

National Education Policy 2020

Highlights – Higher Education

Centre for Education Research (CER)

Manipal Academy of Higher Education (MAHE)

Manipal, INDIA



GOAL 4 (SDG4)

to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030

POLICY AIM

for India to have an education system second to none by 2040 with equitable education for all regardless of socio-economic background

2030 Agenda for Sustainable Development





NATIONAL POLICY ON EDUCATION- 1986

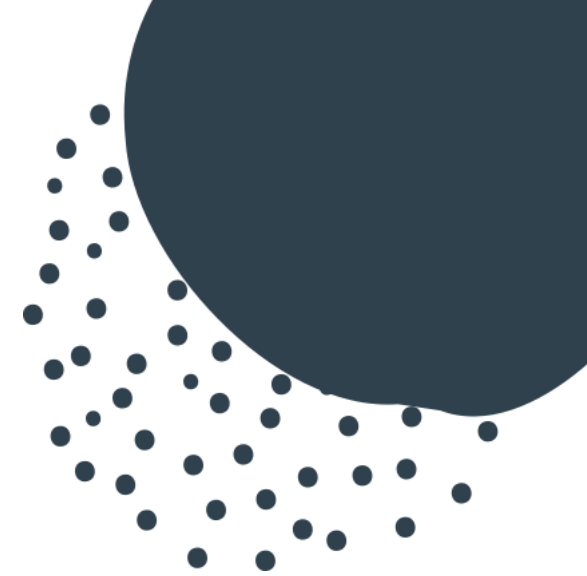
Focused on the removal of
disparities and aimed to equalize
education opportunities

RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT- 2009

NATIONAL POLICY ON EDUCATION- 1992

Established the all India based
common entrance exam for
admission in all professional and
technical degrees

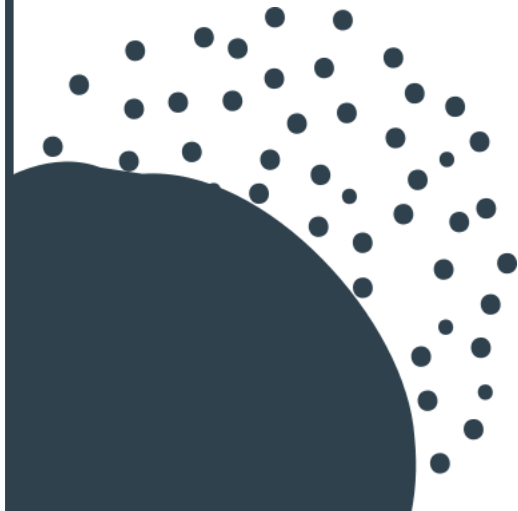
Previous Policies



BASIC PRINCIPLES

- Recognizing, identifying and fostering the unique capabilities of each student
- Prioritizing Foundational Literacy and Numeracy
- Flexibility of learning trajectory
- Multidisciplinary and holistic education
- Emphasis of critical thinking, ethics and human and Constitutional values
- Promoting multilingualism
- Focus on formative assessment

BASIC PRINCIPLES



- Extensive use of technology
- Respect for diversity and local context
- Equity and inclusion
- Teachers and faculty at the heart of the learning process
- "Light but tight" regulatory framework
- Outstanding research
- Continuous Review
- Rootedness in India
- Substantial investment in a strong, vibrant public education

POLICY EMPHASIS



SCHOOL EDUCATION

- Universal Access to ECCE
- Holistic Learning
- Multilingualism



HIGHER EDUCATION

- Multidisciplinary Learning
- Focus on Research
- Internationalization



LIFELONG LEARNING

- Professional Education
- Online and Digital Education

Policy Vision of Higher Education



- Multidisciplinary universities and colleges across India that offer medium of instruction in local/Indian languages
- Faculty and institutional autonomy
- revamping curriculum, pedagogy, assessment and student support
- Establishment of a National Research Foundation (NRF)
- Governance of HEIs by qualified independent Boards
- "Light but tight" regulation by a single regulator for higher education



Definitions

UNIVERSITY

Hosts a spectrum of Research-Intensive and Teaching-Intensive institutions

AUTONOMOUS DEGREE GRANTING COLLEGE

Multidisciplinary institution of higher education focused on undergraduate teaching and grants UG degrees

Institutional Restructuring & Consolidation

- By 2040 all HEIs shall aim to become multidisciplinary institutions and have larger student enrollments
- The aim is to increase the GER in higher education including vocational education from 26.3% (2018) to 50 % by 2035
- Institutions will have the option to run Open Distance Learning and online programs provided they are accredited to do so towards the aim of lifelong learning
- The nomenclature of HEIs such as 'deemed to be university', 'affiliating university' and so on will be replaced simply by 'university'



MOVE TOWARDS HOLISTIC EDUCATION

- HEIs shall include credit based courses and projects including environmental and value education, scientific temper and life skills
- Provision for internships with local industry artists and crafts person as well as research internships

Holistic and Multidisciplinary Education



Flexible Curricular Structures

- UG degree will either be 3 or 4 - year duration with multiple exit options
 - certificate - after 1st year
 - diploma - after 2 years
 - Bachelor's degree- after 3 years
- The 4 - year bachelor degree will offer the option of major and minor subjects or a lead to a degree with research if the students opts for a research project as the major

Flexible Curricular Structures

- An academic Bank of Credit (ABC) will be established to digitally store academic credits from recognized HEIs so that degrees from an HEI can be awarded taking into accounts credits earned
- Flexibility to offer different designs of Masters programs
 - 2 year with the 2nd year devoted to research - if completed the 3 year bachelor
 - 1 year Masters - if completed the 4 year bachelor with research
 - 5 year integrated Bachelor's/Master's programme
- Undertaking PhD. will require a Master's degree or a 4-year Bachelor's degree with research



Focus on Research

MULTIDISCIPLINARY EDUCATION AND RESEARCH UNIVERSITIES (MERU)

Will be set up to attain highest global standards in quality education

RESEARCH AND INNOVATION

HEIs will set up incubation centres, technology development centres, centres in frontier areas of research and interdisciplinary research including social sciences and humanities

NATIONAL RESEARCH FOUNDATION

Will enable and support a vibrant research and innovation culture across HEIs and research organizations

CONTINUOUS FORMATIVE ASSESSMENT

To further the goals of each
programme

INSTITUTIONAL DEVELOPMENT PLAN (IDP)

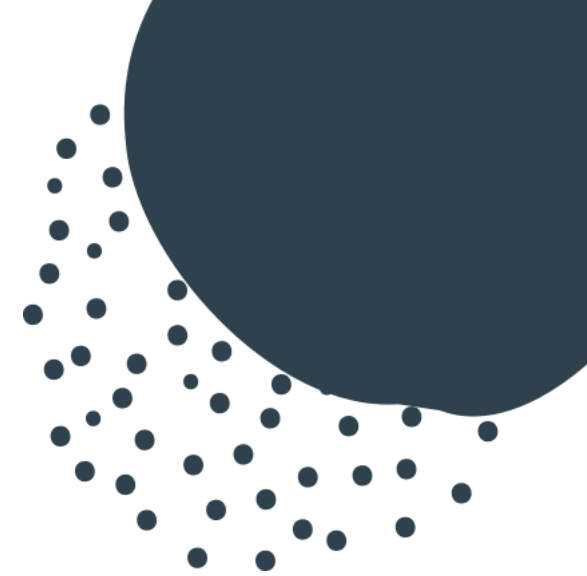
Institutions will integrate academic
plans into the larger IDP

SUPPORT CENTRES

For smooth transition into university
for students from socio-economically
disadvantaged backgrounds

CRITERION BASED GRADING SYSTEM

CBCS will be replaced by the criterion
based grading system instilling
innovation and flexibility - making the
system fairer and outcomes comparable





Internationalization

- Focus on Internationalization at Home
- Facilitation of research/teaching collaborations and faculty/student exchanges
- High performing Indian universities will be encouraged to set up campuses in other countries
- Selected universities in the world will be facilitated to operate in India
- Credits acquired in foreign universities will be permitted where applicable to be counted for award of a degree



TEACHING DUTIES

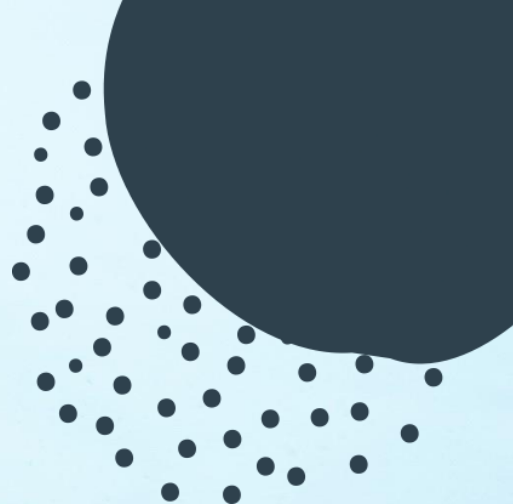
Teaching duties will not be excessive with time for research, interaction with students and university activities

INNOVATIVE TEACHING

Freedom to develop their own curricular and pedagogical approaches within the approved framework

TENURE

Tenure track will be enabled to ensure excellence multiple parameters for proper performance assessment for tenure



Motivated,
Energised
and
Capable
Faculty

Equity and Inclusion



Steps by target exclusion by governments:

- Allot funds for education of SEDGs
- set targets for higher GER from SEDGs
- Enhance gender balance in HEIs
- Develop and support HEIs that teach in local/Indian languages or bilingually
- provide financial assistance and scholarships to SEDGs in public and private HEIs
- develop and support technology tools for better participation

Equity and Inclusion

Steps taken by HEIs

- Mitigate opportunity costs and fees
- provide financial support and scholarships to students from SEDGs
- Inclusive admissions process
- Inclusive curriculum
- Increase employability potential of higher education programmes
- degree courses to be taught in local languages or bilingually
- Facilities to be wheel-chair accessible and disabled-friendly
- develop bridge courses for students from SEDGs
- Enforce no-discrimination and anti-harrassment rules
- IDPs to contain plans on increasing participation from SEDGs

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- By 2030 only educationally sound, multidisciplinary and integrated teacher education programmes shall be in force
 - HEIs will have a network of government and private schools to work with where teachers will student-teach
 - PhD entrants will be required to take credit based courses in teaching/ education/pedagogy/writing
 - PhD students will also have minimum number of hours of teaching experience through teaching assistantships and other means
 - National Mission for Mentoring - to provide short and long term mentoring and support to university/college teachers

Teacher Education

Vocational Education

- By 2025 at least 50% learner will have exposure to vocational learning through school and higher education systems
- HEIs will be allowed to conduct short term certificate courses in various skills including 'soft skills'
- Models of vocational education will be based on skills gap analysis and mapping of local opportunities
- MHRD will constitute a National Committee for Integration of Vocational Education consisting of experts from the industry and representatives from different ministries
- National Skills Qualifications Framework will be established for each discipline vocation and profession
- Indian standards will be aligned with the International Standard Classification of Occupation maintained by the ILO

Boosting Higher Education Research in India



GOAL

Enable a culture of research to permeate universities

Provide a reliable base of merit-based but equitable peer-reviewed research funding

- NRF will coordinate with other funding agencies to ensure synergy of purposes and avoid duplication of efforts
- NRF will be governed independent of the government by a rotating Board of Governors

The Higher Education Commission of India (HECI)



NATIONAL HIGHER EDUCATION REGULATORY COUNCIL (NHERC)

- Regulate financial probity, good governance and full public disclosure in a 'light but tight manner

NATIONAL ACCREDITATION COUNCIL (NAC)

- Will be a 'meta-accrediting' body
- All HEIs will aim attain highest level of accreditation by 2035

HIGHER EDUCATION GRANTS COUNCIL (HEGC)

- Will carry out funding and financing of HE based on IDPs and progress made by institutions in its implementation

GENERAL EDUCATION COUCIL (GEC)

- Will frame expected learning outcomes for HE programmes (graduate attributes)
- National Higher Education Qualification Framework (NHEQF) will be formulated under GEC

HIGHER EDUCATION COMMISSION OF INDIA (HECI)

Will ensure accreditation, funding,
regulation and academic standard
setting of HE

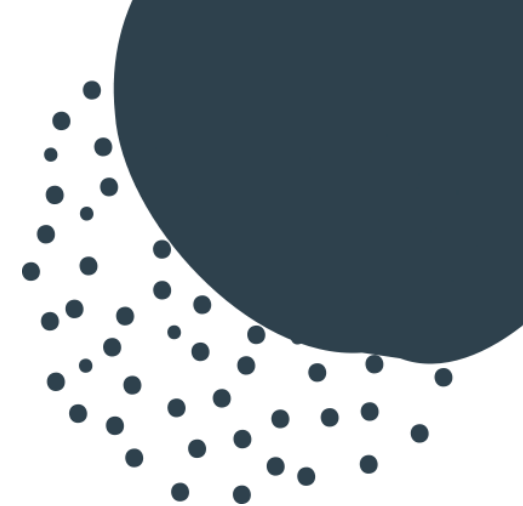
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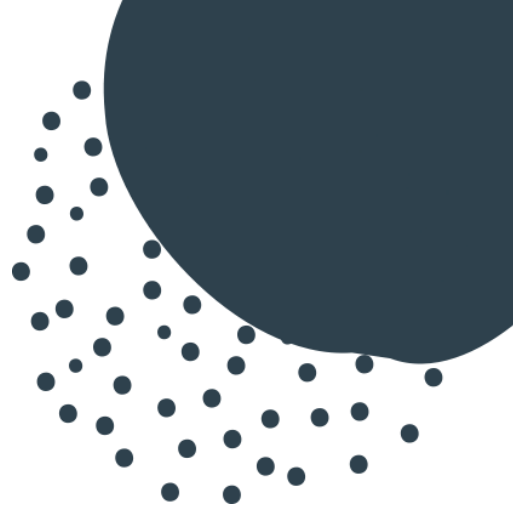
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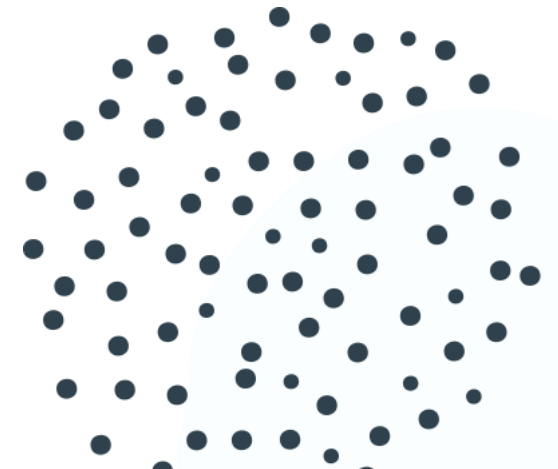
- Will frame expected learning outcomes for HE programmes (graduate attributes)
- Will facilitate norms for credit transfer , equivalence

The Higher Education Commission of India (HECI)



- Transparent public disclosure of all financial matters with recourse to grievance handling mechanism to the general public
- Common standards for public and private HEIs over good governance, financial stability and security, educational outcomes and transparency of disclosures
- Transparent mechanisms for fixing fees with upper limit based on the accreditation will be developed

CURBING COMMERCIALIZATION OF EDUCATION



Board of Governors (BoG)



GOVERN WITHOUT INTERFERENCE

- There shall be an overarching legislation that will supersede any contravening provisions of earlier legislations

ACCOUNTABILITY

- To stakeholders through transparent self disclosures of all relevant records
- Will meet regulatory guidelines mandated by HECI & NHERC

THE LEADERSHIP

- Will be appointed by the BoG after a rigorous, impartial, merit-based, competency based process led by an Eminent Expert Committee (EEC) constituted by the BoG

Making It Happen

- Strengthening the Central Advisory Board of Education
- Providing finance and affordable as well as quality education for all
- Implementing multiple initiatives by multiple bodies in a synchronized and systematic manner