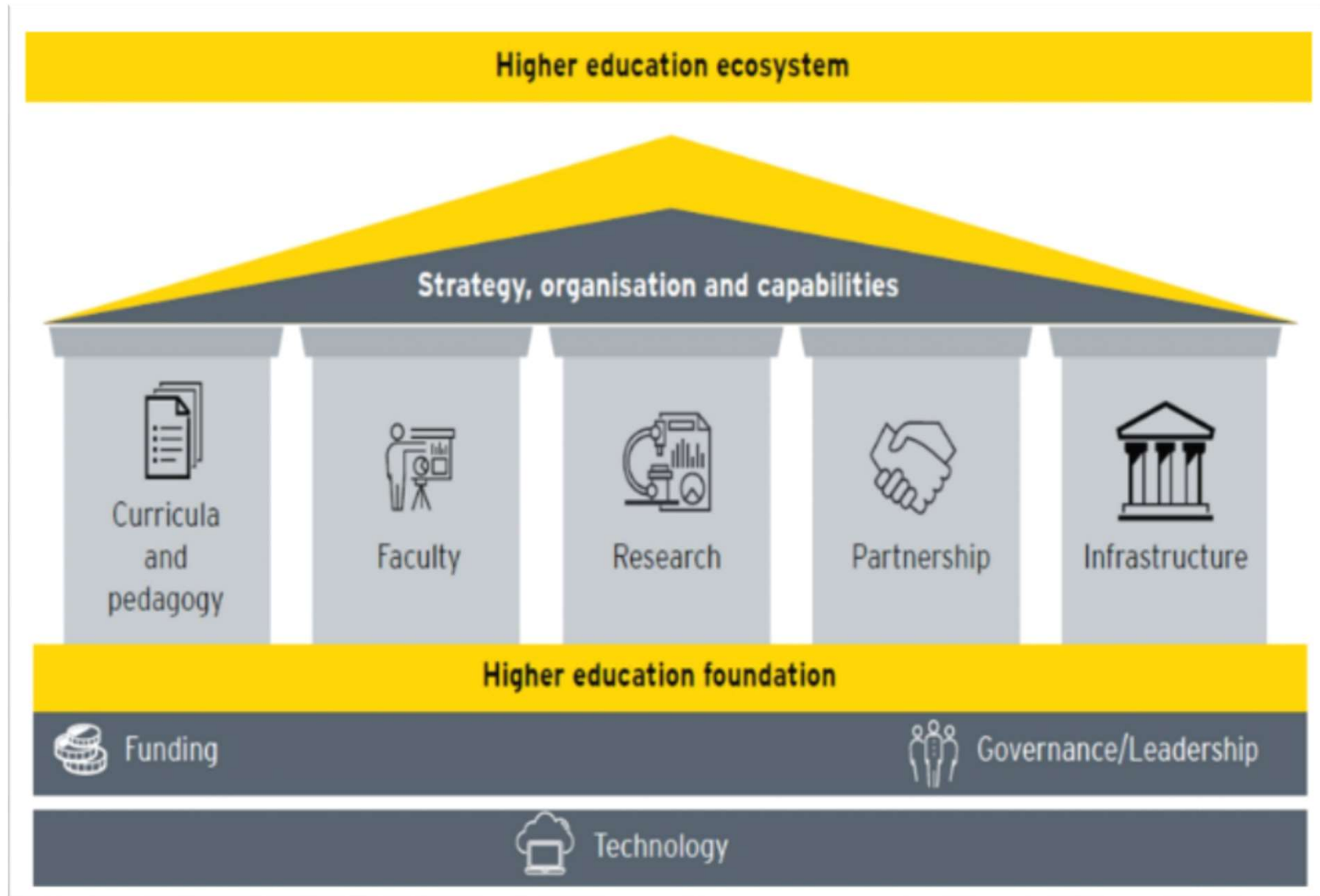
Clustering of Colleges to Promote Multidisciplinary Research.

The guidelines prescribe three key approaches for transforming HEIs which are as follow:

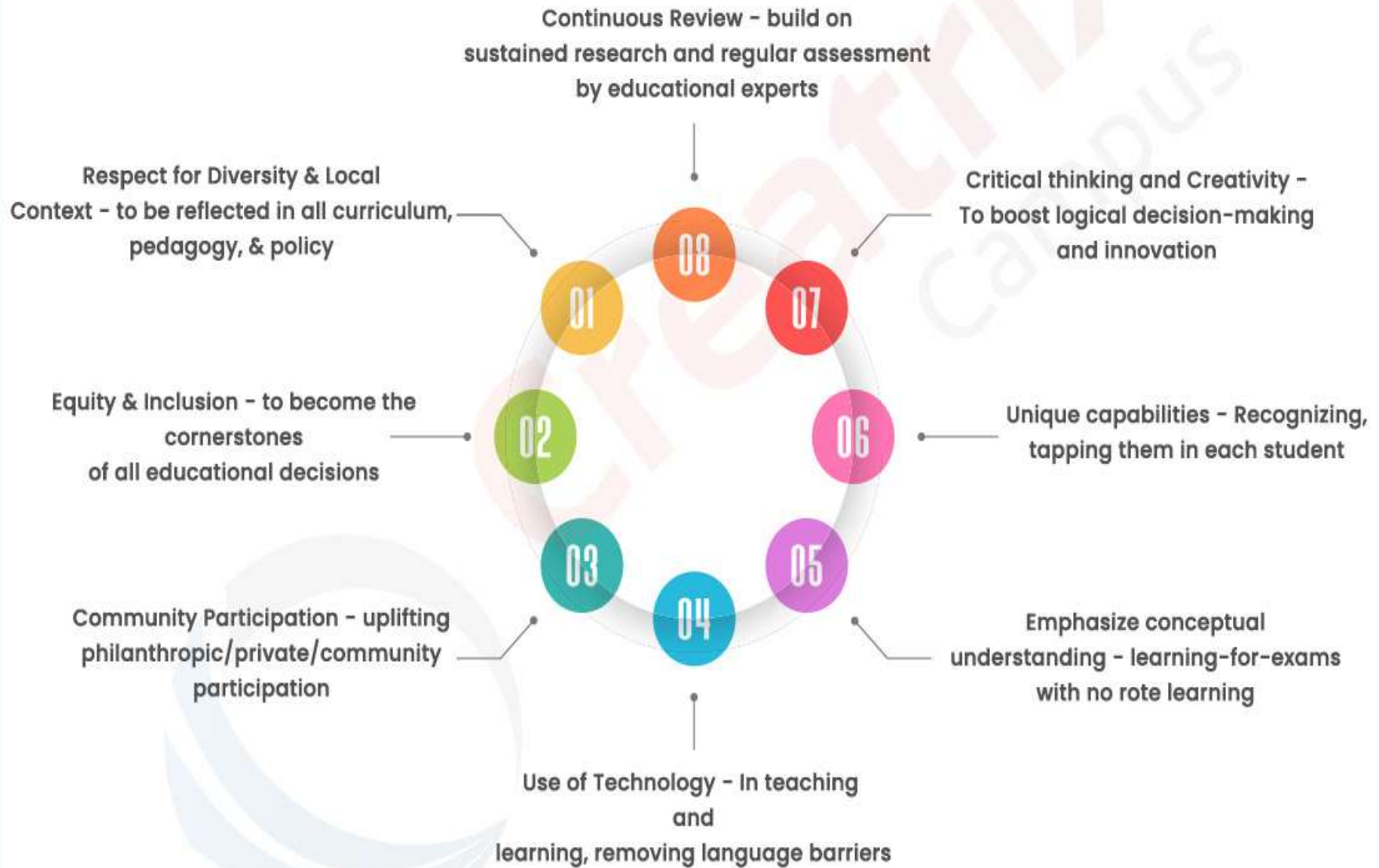
- Clustering of HEIs located in close proximity.
- A merger of single-stream institutions with multi-disciplinary institutions either under the same management or different management, and
- Strengthening of existing HEIs by setting up new departments and by adding new subjects such as languages, literature, music, sports, etc.



POLICY FULL OPERATIONAL IN 2040



Key Principles of National Education Policy, 2020



Rationalized institutional architecture for HE

Merging of UGC and AICTE by a single Higher Education Regulator - HECI

Phasing out the system of affiliated colleges' over a period of 15 years through a system of graded autonomy

Increase the Gross Enrolment Ratio (GER) to 50 percent in higher education by 2035

Multidisciplinary holistic education at the undergraduate

Undergraduate degree with 3 or 4-year duration with multiple exit options

4-year multidisciplinary Bachelor's program-preferred options

Inclusion of broad-based, multi-disciplinary, holistic undergraduate education with flexible curricula

Multi-disciplinary Education and Research Universities (MERUs) will be set up

National Research Foundation would fund competitive, peer-reviewed grant proposals

Universities to be named not on the basis of ownership but on the quality of education

Academic Bank of Credits to be established to facilitate Transfer of Credits

Nutshell

New structure-
5+3+3+4

NRF

Multidisciplinary
and a holistic education

Multilingualism

Conceptual
understanding

Formative
Assessment

Multiple entry and
exit options.

Technology
Integration

4 Years
Integrated
TE
Programme

Life skills

Critical Thinking

HECI

HRD Ministry as
Education Ministry

Experiential
Learning

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LOOKING FORWARD TO IMPLEMENT NEP



Thank you!

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Questions / Discussions
?

FAQ

- **Under whose chairmanship new national education policy was drafted?**
- It was done under the chairmanship of former chairman of ISRO and ex-member of parliament K. Kasturirangan.

- **Who created New Education Policy?**
- The National Education Policy 2020 was created by a nine-member panel committee appointed by the Ministry of Human Resource Development. The panel was headed by Dr. Krishnaswamy Kasturirangan, a former Indian Space Research Organization chairman.

- **Term HEIs stand for what?**
- Higher Education Institution

- **New national assessment centre has been set up named PARAKH what does it stand for?**
- PARAKH stands for Performance Assessment, Review, and Analysis of knowledge for holistic Development.

- **When will the new National Education policy be implemented?**
- The implementation program of NEP is under preparation and it will be carried out as per the timeline envisaged in NEP-2035.

- **Where one can collect complete details about NEP?**
- Its complete information is available in the public domain which has been carried out by the Education Ministry of India.