

IQAC, B N College Organises
A Series of Online Interaction Programme on
National Education Policy-2020

DATE: 12/08/2020 to 14/08/2020 **Time: 7 to 8 pm**

Inaugurator
Dr. D. Chakraborty
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Moderator
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Hosted on

Report on
Series of Online Interaction Programme
on
National Education Policy-2020
(Special emphasis on Higher Education)

Organized by
Internal Quality Assurance Cell
B N College, Dhubri, Assam

Platform : Video conferencing through Google Meet
Date : 12th to 14th August, 2020 (7 pm to 9 pm)

The IQAC, B N College, Dhubri, Assam has organised a series of interaction session on National Educational Policy 2020 from 12/08/2020 to 14/08/2020. The programme was aimed to synthesis the learning experiences of the faculty members on NEP 2020 (specially on higher education). Altogether 72 faculty members attended the interaction programmes.

The following faculty members acted as the speakers of the sessions,

Date	Presenter	Sub-topic of NEP 2020
12/08/2020	Mr. A.M. Md. M. Rahman Associate Prof. & HOD Economics B N College	Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System
		Institutional Restructuring and Consolidation
	Ms. N. Devi Associate Prof. in Philosophy	Towards a More Holistic and Multidisciplinary Education
		Optimal Learning Environments and Support for Students
13/08/2020	Dr. B. K. Sarma Associate Prof. & HOD Statistics B N College	Motivated, Energized, and Capable Faculty
		Equity and Inclusion in Higher Education
	Dr. P. K. Misra Assistant Prof in Botany B N College	Teacher Education
		Reimagining Vocational Education
		Professional Education
14/08/2020	Dr. M. Bhattacharjee Assistant Prof & HOD Sanskrit B N College	Catalysing Quality Academic Research in All Fields through a new National Research Foundation
	Mr. S. Roy Assistant Prof in Political Science B N College	Transforming the Regulatory System of Higher Education
		Effective Governance and Leadership for Higher Education Institutions

All the speakers emphasized the sub-topics very elaborately. Few points are highlighted here,

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

- Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy.
- Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. More Indian youth will be provided the facilities of higher education.
- Quality higher education must aim to develop character, ethical and Constitutional values, scientific temper, creativity, intellectual inquisitiveness, and across a range of disciplines comprising of sciences, social sciences, arts, humanities, languages, professional, technical and vocational subjects.
- The policy aims to reaffirm the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research and service.
- To fund outstanding peer-reviewed research in universities and colleges, the National Research Foundation will be established.

Sub Topic: Institutional Restructuring and Consolidation

- To transform higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students.
- A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The university will allow a range of institutions that range from those that place equal emphasis on teaching and research i.e., Research-

intensive Universities, those that place greater emphasis on teaching (still conduct significant research) i.e. Teaching-intensive Universities. Besides, an Autonomous degree-granting College will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching.

- Through a transparent system of graded accreditation, the colleges will be granted the autonomy.
- HEIs should support other HEIs in their development in various fields of practice, faculty development, etc. and to support the school education.
- There will be a fair and transparent system for determining increased levels of public funding support for public HEIs.
- Through the attainment of suitable accreditations, all HEIs will gradually move towards full autonomy - academic and administrative - in order to enable this vibrant culture.
- All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges.
- The Gross Enrolment Ratio in higher education including vocational education aims to enhance from 26.3% (2018) to 50% by 2035.

Sub Topic: Towards a More Holistic and Multidisciplinary Education

- This concept of 'knowledge of many arts' or 'liberal arts' must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.
- The integration of humanities and arts with Science, Technology, Engineering and Mathematics shows positive learning outcomes. This assist the learners to enhance creativity and innovation, critical thinking and higher-order thinking capacities, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc. This holistic and multidisciplinary education approach will also improve the research activities.
- The curricula of all HEIs should be flexible and innovative one to attain the holistic and multidisciplinary education. The credit-based courses/projects should incorporate the areas like, community engagement and service, environmental education and value-based education, etc.
- There will be multiple exit option within 3 or 4 year UG programme, with proper certifications, like certificate, diploma, or a Bachelor's degree. The Academic Bank of Credit would digitally store the academic credits earned from various recognized HEIs. Furthermore, the PG programme will be of 2 year or 1 year depending on the students completed 3 years and 4 year UG program.
- Multidisciplinary Education and Research Universities (MERUs) will be set up and will aim to attain the highest global standards in quality education.

Sub Topic: Optimal Learning Environments and Support for Students

- A very high-quality pedagogy is necessary to successfully impart the curricular material to students as the pedagogical practices directly influences learning outcomes. A scientific assessment method can only help the learners. Along with this fitness, good health, psycho-social well-being, sound ethical grounding is to be nurtured.
- A criterion-based grading system will be followed to assesses student achievement making the system fairer and outcomes more comparable.
- Each institution should prepare Institutional Development Plan (IDP) and to integrate its academic plans. Faculty will have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides.
- High performing Indian universities will be encouraged to set up campuses in other countries, and top 100

Sub Topic: Motivated, Energized, and Capable Faculty

- The policy recommends various initiatives to achieve the best, motivated and capable faculty in HEIs, as the most important factor in the success of higher education institutions lies in the quality and engagement of its faculty.
- All HEIs will be equipped with the basic infrastructure and facilities.

- student-teacher ratios not too high
- The faculty will receive incentives in terms of promotions, recognitions etc as a reward of their excellence in teaching-learning. However, faculty not delivering on basic norms will be held accountable.
- HEIs will have clearly defined, independent, transparent processes for faculty recruitment to achieve its excellence. Furthermore, excellent faculty with high academic and service credentials with leadership and management skills will be identified early and trained through a ladder of leadership positions.

Sub Topic: Equity and Inclusion in Higher Education

- This Policy foresees access to quality education to all students, with a special emphasis on SEDGs. Govt as well as HEIs will take some initiatives, like, allocation of suitable Government funds, setting of clear targets for higher GER, increasing gender balance in admissions, conducting outreach programmes, a more inclusive admission process as well as curriculum, Increase employability potential, developing more degree courses in Indian languages and bilingually, disabled-friendly buildings, and so on.

Sub Topic: Teacher Education

- Teachers must be well-versed with Indian traditions and values, languages, knowledge, etc, along with the knowledge of latest advances in education and pedagogy.
- By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.
- All teacher education programmes must be conducted within composite multidisciplinary institutions. Along with 4-year integrated B.Ed. course, a 2-year B.Ed. (for students received a Bachelor's degree in a specialized subject) and a 1-year B.Ed. may also be offered (for candidates received a 4-year undergraduate degree in a specialized subject).
- All fresh Ph.D. entrants take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period.
- In-service continuous professional development for teachers will continue. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged.
- A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty.

Sub Topic: Reimagining Vocational Education

- Vocational education should get importance even at school level.
- This policy gives emphasis to overcome the social status hierarchy associated with vocational education and aims to integrate vocational education programmes into mainstream education in all education institutions in a phased manner.
- A clear action plan with targets and timelines will be developed so that at least 50% of learners can get the exposure of vocational education by 2025. The number of students in vocational education will be considered while arriving at the GER targets.
- The skill gap analysis and mapping of local opportunities will be carried out to identify the focus areas of vocational education.

Sub Topic: Professional Education

- Professional education should not take place in the isolation of one's specialty, rather It involves critical and interdisciplinary thinking, discussion, debate, research as well as innovation.
- Stand-alone universities, namely, agriculture, legal, health science, technical, etc will become multidisciplinary institutions will offer holistic and multidisciplinary education.
- Emphasis will be given to the preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education.
- The curricula for legal studies should incorporate socio-cultural contexts along with the topic like, history of legal thinking, principles of justice, practice of jurisprudence, etc. State institutions must consider offering bilingual education for future lawyers and judges (English and State).

- The healthcare education system must be integrative, thereby all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa.
- Technical education (degree and diploma programmes in, engineering, technology, architecture, pharmacy, hotel management, catering technology etc), will aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines.

Sub Topic: Catalysing Quality Academic Research in All Fields through a new National Research Foundation

- A robust ecosystem of research is the topmost priority to recognize the rapid changes occurring in the world today in various fields, namely, climate change, biotechnology, population dynamics and its management, machine learning, artificial intelligence, etc.
- The issues like, access for all to clean drinking water and sanitation, clean air, energy, quality education, proper healthcare, improved transportation, etc, will require solutions. These are not only informed by top-notch science and technology but also rooted in a profound understanding of various socio-cultural and environmental dimensions of the nation.
- A National Research Foundation (NRF) will be established to catalyse quality research in the nation and to enable a culture of research to permeate through our universities. NRF will help to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, merit-based but equitable peer-reviewed research funding, undertaking major initiatives to seed and grow research at State Universities and other public institutions. Successful research will be recognized and implemented through close linkages with governmental agencies and/or industry and private/philanthropic organizations.
- The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

Sub Topic: Transforming the Regulatory System of Higher Education

- The regulatory system of higher education is in need of a complete refurbishment in order to re-energize the higher education sector and to reach its goal.
- The distinct functions of regulation, accreditation, funding and academic standard of setting will be performed by the Higher Education Commission of India (HECI) with the four vertices, namely, the National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), Higher Education Grants Council (HEGC) and General Education Council (GEC), respectively. The professional councils, such as ICAR, VCI, NCTE, CoA, NCVET etc., will act as Professional Standard Setting Bodies (PSSBs) and will be invited to be members of the GEC.
- All HEIs - public and private - shall be treated on par within this regulatory regime. The regulatory regime shall encourage private philanthropic efforts in education.

Sub Topic: Effective Governance and Leadership for Higher Education Institutions

- The policy aims that all HEIs will become an independent self-governing institution (in a phased manner over a period of 15 years) through a suitable system of graded accreditation and subsequent autonomy. In these HEIs a Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals which will be empowered to govern the institution free of any external interference, make all appointments including that of head of the institution, and take all decisions regarding governance.
- The selection of the Leader shall be carried out by the BoG through a rigorous, impartial, merit-based and competency-based process led by an Eminent Expert Committee (EEC) constituted by the BoG.
- It is desirable that, all HEIs will display commitment to institutional excellence, engagement with their local communities and the highest standards of financial probity and accountability.