

Consultative Meeting on the State Higher Education Councils
16-17 March, 2023

A Report of the Consultative Meeting



Centre for Policy Research in Higher Education (CPRHE)
National Institute of Educational Planning and Administration (NIEPA)
17-B, Sri Aurobindo Marg, New Delhi-110016

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Acknowledgement

The State Higher Education Councils (SHECs) play an important role in State level planning and reforms in higher education and many State Governments have established State Higher Education Councils. Centre for Policy Research in Higher Education (CPRHE) at National Institute of Educational Planning and Administration (NIEPA) organized a two-day Consultative meeting of the Chairpersons/representatives of the SHECs during 16-17 March, 2023. The objective of the meeting was to engage with the SHECs of different states and discuss their roles and responsibilities in implementing the NEP 2020 recommendation on Multiple Entry and Exit, Flexible Curriculum and Credit Transfer in the States.

We have benefited from several institutions and agencies to organize this meeting. We would like to thank all the State Governments for nominating Chairpersons/Vice Chairpersons/Senior level Officials from the SHECs to participate in the meeting.

The Consultative meeting was organized in Hyderabad, hosted by the Telangana State Council of Higher Education. We especially thank Professor R. Limbadri, Chairperson, Telangana State Council of Higher Education for his advice and guidance at every step of the process. A special thanks to Professor V. Venkata Ramana, Vice Chairman, Telangana State Council of Higher Education as well. Thanks are also due to Dr. N. Srinivasa Rao, Secretary, Telangana State Council of Higher Education for facilitating all arrangements.

We thank our Vice Chancellor i/c, NIEPA, Professor Sudhanshu Bhushan for his leadership, support and guidance at every stage in the organisation of the meeting. Special thanks to our Director, CPRHE, Professor Pradeep Kumar Misra for his support and guidance in the organisation of the meeting and preparation of the report.

We would like to thank special invitee Smt. Vakati Karuna, IAS, Secretary Education, Government of Telangana for gracing the Inaugural session with a special address and sparing valuable time and for interacting with the representatives of the State Councils.

Thanks are also due to the speakers of sessions from NIEPA especially Professor Sudhanshu Bhushan, Head, Department of Higher and Professional Education, NIEPA and Professor Kumar Suresh, Head, Department of Educational Administration, NIEPA for conducting sessions on Multiple Entry and Exit, Flexible Curriculum and Credit Transfer respectively.

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May 30, 2023

(Garima Malik)

Assistant Professor & Convenor, CPRHE/NIEPA

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Report on State Higher Education Council Consultative Meeting

16th -17th March, 2023

1. Introduction

Higher education in India has expanded rapidly and reached a massification stage with a Gross Enrolment Ratio (GER) of 27.3 percent. There is a diversification of higher education providers offering courses and study programmes in various modes. The expansion of the sector coupled with the emergence of multiple providers and modes of transactions necessitates reforms in the way higher education is governed at Central and State government levels.

As a leading higher education functionary at the State level, State Higher Education Councils (SHECs) are playing a significant role in the reform process in the state higher education sector and helping higher educational institutions to achieve the goals of access, equity, and quality. SHECs were created following the National Policy on Education 1986 recommendations. The University Grants Commission (UGC) issued guidelines to set up SHECs in 1988. According to the UGC guidelines, SHECs are entrusted with planning and coordination, academic, advisory, and administrative functions. The Twelfth Five-year plan, National Mission on Higher education 2013, has placed a greater premium on the need for state-level planning for higher education, wherein state councils for higher education are expected to play a key role. The centrally sponsored programme of RUSA relies on SHECs for the planning and implementation in each of the states.

SHECs are expected to carry out the functions of planning, monitoring and evaluation, quality assurance, advisory, and funding. Although all the SHECs were established under the same regulations and norms, they vary in terms of the functions undertaken. The SHECs were envisaged as "intermediary bodies" that will be at arm's length from the state as well as the national level and will work closely with the state universities and colleges to improve access, equity, and quality in higher education. SHECs have formal powers and responsibilities, but in practice, the implementation shows they have yet to exercise full authority.

NEP 2020 Recommendations on Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer

Both at central and state levels, the governments are taking multiple initiatives for NEP 2020 implementation. The policy states that flexible curricular structures will enable creative combinations of disciplines for study and would offer multiple entry and exit points, thus, removing rigid boundaries and creating possibilities for lifelong learning. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, shall be considered the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study.

HEIs will have the flexibility to offer different designs of Master's programmes: (a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme; (b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and (c) there may be an integrated 5-year Bachelor's/Master's programme. Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research.

NEP 2020 also recommends a flexible and innovative curriculum in all HEIs to promote holistic and

multidisciplinary education. Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects, needed for strengthening multidisciplinary, stimulating Indian education and environment at all HEIs. Credits will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through ODL mode when they are not offered in class at the HEI.

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. NEP 2020 recommends establishing an Academic Bank of Credit (ABC) to digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded, taking into account credits earned. The move aims to help students earn credit from different disciplines and put them in the Academic Bank of Credit to get their certificates, diplomas, or degrees.

The role of SHECs becomes crucial to implement all these recommendations. The SHECs have to counsel and guide HEIs on implementing these recommendations and ways to do it. Accordingly, the Consultative Meeting strived to initiate a national dialogue on the expectations from and role of SHECs in providing proper guidance to educational institutions and helping state governments develop a mechanism for realizing these significant recommendations of NEP 2020.

Earlier and Present State Higher Education Councils (SHECs) Meetings by CPRHE, NIEPA

NIEPA has been organizing meetings of the SHECs. The first Consultative Meeting of SHECs was organized by the Center for Policy Research in Higher Education (CPRHE), NIEPA, on 25 and 26 March 2014 in NIEPA, New Delhi. The primary purpose of the consultative Meeting was to engage with the States on issues concerning the role of state higher education councils in state-level planning for higher education. A total of 13 SHEC representatives participated in the Meeting. The second Consultative Meeting organized on February 15-16, 2018, was attended by 16 SHEC representatives. The third consultative Meeting on State Higher Education Councils (SHECs) on February 25-26, 2019, was attended by 12 SHEC representatives. The fourth Consultative Meeting was organized on March 18-19, 2021 in online mode due to the Covid pandemic and discussed the new initiatives in higher education in India and plans for implementation of NEP 2020. The fifth consultative meeting of SHECS was also organized by the Centre for Policy Research in Higher Education (CPRHE), NIEPA, on 16 and 17 March 2022, in online mode and discussed Multidisciplinary higher education institutions in NEP 2020 implementation.

In this series, a sixth consultative meeting of SHECS was organized by the Centre for Policy Research in Higher Education (CPRHE), NIEPA, on 16 and 17 March 2023, in face-to-face mode in Hyderabad. This meeting was hosted by Telangana State Council of Higher Education.

The primary purpose of this Consultative Meeting was to engage with the SHECs of different states and discuss their roles and responsibilities for state-level planning for higher education and implementation of the NEP 2020 recommendations.

Objectives

The primary objectives of the proposed Consultative Meeting were:

- Discussing NEP 2020 with a focus on preparing a plan for transformation towards Multiple Entry and Exit, Flexible Curriculum, and Credit transfer.
- Creating a viable opportunity to form a national network of policymakers from the states for sustainable knowledge building.

- Highlighting activities carried out by SHECs regarding the implementation of NEP recommendations in 2022-23.

Themes

The Consultative Meeting specifically focused on:

- Modalities of Multiple Entry and Exit, Flexible Curriculum and Credit Transfer as envisaged in National Education Policy (NEP) 2020.
- Planning for implementation of Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in States.
- Role of SHECs in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the States.
- Challenges in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the States.

2. Inaugural Session



Professor Limbadri, Chairperson, Telangana State Council of Higher Education welcomed all participants to the sixth consultative meeting of the SHECs held in Hyderabad, Telangana. He expressed that it is a great initiative by CPRHE, NIEPA to conduct the meetings with the SHECs to discuss various policies which are to be implemented at the ground level. The theme of this SHEC meeting is Multiple Entry and Exit, Multidisciplinary approach and Flexible curriculum framework, and Academic bank of credit. He said that Multiple entry and exit will help us in enhancing the enrolment, reducing the dropouts, providing quality education and accessibility to everyone. The

second aspect is multidisciplinary approach and multi-disciplinary curriculum approach. Before the NEP 2020, the UGC CBCS gave the cafeteria approach. So, the CBCS system coming into the multidisciplinary approach enhances the choice of students, helps in providing flexibility for the teachers as well as students. To meet the expectations of the students, we have to think how this can be student friendly and teacher friendly, how much flexibility it can provide to students to move from interdisciplinary to multidisciplinary in terms of subjects and courses. The question arises about the preparedness of the institution in terms of the resources and how the institutions can take up these policies at the ground level. The majority of the enrolment is in private sector in the country, so the questions are - what type of investment the private and the public sector can provide, what type of infrastructure can be provided, what type of opportunities can be provided to students in the context of the interdisciplinary and multidisciplinary approach and also in terms of multiple entry and exit. Another important term is massification of higher education where we are providing access to everyone as the GER is increasing even for women. There are 67 residential degree colleges for women in Telangana and nearly 76% of women are currently enrolled in science faculty in Higher education. In addition to this, more marginalized students and first-generation learners are coming into the institutions. So, keeping the increasing enrolment in the institution, the best is being done to meet the expectations of the society. When we look into the multiple entry and exit one of the major benefits of this will be that all those dropouts will have a chance again to enrol in the institution.



Professor Pradeep Kumar Misra, Director, CPRHE gave the Opening remarks and welcomed everyone to the sixth SHEC meeting, and briefly discussed the previous SHEC meetings. He discussed that this is a unique forum where all State Higher Education Councils can come together and share their experiences. Prof. Misra also expressed that we should come up with a yearly State Higher Education Report to know about the status of higher education in various states. He also proposed that CPRHE/NIEPA and SHECs together can publish a document about the progress of NEP 2020 implementation and challenges in different states. Prof Misra also suggested that SHECs can design and develop a common portal where SHECs can share their best practices, experiences, challenges and

contributions. He also proposed that SHECs can conduct some joint research activity. He concluded that CPRHE/NIEPA is happy to act as a platform to bring all SHECs together, but it is all in the hands of State Higher Education Councils.



Dr Garima Malik thanked Professor Misra for the welcome remarks and introduced the program formally. The State Higher Education Councils have played an important role in initiating state-level planning and reforms in higher education and many state governments have established SHECs. As per the given mandate, SHECs have to be involved with state level planning and policy implementation and to act as a buffer body between the Ministry of Education and Universities and Colleges. The annual SHEC consultative meeting is one of the significant activities of the CPRHE, and this is the sixth consultative meeting. She reiterated that the theme of last year's online SHECs meeting was Multidisciplinary higher education institutions and the theme of this year's SHECs meeting is Multiple Entry and Exit, Flexible Curriculum and Credit Transfer. Dr Malik further shared the programme schedule with the participants.



Professor Bhushan, Vice Chnancellor, NIEPA thanked the Telangana SHEC for the collaboration with CPRHE/NIEPA to deliberate upon important issues and challenges of higher education and implementation of National Education Policy 2020. Professor Bhushan discussed the past policies and emphasised that we need to recollect the past and try to assess the situation of the present which is very important. Professor Bhushan then discussed few developments and changes from the past till present. He noted that coordination and maintenance of standards and quality of education is the responsibility of Union government whereas other things related to access, equity, governance in the colleges is the responsibility of state governments. The philosophy of UGC was that it will maintain the standard and quality of the higher education but it worked with the concept of hand holding of universities. In 1976, Education was put to the concurrent list from the state list in the 42nd constitutional amendment which strengthened the idea of the true education federalism. NPE 1986 tried to take this idea forward with the State Higher Education Councils and that the union government will support the SHECs. The policy reiterated that SHECs will work in coordination with the state government and universities with an active support from the union government. Setting up of SHECs is a true spirit of education federalism. Also, with the help of planning commission, there was a system where deliberations and discussions will take place and Finance commission support will be there. Now we see a shift from federalism to competitive federalism, which means following the principles of the market where better institutions will get more funds. Higher education institutions will have to strengthen themselves with the support of progressive state governments and will have to claim funding from union government and try to create a new space in today's context of cooperative federalism or competitive federalism.

The second point he highlighted is if we look at the first Radhakrishnan report then we find that this report tries to decolonize in many of its recommendations but the report was much more normative rather than based on facts and figures. When it comes to Kothari Commission report, it says that now our destiny is shaped in the classrooms. It does talk about scientific technology but for whatever reasons education is subordinated to the models of industrial development. NPE 1986 tried to make education

progressive. Yashpal committee report was much more normative and idealistic whereas National Knowledge Commission report was realistic. Now, the NEP 2020 report is full of ideas, and we have to systematically and carefully plan to implement these recommendations for fruition.

He further stated that higher education is an exercise which evolves over a period of time and only those institutions which are of repute and quality have been granted autonomy and freedom to design new curriculum, etc. In conclusion, Professor Bhushan highlighted the challenges of the SHECs such as non-uniform governance structures, need for integration with the regulatory bodies like UGC, lack of liberal funding and resource constraint, need for coordination with the state universities, He concluded that all State Governments need to strengthen the SHECs to create the spirit of educational federalism with the central and state government.

Special Address by Smt.Vakati Karuna (Secretary Education, Government of Telangana)



Smt.Vakati Karuna, Secretary Education, Government of Telangana stated that higher education is at the very important and exciting cusp in the view of the NEP 2020. Flexibility is coming into higher education and UGC is opening the doors for the foreign universities to open their campuses in India and everything is changing at a rapid speed. IT, which was a very important vertical, has now become horizontal. She observed that Core sectors like civil engineering and mechanical engineering have few takers now. Research and development is fast evolving in environmental, health and medical sciences. She further stated that it is higher education which is to show the way for young women and men. They are not only becoming students but are becoming leaders and part of the workforce in the world. She suggested that we have to look for the transformation rather than incremental changes that are going to happen, which means changing our curriculum to suit the needs of the industry so that the industry connect is there, which can generate more and more jobs for students passing from higher education as currently they do not have the skills and are not ready for employment. She further elaborated that it is the academic and theoretical framework that should lead us in several fields. She concluded that SHECs

are vital in embracing change, technology, data science, and cutting edge technologies. SHECs also have the challenge of attracting youngsters to campuses. SHECs also have a challenging task of strengthening and integrating themselves, and state governments should ensure that they play a critical role in governance.

Professor Venkata Ramana, Vice Chairperson, Telangana State Council of Higher Education gave the concluding remarks. He emphasised that the goals of higher education are access, equity, and excellence. He highlighted that SHECs have been focusing on placement opportunities, internationalisation of higher education, joint research training and consultancy, promoting sports and cultural activities, mental wellbeing of students, increasing the female enrolment ratio, and revamping curriculum. He stated that SHECs have to also focus on new and emerging challenges like massification of higher education, entry of private players into higher education, the lack of funding, and the mapping of courses.



3. Multiple Entry and Exit and Flexible Curriculum in Higher Education Institutions



Professor Sudhanshu Bhushan started his lecture by enunciating that National Education Policy says that multidisciplinary is one of the most significant recommendations in higher education. So far it was felt that disciplinary knowledge is enough. The central idea is that we need to base our curriculum which is much more problem based rather than knowledge based. If it is problem based, multidisciplinary automatically comes into it because the problem is not discipline specific. We also need to distinguish what do we mean by multidisciplinary, interdisciplinarity and transdisciplinarity. Multidisciplinary is the conjointment of various disciplines. Disciplinary knowledge has further led to multidisciplinary as it helps in the knowledge of every other subjective curriculum. Interdisciplinarity is conjointment of different disciplines but also creates a new synthesis of knowledge. There are different subsets but there is also a common subset for example, policy studies, area studies, gender studies, etc. Interdisciplinary is at a higher level than multidisciplinary. In transdisciplinary, methods and tools from different disciplines are used to study development, to study gender, etc. All these lead to synthesis of knowledge from different disciplines. For example, post modernism approach provides the way to look at various aspects such as identity, the voices, the power, etc. They take the theme from history, anthropology, philosophy and provide new lens to look at power structure, knowledge, hierarchy, etc. and all this will be used in various studies to understand various social and political processes.

Professor Bhushan elaborated that NEP 2020 is saying that the bachelors will be of 4 years. He stated that all European universities have a 3-year model and US has a 4-year model. There is a depth of knowledge in the 3 Year European model while in the American model, the 1st year students are given choices for different courses and different credits or general subjects and in that 1st year, the student develop a choice of the particular area of study and then from second year onwards students can move

towards the specialization. If we have to develop the whole curriculum, we need to be slow down as it is not an easy exercise. Professor Bhushan elaborated about the 4-Year Undergraduate program and history of CBCS and discussed the recommendations of Gnanam Committee where 80% weightage was given to core, 12% to the internal, 8% to skill enhancement. There was also an introduction to Outcome based curriculum in 2015 and there is a sudden shift from outcome-based curriculum to 4 Year UG program. UGC did not come out with the regulation on 4-year UG program but with the guidelines on March 2022 and December 2022 and both the guidelines were different in terms of weightage. But some universities and states came out with the 4-year UG program even before the UGC guidelines were out. Professor Bhushan thoroughly discussed the weightage and credit pattern among different guidelines and the challenges or problems arising because of these new guidelines and major structural change in the curriculum of higher education. Professor Bhushan highlighted the problem that currently there is a single pathway for every student instead of the multiple pathways. He concluded with a recommendation for having different curriculum for certificate, diploma, 3-year, and 4-Year programs.

The session concluded with a Q & A Session with representatives of SHECs on various issues and challenges related to the 4-Year Undergraduate problem, Vocational education, UGC regulations related to Curriculum, challenges related to National Education Policy, Credit framework, etc.

4. Credit Transfer in HEIs in NEP 2020



Professor Kumar Suresh started his lecture by emphasizing that in November 2022, he had a consultation with 162 universities in an online mode regarding the same issue where some of the questions regarding implementation of NEP were posed. There were discussions about National Credit Framework and how institutions are working with it and other topics such as credit recognition, credit accumulation, credit transfer, credit redemption, multiple entry and exit where all institutions have different opinion and posed different questions. An important aspect is that NEP 2020 is already in

place and we should look into how we can make space for our own institutions and students. Majority of the representatives of different universities seek clarity about these aspects of NEP 2020. He said that in the last one year, number of guidelines have been issued by UGC, some of them are in final form and others as draft document.

Professor Suresh highlighted that NEP is announcing a fundamental departure in terms of higher education, i.e., teacher centric education to learner centric education. In the learner-centric education, flexibility in teaching-learning process is most important. So how can you ensure flexibility? Therefore, multiple entry and exit system would provide the opportunity to students to come back to the academics or education system. There could be multiple kind of arrangements for this multiple entry and exit system. He also informed that there is a scope for improvement in guidelines as there is no information regarding how to transfer credit from one institution to the other, and here SHECs can play a very important role in terms of suggesting to state governments regarding the same. The government documents tell us that the credit transfer system should be there and the flexibility should be provided to the students. So how do we go about it? We all have to find this and operationalise the idea of credit transfer. Of course, credit recognition is more in reference to bringing together vocational streams, skilling education and general education. Professor Suresh talked about integrated learning in the context of society, and how to connect the learner in the context of society and give them the scope to think beyond the rigid boundaries of discipline.

Professor Suresh noted that if the credit has been earned then it can be registered as every institution nowadays makes it mandatory to register under the Academic Bank of Credit. So, there is a responsibility to generate knowledge and awareness among the students as to how they can register themselves with ABC. It is necessary now that all the credits earned by students should be accumulated because this will provide them flexibility in terms of learning. The framework says that learning can happen in different ways so institutes need to recognize that learning can take place outside of the classroom. Therefore, institutions should recognize the pattern of assessment of various kind of learnings of students from any sphere. Students should be given an opportunity to accumulate credits on the basis of such learning as well and not only in the terms of the framework and they should know how to redeem the accumulated credits.

Prof. Suresh stated that the practical problems arise in credit transfer in terms of multiple entry and exit because the student is not coming back to the same institution. We have to think in terms of how HEIs or Department of Higher Education in the state can bring out the symmetry in terms of curriculum to facilitate all the institutions recognizing credits and accepting credit transfer. There could be two possibilities for this. First, UGC should come with a national framework and state governments should come up with similar credit frameworks with symmetry in terms of curriculum across all the institutions in the state. Here, SHECs of respective states have to play a major role at the state level. Second, all the institutions of higher education come together and do a collaborative exercise under multiple entry and exit as to how credits can be transferred. Prof. Suresh also talked about the transformation of single disciplinary institutions into multidisciplinary institutions and clustering of universities, colleges or institutions. Professor Suresh explained the clustering of colleges in terms of credit transfer and academic bank of credit by giving an example of two different institutions and highlighted that it will serve the purpose of emergence of multidisciplinary and dual degree.

Professor Suresh concluded that the NEP 2020 has opened enormous scope to think, design and redesign our core education and provide flexible learning pathways to the students and provide them with more and more opportunities of learning.

5. State Higher Education Councils (SHECs) and Multiple Entry and Exit, Flexible Curriculum and Credit Transfer in National Education Policy 2020: Presentation by Participants



The consultative meeting proved to be an important avenue for the State Councils of Higher Education to discuss NEP 2020 with a focus on preparing a plan for transformation towards Credit Transfer, Academic Bank of Credit, Multiple Entry and Exit and Flexible Curriculum. The meeting also gave an opportunity to SHECs to discuss issues related to their functioning, governance, and future plans.

The CPRHE had requested all the representatives of the SHECs to come prepared for a presentation on their respective SHECs. Representatives of State Councils of Higher Education made presentations about their respective Councils. The sessions were chaired by Professor Kumar Suresh, Head, Department of Educational Administration, NIEPA and Professor Pradeep Kumar Misra, Director, CPRHE, NIEPA. The copy of the briefs submitted by different SHECs that have made the base for their presentations and discussions are attached to this report in the Annexure.

6. Discussion of Future Plan of Activities of SHECs

Professor Pradeep Kumar Misra, Director, CPRHE, chaired the final session. The session discussed the future plans of SHECs of different states. The following suggestions emerged based on the discussions and subsequent group presentations:

- It was suggested that the SHEC Consultative Meeting report that CPRHE prepares, should be shared with the state governments and central government.

- It was found that there is a lot of variation in the governance models of SHECs. For example, Rajasthan SHEC is functioning under the Society Act. There is no similar structure among all SHECs, but the expectations are the same. Therefore, there is a need for a similar structure among all SHECs.
- There needs to be direct communication between the regulatory bodies like UGC and SHECs.
- There is a need to advocate for a mechanism for a close connection and cooperation between SHECs and state universities, colleges, and higher education institutions.
- It was suggested that a list of FAQs on different issues by SHECs should be answered and maintained.
- SHECs need to collaborate in learning and working, and there should be a common mechanism or platform where they can learn and share.
- There is a need for a detailed and self-explanatory framework for credit transfer from UGC and other apex bodies.
- There is a need for more financial and administrative support for better functioning of State higher education councils.
- Professor Pradeep Kumar Misra, Director, CPRHE presented three proposals for the consideration of SHECs which are as follows:
 1. Publication of a six-monthly e-newsletter by SHECs: In this newsletter SHECs will to highlight their achievements, initiatives, calls for expression of interest, and future events and plans. The participants accepted the proposal, and Professor R. Limbadi took responsibility for bringing out the first e-newsletter.
 2. Publication of a yearly State Higher Education Report based on the SHECs reports: The report will include higher education landscape in the State, such as structure, governance, apex bodies, the role of SHECs, numerical data regarding enrolment, number of teachers, etc. The report can also contain information regarding the financing mechanism of HEIs in the state. The success stories, best practices, challenges or concerns and suggestions by SHECs can be shared in this comprehensive report. The SHECs can send their yearly reports to CPRHE, and then the report will be compiled, edited, and published in the digital form by CPRHE/NIEPA for dissemination. The chapterization scheme for the report will be shared by CPRHE so that uniformity can be maintained.
 3. Publication of the report regarding NEP 2020 implementation by SHECs: The report will share States initiatives and progress regarding the implementation of NEP 2020. The individual SHECs can publish this report indicating the progress and challenges in implementing NEP 2020.
- It was suggested that a specific conference on RUSA 2.0 should be organised, and the status of RUSA scheme in different states should be reviewed. All the SHECs and decision makers related to RUSA should be invited to the conference. It was agreed that both CPRHE/NIEPA and individual SHECs would seek the possibilities to organize this conference.

At the end of the meeting, Dr. Garima Malik, Assistant Professor, CPRHE/NIEPA gave a Vote of Thanks.

Annexure-I

Notes by SHEC Representatives

**A Note on
Andhra Pradesh State Higher Education Council***

Part I: Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer

- 1. Modalities of Multiple Entry and Exit, Flexible Curriculum and Credit Transfer as envisaged in National Education Policy (NEP) 2020.**
- 2. Planning for implementation of Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in your State.**

Multiple Entry and Exit, Flexible Curriculum and Credit Transfer as envisaged in NEP 2020	Implementation Status in the State of Andhra Pradesh through AP State Council of HE
A holistic and multidisciplinary education aiming at developing all human capacities is envisaged.	<ul style="list-style-type: none"> • Redesigned the previous Choice Based Credit System, from the A, Y, 2020-21 to make it holistic and multidisciplinary in nature by incorporating Life Skill Courses, Skill Development Courses, Skill Enhancement Courses and a 10-month mandatory internship/OJT/Apprenticeship including a 2-month Community Service Project.
Students of arts and humanities to learn more science and with vocational subjects and soft skills.	<ul style="list-style-type: none"> • Students of Arts can choose 4 Skill Development Courses offered by Science and Commerce disciplines. Similarly, Commerce students can choose those offered by Arts and Sciences and Science students can choose from those offered by Arts and Commerce.
Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy.	<ul style="list-style-type: none"> • Autonomy is given to Institutions and Faculties to introduce courses of international/national and regional relevance, of their choice in the common curricular framework.
Flexible curricular structures will enable creative combinations of disciplines for study.	<ul style="list-style-type: none"> • Redesigning the curriculum for conventional UG programs with Single or Double Majors in specific subjects and the remaining mandatory credits to be earned by the students in different verticals in different domains. In a way there is the possibility for the students to design their own Degree. This shall come into force from the ensuing A.Y. 2023-24. • Implementing the National Credit Framework (NCrF) of UGC from the A.Y. 2023-24.

* Professor K. Hemachandra Reddy, Chairman, Andhra Pradesh State Council of Higher Education, Andhra Pradesh

	<ul style="list-style-type: none"> • Engineering curriculum is completely restructured with a lot of flexibility and credit transfer. • 10 months of mandatory internship is introduced. • Skill courses both domain specific and inter-disciplinary job-oriented courses introduced. • B.Tech (Hons) with Major or Minor programmes introduced. • Flexibility for students to choose Skill electives either offered in the college or through Certification programmes or through MOOCs. This brings in greater flexibility. • A number of industry-oriented tracks designed for minor programmes- Industry participation solicited.
<p>UG degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications.</p>	<ul style="list-style-type: none"> • All UG Degree Programs offered from the A.Y. 2020-21 are 4-Year Programs. • Multiple exit and entry options given, at the end of every year of study. Award of Certificate, Diploma and Degree facilitates certification with the exit at the end of first, second and third years respectively. After the completion of 4th year, the student is awarded UG Honours Degree or UG Honours Degree with Research.
<p>An Academic Bank of Credits (ABC) shall be established to digitally store the academic credits from various recognized HEIs so that degree can be awarded taking them into consideration.</p>	<ul style="list-style-type: none"> • Progress is being made on establishing ABCs in all Universities and Autonomous Colleges in the State. • Credit transfer is permitted in the CBCS curriculum and credits offered by industry or other professional bodies will also be considered for the award of the degree. • APSCHE has initiated setting up of a formal repository of academic credits of all students and facilitate the transfer of credits to respective universities while awarding the degree.
<p>Curricula shall be innovative with areas of community engagement and service,</p>	<ul style="list-style-type: none"> • Redesigned CBCS being offered from the A.Y. 2020-21 is innovative. Every

<p>environmental education and value-based education.</p>	<p>UG student completes a mandatory two-month Community Service Project in intervening summer vacation between 1st and 2nd year of study. Environmental Education is a mandatory course for all disciplines. Apart from the courses in human values and professional ethics, values are enshrined in the core curriculum also.</p>
<p>Students shall be provided with internship with local industry, business, etc.</p>	<ul style="list-style-type: none"> • Introduced a mandatory 10-month internship, which includes a 2-month Community Service Project, a Short-term Internship in the intervening summer vacation of 2nd and 3rd years of study and a full-semester internship either in the 5th Semester or 6th Semester. • The State Government took complete responsibility of providing internships to the students (1st time in India). • For facilitating the internships, a State level Committee under the Chairmanship of Chief Secretary to Govt and Principal Secretaries of 12 Departments is constituted. • At District level, the District Collector as Chairman, Vice-Chancellor and Registrar as Vice-Chairman and Secretary, Joint Collector as another Secretary and members drawn from Govt. Departments and industry facilitates the internships. • Apart from these the virtual internships in IT and other allied fields are being facilitated by the APSCHE. • 1,95,245 students from Conventional Degree Programs of the state have completed their short-term internship during the academic year 2022-23.
<p>HEIs will focus on research and innovation by setting up start-up incubation centres, technology development centres, centres in frontier research, greater industry-academic linkages, and interdisciplinary research.</p>	<ul style="list-style-type: none"> • APSCHE established the State Research Board to meet the objective of promoting multidisciplinary research in HEIs. • APSCHE has established 553 Entrepreneurship, Incubation and Start-up Centres (EISCs) in colleges and universities.

	<ul style="list-style-type: none"> • APSCHE has signed MoU with National Research Development Corporation (NRDC) to encourage multidisciplinary research. • APSCHE has also inked MoU with Confederation of Indian MSMEs to promote entrepreneurship culture among students. • It is proposed to establish Central Instrumentation Facility (CIF) and Incubation Centre in each district. • The Government may sanction an amount of Rs. 50 Crores every year to APSCHE for taking up the activities related to Research, Start-Ups and Incubation Centers.
<p>Master's Programmes - 2 – year programme with second year devoted entirely to research for those who have completed 3-year degree. 1 – year programme for those who have completed 4 – year degree with research. 5 – year Bachelor / Master's programme to be introduced. Entry into Ph.D shall require either a Master's Degree or a 4 – year Bachelor Degree. No M.Phil programme.</p>	<ul style="list-style-type: none"> • With the introduction of 4-year UG program from the A.Y. 2020-21, redesigning of the PG curricular framework is in progress and by 2024-25 1-year PG programs shall be rolled out. • Introduced 5-year integrated PG programs. • Regulations are being modified paving way for admission of students with 4-year UG Honours with Research degree into Ph.D
<p>Setting up of Model public universities, at par with IITs, IIMs, etc, called MERUs (Multidisciplinary Education and Research Universities) with an aim to attain the highest global standards in quality education.</p>	<ul style="list-style-type: none"> • Strategic Plans of Action are prepared by Andhra University, Sri Venkateswara University and JNTU – K, JNTU – A and SPMVV to be upgraded as MERUs in the first phase. • Acharya Nagarjuna University and Sri Krishnadevaraya University in the next phase so as to make them attain highest global standards.

3. Role of SHECs in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

The AP State Council of Higher Education has been very proactive in surging in innovations into Higher Education Sector of Andhra Pradesh and keep the State in forefront in the Higher Education ecosystem of the Country. To cite a few examples –

- Redesigned the curriculum in 2020-21 making it more flexible, multidisciplinary by introducing Life Skill Courses, Skill Development Courses, Skill Enhancement Courses.

- Introduced a 10-month mandatory internship in all UG programs.
- Restructured the Engineering Curriculum.
- Designed and developed Curricular Framework for 4-year UG Honours program with an option to choose either a Single Major or Double Majors. Introduced mandatory Online Courses.
- Designed and developed Curricular Framework for 4-year UG Honours with Research program with advanced courses and research methodology courses in a subject of choice. Introduced Research Dissertation and mandatory Online courses.
- Introduced required policy interventions for facilitating credit transfer among institutions, recognition and reckoning of credits earned through online.

4. Challenges in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

- No major challenges were faced in implementing multiple entry-exit or in bringing in curricular innovations.

Part II: Current and Future Activities carried out by APSHECs

5. Activities carried out by the APSHECs in 2022-23.

- Conducted the inaugural ‘APSCHE Quiz Championship 2022’ from 20th to 22nd April 2022 at Acharya Nagarjuna University, Guntur.
- Conducted inaugural ‘APSCHE Excellence Awards 2022’ in 03 categories i.e. Community Service Award, Best Student of the Year Award and Influential Student Award.
- Conducted the 03rd AP HEPB meeting on 29th & 30th July 2022 at Anantapur on the theme “Education 4.0: A Roadmap for a New Era of Higher Education”.
- Constituted a state-level committee to work on the ‘Strategies to improve the Institutional Rankings’.
- Constituted a state-level committee to work out the modalities of negotiating with overseas publishers on ‘Identification of the Quality Journals: Do’s and Don’ts by Universities’ to guide Universities on paper publications in globally renowned paid journals.
- Constituted a state-level committee to find out the ‘Strategies to increase the Gender Parity Index (GPI) in the state of Andhra Pradesh’.
- Conducted the 04th AP Higher Education Planning Board, a consortium of all Public, Private, Deemed to be State Universities, Central Universities and Central Institutions meeting on 29th & 30th December 2022 at Guntur on the theme “Fostering Social Responsibility of HEIs through Community Engagement”.

6. Activities carried out by the APSHECs for the implementation of NEP 2020 in 2022-23.

- Developed an ‘Industry - Institute Connect’ (IIC) web portal on the LMS platform to map the apprenticeship and internship opportunities for students.

- 1,95,245 students from UG Conventional Programs like B.A., B.Sc., B.Com., BBA, etc. completed their short-term internship in different sectors. 90,777 students completed virtual internships in local and global industries and 1,04,468 students completed physical internships in MSME enterprises.
- 85,933 students are undergoing their 6 months internships. 1.6 lakh students out of 2.25 lakh students of AY 2021-22 batch have completed their CSP so far.
- Entered MoUs with reputed organizations like NASSCOM Future Skills, TeamLease EdTech, EduSkills Foundation, Salesforce, Microsoft, Employment Express, etc. to offer virtual internships.
- 72,000 students have completed certifications in emerging technologies, offered by EdTech Companies.
- 83,100 students have completed their Microsoft certifications have already been realized. 50,000 more students are expected to complete by the end of March 2023.
- APSICHE entered a MoU with Steinbeis University, Germany to offer ‘Employment Linked Master’s Program’ by Steinbeis University, Germany in collaboration with AP State Universities.
- APSICHE in collaboration with the University of Melbourne, Australia initiated a pilot program on B.Sc. Blended Program and Dual Degree Program in Andhra Loyola College, Vijayawada and Silver Jubilee College, Nellore.
- Signed a MoU with the Electronics Sector Skills Council of India (ESSCI) to launch a New Age Industry Integrated Programmes in the Electronics & IT Sectors.
- Signed a MoU with NIIT Foundation, New Delhi to further the goal of community transformation and strengthen the community engagement in the state.
- Signed a MoU with Saylor Academy, USA on providing new pathways to increase access to higher education and develop innovative solutions by way of giving free access to 30+ courses offered by the Saylor Academy.
- Signed a MoU with the Commonwealth Educational Media Centre for Asia (CEMCA) Commonwealth of Learning to support APSICHE in upskilling the faculty in HEIs of Andhra Pradesh.
- Quality Assurance Cell of APSICHE organized 30+ workshops, interactive sessions, FDPs, training programs, capacity building programs, and other programs on various themes in the Universities and Colleges across the state of Andhra Pradesh.

7. New Initiatives and Future Activities of APSHECs in 2023-24.

- Establish a ‘Patents Cell’ at APSICHE for popularizing and transferring technology to the industry, and commercializing the patents.
- Constitute a state-level committee to validate the research proposals of the Regional Cluster Groups (RCGs). The committee will draft guidelines on the financials, research areas/themes, proposal evaluation, and draft guidelines for research projects.

- APSCHE, on behalf of all the State Universities, to subscribe a few journals on the recommendations of the committee on 'Identifying Quality Journals'.
- Conduct the 05th and 06th AP HEPB meetings in June and December 2023 respectively.
- Initiating the National Higher Education Conclave (NHEC) by inviting all the SHECs in July 2023 at Vijayawada, and APSCHE to host its the meeting.
- Implement the 'Employment-Linked Master's Program' in collaboration with the Steinbeis University, Germany.
- Implement the 'B.Sc. Blended Program' and the 'Dual Degree Program' in selected HEIs of the state.

**A Note on
Bihar State Higher Education Council***

Part I: Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer

A brief note, contextually compact and crisp covering both the parts of the structures and all the seven perspectives with relevant facts and figures are presented, here under :-

1. Modalities of Multiple Entry and Exit, Flexible Curriculum and Credit Transfer as Envisaged in National Education Policy (NEP) 2020.

- Based on illuminating addresses in the conference in virtual mode a year back, an attempt has been made to draw on related background papers on 18-19 March, 2021 including characteristics based classification of Universities made by Prof. N. V. Varghese. Bihar State Higher Education Councils (BSHEC) is striving hard to improve upon features as contemporary universities as against ancient and development ones as pointed out then. We, consider it useful to adapt to NEP 2020 in addressing Modalities of Multiple Entry and Exit in Bihar as 'Open Door Scheme' of Choice Based Credit System.
- The Choice Based Credit System at UG level has come into operation from the 2022-2023 Session in Patna University, Patna the oldest and most premier among conventional university, side by side government of Bihar has conducted interactions with University authorities to impress upon the advantages of multiple entry and exit in Higher Education Institution. Lalit Narayan Mithila University, Darbhanga has already concurred and are preparing to adopt the system. Meeting with all the V.C., officials of the Education Department, Raj Bhawan and BSHEC being planned under the chairmanship of Hon'ble Chancellor on the pattern of a meeting held in the signing of MoU for on introducing INFLIBNET in Bihar on 12.12.2022.
- Bihar State Higher Education Council, Patna has impressed upon the institutions with inputs of massification and diversification, flexible shared governance model with right approach to move towards self-governance model, making state supervision more effective. It is heartening to share that adequate funding for HEI has found more than due regard by the Govt. of Bihar. In Bihar for the years past few years and now as well highest allocation has gone to education, 2 to 3 percent hike in the State budget has been a regular affair.
- Taking cue from Telangana State Council of Higher Education in undertaking national and international collaboration, HEIs in Bihar have been encouraged to go ahead with institution level collaboration.
- One such MoU has been penned down between Patna University and Zoological Survey of India with provision that ZSI scientist will work as a co-supervisor on topics of zoological interest, environment and climate change in concerned department of Patna University. Likewise, B. D. College, Patna signed an agreement a year back with representative of Mauritius Government for promoting cultural studies and exchange programme of Degree class student, post graduate students and research scholars. Patna Women's College an Autonomous College has to its credit many such MoU, a few of them credited with pioneering work in Bio

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Technology Patna Women's College has forged Collaboration for research work. Sandip University, a prominent Private University located in the district of Madhubani has to its credit MoU Signed with synergy corporation of Russia; as partnership for short training courses and summer study abroad. The founder the University, Sandip Foundation has set up an industrial consultancy cell to impart training in skill. Study of Multi-disciplinary subject implied in all such collaborations are regulating exit-entry and accrual of credits.

2. Planning for Implementation of Multiple Entry and Exit, Flexible Curriculum and Credit Transfer in your State.

- The term planning refers to interrelated measures to achieve certain ends including statement of objects and purpose, financial implication in Programme, Process, Scheme and Activities. It involves sequence of measures as contemplated before putting to execution as well as review and modification.
- Since “Entry” and “Exit” multiple or single form stages of academic process starting with admission and ending with publication of result and conferment of degree through convocation as is in vogue in Bihar. Implied in it is framing of a time line for commencement of each chain of Sequence. Funding organising, Processing, Programming related to scheme and Activities has to be completed. A comprehensive Scheme of entry-exit involving core, complementary core, elective, generic elective multidisciplinary option, and skill based choices are to be mooted for additional capital and revenue expenditure, “Hence fund mobilisation is a most critical aspect.
- In case of preference of the learner seeking entries in more than one institution or taking part in activities like N.C.C, N.S.S, excursion, extension and research outside the institutional head-quarter involving quotidian expenses needs to be meted out. It is involved with the task to make approximate estimate and come out with deficits that may befall over them. Policy makers of Union and the state govt., must show strong will to shoulder the responsibility of making good the loss that may be suffered by the institutions.
- Besides lab, contingency, expenses involving transportation, haltage and miscellaneous expenses requires to be met to prosecute skill based training programme in non self-financing courses figures out to about 11 crore per University inclusive of anticipated 50% NAAC accredited colleges based on an average of 220 work days per annum.
- Final Report of the five committees formed a year back under the council to suggest measures for implementation of NEP 2020 is pending for final decision of State Higher Education Council, Bihar. The report makes it imperative for department of the College and The University to formulate Institutional Development Plan before 31st of March 2023 with timeline for the purpose of regulating multiple entry and exit for at least five coming academic sessions starting with 2023-2024. The University will be approached to make an estimation of financial implication related to curriculum regarding changes and additional needs of infrastructure and faculty as and when 4th year is added to the degree courses. Regarding, agreement with natives and international institutes construction of additional lab reties, class rooms for additional subject for number of interdisciplinary students seeking subject specific entry.

3. Role of SHECs in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

- BSHEC has initiated consultations with all stakeholders in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.
- A State Level Committee is being established regarding adoption of CBCS with multiple entry and exit in academic programmes at UG level.

4. Challenges in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

- First and foremost challenges in that regard is to motivate head of the institution (Principal), HoD, and Vice-Chancellor of the University towards nobility of the change under NEP 2020.
- Considerable number of faculties are averse to changes. Remaining like changes provided they are assured of all requirement before hands.
- Introduction of 4 years courses entails considerable financial resources which appears to be big challenge since the expected hike in education budget to the level of minimum requires 2 % of GDP has not come above board. In the central budget rather compared to previous year allocation has been slightly slashed down. With introduction of C.B.C.S with multi-disciplinary options, core-subjects and elective subjects infrastructure facilities are required to be met as a new calling for mobilization of financial resources.
- One of the instant challenge as it appears to us is that U.G.C. New Delhi prefers to communicate with university and colleges directly with no information to State Higher Education Council; that undermines authority of the council in respect of positive interaction, authoritative persuasion, co-ordination and planning.
- Since there is a limitation to the impact of the influence of person or team without backing of legitimate central and state authority due to education being in the concurrent list. It is high time to ponder over that aspect at the top level for creative federalism in higher education.

Part II: Current and Future Activities carried out by SHECs

5. Activities carried out by the SHECs in 2022-23.

➤ Opinions on Ordinance/Regulations/Statutes

- Bihar State Higher Education Council has examined and given opinion to Governor's Secretariat on 191 Ordinance/Regulations/Statutes pertaining to the Universities in Bihar
- Bihar State Higher Education Council has given its inputs in preparation of Statutes for UGC Regulations on Minimum qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2018.

➤ Implementation of Rashtriya Uchchar Shiksha Abhiyan (RUSA) Program

- Rashtriya Uchchar Shiksha Abhiyan is catering to the needs of the states by involving them as partners and utilizing their regional and local approach. Bihar is one such state that

has benefitted from this decentralized approach and has offered newer horizons for the students enrolled in higher education in the state.

- This decentralized approach of RUSA has improved the educational outcomes of states on various parameters and has enabled access for the students to quality education. The State Higher Education Council has been formed in the state in view of successful implementation of RUSA. RUSA is helping Bihar to improve its GER and develop infrastructure for new institutions. It has helped a state in the resolution to increase the number of seats by 20% in colleges and university to provide access of education to eligible students. RUSA funding to Bihar educational institution are helping to transform higher education ecosystem in view of access, equity, quality, Governance and relevance. Out of total 77 funding institutions under RUSA, 14 colleges are women's specific institutions and rest all are coeducational institutions this will definitely help to increase in Gender Parity Index (GPI) for all the categories in the state. Also approval for establishment of 4 news institutions in special emphasis on education of the socially, economically and educationally backward classes of society including the Scheduled Castes and Scheduled Tribes will help Bihar to increase GER and will accomplish objective of equity in state.
- The Bihar State Higher Education Council has enacted successful implementation in the state in 2020. Till date, an amount of Rs. 372 crores has been approved for RUSA 1.0 and 2.0, of which Rs. 224 crores is approved as Central share and Rs. 149 crores as State share. Against this approved amount, Rs. 228 crores has already been received by Rashtriya Uchchar Shiksha Abhiyan, between 2013-14 and 2022-23.

➤ **Implementation of E-Library Initiatives in State Universities**

- A tripartite Memorandum of Understanding (MoU) has been signed amongst UGC's Information and Library Network (INFLIBNET) Centre, Education Department, Government of Bihar and the fifteen (15) State Universities of Bihar on 12 December 2022 at Raj Bhawan, Patna.
- Under this MoU the following 8 services and activities would be provided to all the state universities of Bihar like, E-Shodh Sindhu, Library Automation through SOUL, Shodhganga, ShodhShuddhi, Indian Research Information Network System (IRINS), ShodhChakra, IndiCat and BiharCat, INFLIBNET Learning Management System.
- The Bihar State Higher Education Council (BSHEC) has been assigned responsibility to provide hand-holding support to all 15 state universities in coordination with UGC-INFLIBNET.
- State Nodal Officer has been nominated at BSHEC for its implementation.
- Bihar State Higher Education Council has been organizing capacity building programmes for all the state universities. •Online interface meeting and training of nodal officers nominated by the universities has been organised from 15 December 2022 to 26 December 2022.

- Weekly review meeting at the level of Additional Chief Secretary, Education, Govt. of Bihar is organized by Bihar State Higher Education Council regarding the implementation of the MoU.

➤ **Unified Management Information System (U-MIS)**

The Bihar State Higher Education Council has initiated the work of developing and implementing a Unified Management Information System (UMIS) to create a Single platform for Data Collection & Management of all HEI's. Funds in the tune of Rs. Four Crore has been allocated for this purpose. Below are the features of the UMIS:

- Create Single platform for Data Collection, management and near real time reporting
- Support End-To-End Lifecycle management of Key departmental processes and stakeholders and Grievance Redressal
- Generate System of reports and capabilities to support decision-making using latest analytical tools and database systems
- Create Personalized Dashboards & MIS functionality for administrators, staff and other department officials with user friendly advanced analytics technologies.
- Create Robust common interoperable platform mapping assets, Human Resource, helping in Institutional Development Plan, generating real time reports which will be scalable for future growth.

➤ **Project Management Unit (PMU)**

The Bihar State Higher Education Council has initiated the work of establishing a PMU for enhancing quality in higher education with experts for Educational Planning, Governance and Administrative activities in critical areas for HEIs. Following are the scope of work of the PMU:

- GER enhancement through modernization of Nalanda Open University and adopting various strategies including ODL
- Strengthening quality through an Bihar State Institutional Ranking Framework
- Digitization of Bihar Higher Education
- Monitoring of RUSA funds, State Government funds and all government funds
- Academic collaborations with foreign universities

➤ **Others Activities**

- Supporting State Government in Conceptualizing and implementing academic reforms.
- Creating and Maintaining MIS of NAAC, AISHE, HEIs.
- Bihar State Higher Education Council presented the roadmap to achieve the target of GER of 50% in the state. And for AISHE survey year 2021-2022 provide overarching support to ensure increase in GER to 15.9%, Increase in CPL to 8.
- Prepared detailed Guidelines with stakeholders consultation for Chief Minister Doctoral Fellowship for Bihar State Universities for research scholars pursuing Ph.D. at Bihar State

Universities. The proposal has got in-principle approval from the Education Department, Government of Bihar.

- Successfully organized more than twenty workshops and handholding support for HEIs to prepare Annual Quality Assurance Report (AQAR) and Self Study Report (SSR) for NAAC.
- Submitted plan to make NAAC accreditation mandatory for institution getting govt aid.
- Encouraged HEIs to participate in NIRF Ranking.
- Recruitment of expert staff for BSHEC office.

6. Activities carried out by the SHECs for the implementation of NEP 2020 in 2022-23.

- Curriculum revision has been initiated at PG level at Bihar State Universities
- State Level Committee is being established regarding adoption of CBCS with multiple entry and exit in academic programmes
- Bihar State Higher Education Council coordinated with Education Department to distribute Interactive Flat-Panel Display (IFPD) Board to NAAC accredited HEIs in the State in a phased manner which will ensure the learning accessible to all students along with providing access to quality technology Education for both teachers and students.
- Promotion of industry-institute linkage by establishing incubation centres at universities under the new Bihar Start-Up Policy 2022.
- Successfully organized more than twenty workshops and handholding support for HEIs to prepare Annual Quality Assurance Report (AQAR) and Self Study Report (SSR) for NAAC.
- Awareness sessions were organised on Provisional Accreditation for Colleges (PAC)
- Potential fifty one institutions have been identified through a thorough exercise to participate in NIRF-2023

7. New initiatives and future activities of SHECs in 2023-24.

- Creation of BSIRF Framework covering the criteria of National Ranking/ Accreditation Bodies like NIRF, NAAC, NBA and Global Ranking like Times Higher Education, QS Ranking etc. with focus on research, publication, diversity of faculty and students etc
- Encouraging universities for academic research collaboration with foreign HEIs.
- Training for faculty members from Bihar on digital content creation.
- To suggest an Action plan to introduce ODL programme in all Universities and Autonomous Colleges to make Education access to more number of beneficiaries.
- Free Wi-Fi Scheme in colleges is already being implemented by GoB and BSHEC roll out plan for Digital Library and Digitalization of Library in all HEIs in a phased manner.
- Nalanda Open University to open its Study Centre in all the Block of Bihar with basic Digital Infrastructure Support

- The use of MOOCs would be encouraged in all the HEIs
- Encouraging colleges of the state to subscribe N-LIST “National Library and Information Services Infrastructure for Scholarly Content” offered by UGC-INFLIBNET to provide e-journals, e-books and e-resources.
- Preparation of guidelines for international scholarships for Bihar students to study abroad.
- Preparation of guidelines for research project scheme for faculty of Bihar State Universities.
- At the end of the note the greatest challenge may be referred to as archaic laws since archaic laws are bane not blessing unfortunately though treated as indispensable like senate syndicate and governing body including non-academic members like donors and politicians good number of them being waywards. Retaining head and deputy head with enormous duty without commensurate power and authority are also redundant.
- A good number of laws as old as the birth of University System during colonial governance are posing hindrance to participatory system, integral to the creation of unregimented academic ambience on the campus.
- Emergence of academic bureaucracy, no less virulent than conventional bureaucracy are dominant in most of the conventional universities in our country. Obsessed with power they pursue their own agenda mostly reluctant to required changes. Notwithstanding the stereotype approach of academic administrative, BSHEC has played its role well in respect of sending opinion on Statutes/Ordinance/Rule, implementation RUSA programme, E-library initiatives, U-MIS, PMU & Presentation of road map to achieve the target of GER to the level of 50%, increasing HEIs to participate in NIRF ranking and such other activities to promote international scholarships for Bihar students to study abroad. Preparation of guidelines for research project scheme for faculty of Bihar State Universities.
- Bihar with growing number of institutions, 744 Colleges and 18 State Universities besides 07 Pvt. and 01 deemed university is faced with resource crunch. Even then Health University and Engineering University has been started to serve the ends of holistic education. However, enthused by the valued ideas emanating from the present deliberation, we are delighted to recall the words of Ella Baker "Give light and people will find the way".

**A Note on
Chandigarh State Higher Education Council***

Part I: Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer

1. Modalities of Multiple Entry and Exit, Flexible Curriculum and Credit Transfer as envisaged in National Education Policy (NEP) 2020.

Multiple Entry and Exit (MEME) is considered as the corner stone of the New Education Policy 2020 in Higher Education Institutions. By MEME coming into action, a student will get the option to drop their courses and resume it at a later stage as and when they desire or deem fit worth pursuing their degree. It eases the burden on a student who has to drop out because of financial burden/circumstances or any other reason like trying a venture or exploring some other possibility. For, this, UGC has issued/formulated guidelines in July 2021 and December 2022 for reserving a few seats in 2nd, 3rd and 4th year of graduation, maintenance of ABC for every student in every semester of every academic program, operational details and revised curriculum framework for ensuring uniformity of courses and their credits across Institutions / Universities / states. This option of MEME and Credit transfer will also provide much needed flexibility in academics to the learners.

2. Planning for implementation of Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in your State.

- There are 16 Higher Education Institutions in Chandigarh, all of them are affiliated to Panjab University, Chandigarh for their curriculum design, conduct of examinations and award of degrees. Therefore, Panjab University is the ultimate authority to develop curriculum framework as per UGC guidelines 2022 under the aegis of New Education Policy 2020 to be implemented in U.G/P. G programs of HEIs in Chandigarh.
- Panjab University has constituted a centralized committee for the implementation of New Education Policy 2020. This committee has conducted multiple Consultative meetings with various faculties to create awareness about New Education Policy 2020, to develop an unanimously acceptable curriculum framework and its implementation strategies which aligns with the aims and objectives of NEP 2020 and at the same time conforms to the guidelines issued by UGC in December 2022 w.r.t National Curriculum framework.
- Simultaneously, each faculty/department was required to develop baskets of value added courses, skill enhancement courses and ability enhancement courses based on prior learning, skills and competencies earned by the learner in the past or parallel, market demand for the future skill set required and thus making learners ready to meet employers' needs. All the while never losing the sight of SDG4-Education 2030 agenda.

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- Accordingly, the core committee has revised the curriculum thoroughly for non-professional degree courses with the following features:
 - Outcome based curriculum design
 - Introduction of 4 life skill courses with choices
 - Introduction of 6 skill enhancement courses with choices
 - Internship including Community service project
 - The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications.
 - Seamless mobility of students through Credit transfer.
 - Pedagogy to have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.
- The core committee has further formulated 2 Sub-Committees Namely Rules & Regulation Committee and Course Committee (for every program/course). These committees in consultation with the Chairpersons of the respective Boards of Studies in their subjects, are working out the Curriculum Framework in their subjects including design and contents of their subjects. Each course sub-committee is required to develop curriculum framework by including five components namely core subjects, multi-disciplinary, value added course, skill/vocational education, Ability enhancement courses with an option to cover up to 40% of the courses through SWAYAM portal. These sub-committees have almost developed the tentative curriculum along with credits for each course. These curriculums will now require the approval of Board of Studies (of respective faculties) and Academic Council. Once, this approval is granted the new curriculum will be ready for implementation w.e.f 2023-24 in all Higher Education Institutions affiliated to PU Chandigarh.
- Simultaneously, the Rules and Regulations committee and its sub-committees are working out the modalities w.r.t to the amendments required in the rules of PU regarding grant of Certificate/ Diploma /Degree as the case may be and the registration of students on ABC to ensure credit accumulation and deposit. The committee is also formulating rules, regulations and procedure for grant of Certificate/Diploma/Degree after 1st, 2nd and 3rd year as per NHEQF.
- Though the ultimate objective of seamless mobility of students is a distant reality yet the PU Rules and Regulations Committee is working on its operational aspect. PU also believes in providing seamless mobility to the students between or within degree granting Higher Education Institutions through a formal system of credit recognition, credit accumulation, credit transfer and credit redemption to promote distributed and flexible teaching learning. And therefore, initially PU is focusing on registration of students on ABC and credit accumulation and credit deposit in ABC account of the students for the grant of Certificate/Diploma/Degree after 1st, 2nd and 3rd year. Once this system starts functioning smoothly, other features of ABC will soon be aligned to it.
- The objective behind constituting 2 separate but parallel committees is constructive deliberations in overcoming probable challenges in implementing NEP 2020 in U.G/P. G programs both w.r.t curriculum, their credits and award of Certificate/Diploma/Degree.

- On 02.03.2023, the Vice Chancellor of PU held an online meeting of Principals of all affiliated degree colleges with the following agenda:
 - National Education Policy 2020
 - NAAC accreditation of the institutions
 - Appointment of regular faculty, etc

This was one of the major steps taken by the VC of PU Chandigarh to show that NEP 2020 is round the corner and would be implemented from the session 2023-24.

3. Role of SHECs in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

SHEC in Chandigarh was established in 2015 and was entrusted with planning & coordination, academic advisory and administrative functions regarding Higher Education in Chandigarh. Accordingly, the SHEC Chandigarh consists of 21 members from diverse fields with the Vice Chancellor of Panjab University, Chandigarh as the Chairperson of the SHEC, Chandigarh, Director PEC as vice chairperson and Director Higher Education cum State Project Director RUSA UT as the member secretary. Additionally, there are 06 current and Ex- VCs of different universities, 04 Principals from Govt. and Private HEIs Chandigarh, members from Panjab University senate, Medical & Technical Institutions, CII, and special invitees like Finance officials from the department of Higher Education, U.T., Chandigarh. The VC has always advocated/emphasized upon the need to implement NEP 2020 in affiliated HEIs, quality improvement initiatives by HEIs, sharing of best practices of HEIs, sharing of physical resources like Labs, Libraries etc. between Panjab University and its affiliated colleges, so each institution benefits from synergy across institutions.

CHD SHEC being an advisory body recommended implementation of NEP 2020 in PU and its affiliated HEIs w.e.f session 2023-24 to provide flexibility in learning to the students. It also regularly monitors:

- Planning and implementation NEP 2020 in HEIs affiliated to PU
- Encourage HEIs and PU to actively participate in quality ranking like NAAC, ARIIA, NIRF etc.
- Augmentation of internet speed in all HEIs to promote e-learning.
- Sharing of resources-both physical and human resources across institutions
- Utilization of RUSA grant 1.0 and 2.0 for augmentation of infrastructure in HEIs and PU Chandigarh.
- Online Centralized Admission process for all courses across all HEIs in Chandigarh.

- GER of Chandigarh- overall, for girls and for boys individually and collectively vis a vis national average.

4. Challenges in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

- a) Deciding credits for major (core); Minor, Interdisciplinary, VAC, Skill/Vocational Courses and Ability Enhancement courses to ensure seamless mobility of the students across state/institutions/universities.
- b) Registration of the students on ABC.
- c) Deciding choice of subjects to be offered as major in each department as now the no. of major courses will be much less as compared to earlier curriculum e.g., In Commerce, at present a student gets to learn approx. 36 subject across various areas in 6 semesters related to commerce in 6 semesters while in under new/revised curriculum framework, the student is offered only 20/30 subjects of commerce or related fields in 3yrs/4yrs
- d) Deciding internship Courses/options for students who opt to move out/exit the system after 1st year /2nd year /3rd year.
- e) Since, Disciplinary silos developed over a period of time among the members of faculties, training of faculty for interdisciplinary teaching is needed.
- f) Recruitment of new faculty as per NEP 2020 as IKS has to be built in the existing curriculum.
- g) Lack of experience in designing multidisciplinary learning has led to the delay in the finalization of curriculum framework for non-professional programs.
- h) Finalization of the time-table to incorporate multi-disciplinary subjects will be difficult.
- i) Approval for creating 10% additional seats over & above the sanctioned strength to accommodate a request for change in major. At present for a class with sanctioned strength of 40 students, 11 seats are already sanctioned over & above on account EWS, Border area, Rural area etc., Every additional seat disturbs student-teacher ratio and with this 10% increase, almost 30% of sanctioned strength will be additional.
- j) Non availability of Infrastructure or institutional resource for Vocationalisation of education.
- k) HEIs shall need the appropriate educational infrastructure in terms of audio-visual facilities, e-resources, virtual classrooms and studios, and specifically, high bandwidth Internet connectivity to support Online Distance Learning (ODL).
- l) University laws need to be amended to provide autonomy to affiliated colleges with respect to the choice of subjects to be offered.

m) PU being an inter-state university, it has affiliated colleges in the State of Punjab and Chandigarh, and therefore, it has to align its curriculum with other universities in the State of Punjab.

Part II: Current and Future Activities carried out by SHECs

5. Activities carried out by the SHECs in 2022-23.

- To apprise about the admission process and enrolment during 2021-2022.
- To apprise about the status of Physical and financial progress made under RUSA phase-1.0 and phase 2.0.
- To apprise about the RUSA Review meeting held on 26th May, 2022 with the Ministry of Education, Government of India, New Delhi.
- To apprise about the proposal/ clarification submitted to the Ministry of Education, Government of India, New Delhi.
- To apprise about the Assessment and Accreditation status of Affiliated Colleges.
- To apprise about the Committee constituted regarding National Education Policy (NEP) 2020.
- To apprise about the Two-Day Consultative Meeting of the Chairpersons/ Vice Chairpersons of the State Higher Education Councils held on March 16 and 17, 2022 organized by NIEPA and about the concept note sent regarding the State Higher Education Council, UT, Chandigarh.
- To apprise about the brief note on Best Practices adopted by the Higher Education Institutions of Chandigarh for the implementation of NEP 2020, which was sent for the Chief Secretaries' Conference held on June 15-16, 2022 at Dharamshala, Himachal Pradesh.
- To apprise about the Action Plan for implementation of NEP 2020.
- To apprise about the meetings with MoE attended by Education Secretary, State Project Director -cum- Director Higher Education, Nodal Officer (NEP 2020) and ASPD (RUSA) during 2021-2022.
- To apprise about the achievements and participations of UT, Colleges at National Endeavour.
- To apprise about the activities carried out by RUSA office during 2021-2022.

6. Activities carried out by the SHECs for the implementation of NEP 2020 in 2022-23.

1. To apprise about the admission process and enrolment during 2021-2022.: *The entire admission process is online for HEIs in Chandigarh through a common portal e-campus. Everything right*

from admissions, payment of fees, refund of fees, attendance record and examination are managed through this portal.

For all purchases, GeM portal of GOI is used and payment of salaries through e-sevarth portal. Employee returns, APAR and APR is also submitted online using manav sampada.

2. To apprise about the status of Physical and financial progress made under RUSA phase-1.0 and phase 2.0: *The Council reviewed the physical and financial progress made under Infrastructure Grant received from MoE under RUSA 1.0 and 2.0. SPD, RUSA apprised the Council with respect to detail of expenditure/utilization under RUSA 1.0 and RUSA 2.0 as on 31.08.2022 under various heads, as under:*

- a) Utilization of Preparatory Grant - 98.34%*
- b) Utilization Infrastructure Grant under RUSA 1.0 - 97.30%*
- c) Utilization Infrastructure Grant under RUSA 2.0 - 77.38%.*
- d) Utilization under Equity Initiatives - 100%*
- e) Utilization Faculty Improvements - 99.80%.*
- f) Utilization under Research and Innovation - 21.86%*

3. To apprise about the Assessment and Accreditation status (NAAC) of Affiliated Colleges in Chandigarh: *All the HEIs in Chandigarh were NAAC accredited till 2021-22. However, the status of HEIs as on today is as follows:*

-- PU is in process of submitting its IIQA/SSR

--05 Private and 01 Govt. HEIs have been reassessed and accredited.

--02 Govt. and 01 private HEIs have submitted their SSR and are waiting the visit of NAAC peer team.

--06 Govt. and private HEIs are in the process of submitting their SSR.

Two day NAAC Awareness Programme by the Department of Higher Education, Chandigarh Administration was organized on 20th December, 2022 at PGGCG-42 for the Principals, IQAC Coordinators of Government as well as Privately Managed Government Aided Colleges of Punjab and Chandigarh. The Second day i.e 21st December, 2022, meeting of the officials from Higher Education department of Punjab and Chandigarh was held at RUSA Directorate, Sector-42, Chandigarh. During the meeting presentation on the status of Higher Education in Punjab and Chandigarh was given by the officials. The programme / lectures were taken up by the officials from NAAC Bengaluru.

4. To apprise about the Committee constituted regarding National Education Policy (NEP) 2020: *The Chandigarh administration has constituted a committee under the Chairmanship of Prof. Punam Aggarwal, Principal, Government College of Commerce & Business Administration,*

Sector-50, Chandigarh regarding the smooth implementation of National Education Policy (NEP) 2020, in the HEIs of UT, Chandigarh. PU too has formed a NEP Implementation Cell to work out the modalities regarding framing of curriculum and credit transfer for UG courses in HEIs.

5. To apprise about the Two-Day Consultative Meeting of the Chairpersons/ Vice Chairpersons of the State Higher Education Councils held on March 16 and 17, 2022 organized by NIEPA and about the concept note sent regarding the State Higher Education Council, UT, Chandigarh:
6. To apprise about the brief note on Best Practices adopted by the Higher Education Institutions of Chandigarh for the implementation of NEP 2020, which was sent for the Chief Secretaries' Conference held on June 15-16, 2022 at Dharamshala, Himachal Pradesh.
7. To apprise about the Action Plan for implementation of NEP 2020: *The HEIs in Chandigarh are all affiliated to PU Chandigarh for their curriculum design, examinations and award of degree. Therefore, the new Curriculum and Credit framework as developed and approved by academic bodies in PU will be made applicable in HEIs. In this regard, PU has constituted a NEP cell for developing a uniform curriculum and credit framework for UG programs. The curriculum and credit framework so developed has been shared with different faculties to finalise their syllabi and seek approval from their respective regulatory/academic bodies. Simultaneously, a regulatory committee to revise and update necessary regulation changes in the light of new credit framework has also been formed. With these initiatives, PU is all set to introduce NEP 2020 w.e.f 2023-24 in all its UG programs.*
8. To advise all HEIs to get their students registered on ABC (Academic Bank of Credit) by 31st March 2023: *A campaign for registering students of HEIs was initiated during March 1-2nd week of march 2023 and most of the students have been registered on ABC. HEIs cannot be registered on ABC because it is the PU and not the HEIs who is the degree awarding authority in Chandigarh. PU is already registered on NAD. Approx. 11,000 students from USOL department are also registered on ABC.*
9. To apprise about the meetings with MoE attended by Education Secretary, State Project Director -cum- Director Higher Education, Nodal Officer (NEP 2020) and ASPD (RUSA) during 2021-2022.
10. To apprise about the achievements and participation of UT, Colleges at National Endeavour like Swachchata Survekshan, NIRF and ARIIA etc:
 - *GHSC-10 ranked at 78, whereas GGDSD-32, MCM DAV-10 and PGGCG-11 got placed in Rank Band 101- 200 respectively in National Institutional Ranking Framework (NIRF), 2021*

- *PGGCG-11 and MCM DAV-36 are recognized in the band “PERFORMER” under the category “General (Non- Technical)” in Atal Ranking of Institutions on innovation Achievement (ARIIA) 2021, a flagship programme of the Ministry of Education, Government of India.*
- *PGGCG-11, Chandigarh has been awarded with 4 star rating by the Ministry of Education , Government of India for multifarious innovation activities undertaken throughout the year 2021*
- *PGGCG, Sector-11, Chandigarh and MCM DAV College, Sector-36, Chandigarh were adjudged performers in ARIIA-2021.*
- *MCM DAV College , Sector-36, bagged 3rd rank in the country under Best Citizen Led Innovations under Swachh Sarveksan ,awarded by the Ministry of Housing and Urban Affairs , Govt. of India*
- *Two City College namely GGSD College, Sector-32 and DAV College, Sector-10, Chandigarh have been placed in the category of best colleges of the Country by India Today, Best College Raking 2022.*

11. To apprise about the activities carried out by RUSA office during 2021-2022.

- a) District Level Workshop on Promoting Social Entrepreneurship- based Vocational Education was held on 09th November, 2022 at RUSA Directorate, Sector-42, Chandigarh. The workshop was organized by Mahatma Gandhi National Council of Rural Education (MGNCRE), Ministry of Education, Govt. of India. After wards, all HEIs organized “ Karigiri se Karobari” melas in their respective institutions.*
- b) Post Graduate Government College for Girls, Sector-11, Chandigarh is short listed as one of the finalists of United Nations Green Gown International Award 2022, a Pioneer project from India – Window Composting: Stabilization of Municipal Solid Waste (MSW).*
- c) Certificate of Appreciation was awarded to Privately Managed Aided Colleges namely MCM DAV College for Women, Sector-36, GGSD College, Sector-32, Post Graduate Government College for Girls, Sector-42, Government Home Science College, Sector-10, and Post Graduate Government College for Girls, Sector-11, Chandigarh for successfully participation in, and completing the Largest Plantation Drive in Higher Education Institutions across Chandigarh under the aegis of Mahatma Gandhi Council of Rural Education, Department of Education, Ministry of Education, Government of India during January, 2022.*
- d) Principals of GHSC-10, PGGC-11 and GCYE&H-23, Chandigarh were facilitated by Hon’ble Administrator Sh. Bhanwarilal Purohit for contribution in Aahar Kranti.*
- e) Ms Ginni, Govt. College for Commerce and Business Administration Sector 50, Chandigarh has been certified in INDIA BOOK OF RECORD for her paintings.*

12. Regarding credit transfer, *at present also, the PU determines equivalence of subjects/ credits in case of students under transfer.*
- 13 Academic Collaboration between Indian and foreign HEIs: *There are 08 Academic Collaboration of HEIs with foreign HEIs and Panjab University has 41 Academic Collaboration with foreign HEIs.*
- 14 Alumni connect to connect with alumni (of Indian origin living abroad and foreign alumni): *Panjab University has a Department of Alumni Relations incorporating a section on career development of students, Ensuring engaged alumni community through important institutional announcement, various activities, reunions. A dedicated section on Alumni connect is there on the website wherein readers can be inspired by alumni stories.*
HEIs too have a dedicated section on their websites for Alumni connect. HEIs regularly conduct their Alumni meet and invite their illustrious Alumni to their institutions for sharing and felicitation.
15. Establishment of Research and Development Cell in institutions: *The office of Director, Research and Promotion is an innovative initiative of the Panjab University, to monitor all kinds of research endeavors undertaken by faculty and students. The HEIs (Govt.) are yet to set up their RDC. 02 private colleges have their own RDCs in place and they help provide seed money to young and talented researchers.*
16. MoUs with Industry for industry-institute linkage for apprenticeship/ internship/ research/ entrepreneurship/ employment: *PU has Centre for Industry Institute Partnership and Technology Enabling Centre with mandate to visit regional industry to facilitate in problem solving and innovative. It also showcases the technology existing in the labs to the industry. Hence two way inter exchange of idea a solution is taking place.*
HEIs too have industry connect. Most of the HEIs have signed MOUs with their industry partners to help students learn the skills demanded in the market, get internships and placements.

7. New initiatives and future activities of SHECs in 2023-24.

Agenda /Activities under SHEC during 2023-24 (Proposed)

1. To discuss and monitor progress of implementation of NEP 2020 in PU and its affiliated HEIs
2. To apprise about the admission process and enrolment during session 2022- 23.
3. To apprise about the status of physical & financial progress made under RUSA 1.0 and RUSA 2.0.
4. To apprise about the Assessment and Accreditation status of Affiliated Colleges.
5. To apprise about action items emerging of the National Conference of Chief Secretaries held at Dharamshala during 15-17 June, 2022.
6. To apprise about the Two-day Northern Region meet of SLQAC/Officials of Higher Education Departments of the various states held on 18th and 19th October 2022 at NAAC Bengaluru.

7. To apprise about District Level Workshop of Principals on Promoting Social Entrepreneurship Based Vocational Education held on 9th November, 2022
8. To apprise about the NIEPA meeting held on 14th November, 2022.
9. To apprise about the State Level Quality Assurance Cell (SLQAC) meeting on 30th November, 2022.
10. To apprise about the Two-day NAAC Awareness Programme for the Principals and IQAC Coordinators of Punjab and Chandigarh held on 20th -21st December, 2022.
11. To discuss about a Two-day Consultative meeting of the Chairpersons/ Vice Chairpersons of the SHECs at Hyderabad on 16th and 17th March, 2023.
12. To evaluate the progress in the matter of accreditation of HEIs in Chandigarh
13. To consolidate the data regarding activities carried out by HEIs regarding Youth and G20 and best practices adopted by the institutions during 2022-23.
14. To apprise about the achievements and participations of UT, Colleges at National Endeavour including sports.
15. To apprise about the consultative cum review meeting with States/UTs of Northern Zone held on 28-02-2023 attended by madam ES along with ASPD RUSA and Nodal officer NEP 2020 HEIs.
16. To update about the status of “Propagating and Popularizing courses available on SWAYAM in Universities and Institutions”.
17. To apprise about the Action Plan-Vision document of the Department of Higher education – Annual Plans up to 2027 and Five year plans up to 2047
18. To promote the culture of research in HEIs in Chandigarh, Govt. aided HEIs to create their own RDC and for Govt. HEIs, the Department of Higher Education be advised to create a separate & dedicated fund for RDC.
19. To advise and recommend filling up of all vacancies w.r.t assistant professors across all HEIs.
20. To advise HEIs to evaluate the possibility of starting market oriented short term courses to improve employability of the students.

**A Note on
Delhi State Higher Education Council***

Part I: Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer

1. Modalities of Multiple Entry and Exit, Flexible Curriculum and Credit Transfer as envisaged in National Education Policy (NEP) 2020.

The National Education Policy 2020 envisions a flexible and multidisciplinary education system that provides students with the freedom to choose their courses and pursue their interests. The policy proposes a flexible curriculum and credit transfer system that allows students to design their own learning paths and earn credits for the courses they pursue. Some of the modalities mentioned in the policy include:

- **Multiple Entry and Exit Points** so that students have the flexibility to enter and exit undergraduate programs at different stages, with appropriate certification for the credits earned. This will enable students to pursue their education in a phased manner, either as a full-time or part-time student, depending on their circumstances.
- **Credit Transfer** by the establishment of a National Academic Credit Bank (NACB) to facilitate the transfer of credits earned by students between institutions. This will allow students to move between institutions seamlessly and avoid duplication of courses already completed.
- **Choice-based Credit System (CBCS)** so that students can choose courses from a range of options across different disciplines. This will provide students with the flexibility to tailor their education according to their interests and career aspirations.
- **Online and Distance Learning** to provide flexible learning options to students who may not be able to attend traditional classroom-based programs. This will help in providing access to education to those who are unable to attend traditional classes.
- **Multidisciplinary Education** to students by integration of different disciplines. This will help to develop holistic and multi-talented individuals who can apply their knowledge and skills in a variety of contexts.
- **Integration of Vocational Education** into mainstream education to provide students with the skills and knowledge needed for employment and entrepreneurship. This will also enable students to pursue vocational education along with their regular academic programs.
- **Internships and Experiential Learning** as part of the curriculum to provide students with hands-on experience and practical skills. This will help students to apply their learning in real-world settings and make them more employable.
- **Transfer of Credits between Higher Education and Vocational Education** that allow students seamless transition across vocational and higher education and pursue their education according to their interests and career aspirations.

**Professor (Dr.) Mahesh Verma, Chairman, State Higher Education Council and Vice Chancellor and Dr. Anjali Shokeen, Assistant Professor, Department of Education, Guru Gobind Singh Indraprastha University, Delhi.*

- **Recognition of Prior Learning (RPL)** so that individuals can get credits for the knowledge and skills, they have acquired through work experience, apprenticeships, or other non-formal modes of learning. This will help individuals to continue their education and acquire formal qualifications based on their prior learning.
- **Flexible Curriculum** that allows students to take courses at their own pace and provide them with the option to repeat courses, change courses, or change the pace of their learning according to their interests and needs.

2. Planning for implementation of Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in your State.

The Delhi State will initiate the following strategies for implementing the reforms:

- Design a framework that allows students to enrol, exit, and re-enter the system seamlessly. This framework will include clear guidelines for the number of credits required for each level of exit and entry, the period of validity of credits earned, and the eligibility criteria for re-entry.
- A comprehensive course catalogue will be prepared to provide information on the courses offered, the credits assigned, and the prerequisites required for each course to implement choice-based credit system.
- Create a credit bank that stores the credits earned by students and provides a platform for credit transfer and accumulation.
- Provide training to faculty to equip them with the skills and knowledge required to implement these reforms effectively.
- Develop Digital infrastructure to enable students to access information and complete their education online.
- Develop partnerships with industry to create vocational education courses that provide students with practical skills and prepare them for the job market.
- Create an environment that fosters innovation, encourages interdisciplinary collaboration, and supports research and development in education.
- Collaborate with different institutions to create a credit transfer system that allows students to transfer credits seamlessly and pursue their education in different institutions.

3. Role of SHECs in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

State Higher Education Councils play a crucial role in implementing the various provisions of the National Education Policy 2020, including multiple entry and exit, flexible curriculum, and credit transfer. These provisions are aimed at promoting a more student-centric and outcome-oriented higher education system in India. SHECs can

- Develop guidelines and frameworks for designing and implementing flexible curricula, setting up credit transfer mechanisms, and enabling multiple entry and exit options.

- Promote awareness and adoption of the provisions by organizing workshops, seminars, and training programs for faculty members, administrators, and other stakeholders.
- Facilitate collaborations between higher education institutions within the state and with institutions in other states or countries to promote credit transfer.
- Monitor and evaluate the implementation of these provisions by identifying areas of success and challenges.
- Support the process of curriculum development by faculty training.
- Facilitate collaboration between industry and academia to develop curricula that align with the needs of the job market.

4. Challenges in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

- Development and implementation of flexible Curriculum (Course content, learning outcomes, assessment methods, and delivery modes).
- Development of diverse range of courses that cater to the needs and interests of students.
- Arranging financial resources for additional faculty, infrastructure, and technology.
- Provision of multiple entry and exit options may lead to a loss of motivation and engagement among some students.
- Establishment system to manage and analyse data on student progress and performance across different exit points. This will be critical to ensure that institutions can monitor and improve the effectiveness of their programmes.
- Deployment of new technologies to enable online and blended mode of learning.
- Ensuring compliance with regulatory requirements while implementing a flexible curriculum could be challenging, particularly for institutions that operate across different states or countries.
- Risk of the curriculum becoming fragmented and inconsistent.
- Different institutions having different curricula and course structures make it difficult to ensure uniformity in credit transfer. It may be challenging to assess the equivalence of courses offered by different institutions, which could affect the transferability of credits.
- Quality assurance since students may receive credits for courses taken at other institutions that may not have the same standards or quality of education.
- Loss of revenue for institutions since students may choose to take courses at other institutions. Institutions may need to develop effective financial models to ensure sustainability while still offering students the flexibility and mobility that credit transfer provides.
- Implementation of NEP in affiliated institutions with limited infrastructure and resources
- Extramural funding, augmentation of research output and more external linkage

Part II: Current and Future Activities carried out by SHECs

5. Activities carried out by the SHECs in 2022-23.

- Provided Blended Mode of Education; Swayam and MOOCs courses
- MoUs with different national and foreign HEIs
- Online Alumni Portal functional; Every School has Alumni Association; > 10000 alumni connected
- IQAC in place for maintaining education standards, Regular assessment and accreditation by NIRF and NAAC.
- Indraprastha University Industry Interaction Cell (IUIIC), Atal-idea Lab and Centre for De Novo Technologies and Ergonomics in Industry 4.0 established for Entrepreneurship and Skill development, Industry-Institute Linkages
- Atal Incubation Centre (AIC) Supported by the NITI Aayog aimed to be a world class facility for innovation and incubation in National Capital Region (NCR). This will incubate and support Start-ups and Spin-offs in the domains of Biotechnology, Health & Pharmaceuticals, Environment and Manufacturing & Engineering (including AI).
- POs, PSOs and Cos in different programs for Outcome Based Education
- Auditorium of 750 and Amphitheater of 350 seating capacity is constructed
- Online Grievance Redressal System
- 24 hours Healthcare centre with medical staff; Ambulance facility
- University Learning Management Systems (LMS) on Moodle Platform
- Contribution of faculty to online Education Resources- ePGPathshala, MOOCs and Egyankosh
- Measures taken for gender equality; Internal Complaints Committee; hostels and common rooms for boys and girls
- Organisation of Live sessions with alumni for company -related new coding skill and management skill so that students shall be ready for the placements and internships.
- Faculty Development Programmes, Workshops, Trainings, Conferences, Seminars, Awards, Incentives for the faculty Members.

6. Activities carried out by the SHECs for the implementation of NEP 2020 in 2022-23.

- Registration on Academic Bank of Credits Portal, e- Digi Locker and Degrees being uploaded on National Academic Depository
- New Programmes Introduced- B.Tech (AI & Machine Learning, AI & Data Science, Industrial Internet of Things, Automation & Robotics) and (Cyber Security), MD (Hom.) Materia Medica, MD (Hom.) Practice of Medicine, MD (Ayu.) Swasthavritta, MD (Ayu.) Dravyaguna Vigyan, M.Ed. (Special Education) (I.D.)

- Courses related to Indian knowledge Embedding IKS in the curriculum like- Bachelor of Ayurveda, Medicine & Surgery (BAMS), Bachelor of Science (Yoga), MD AYUSH ,Master of Science (Yoga), Post Graduate Diploma in Yoga
- BAMS (Ayurveda) and MD in Ayurveda; B.Sc. (Yoga), M.Sc. (Yoga) and PG Diploma in Yoga offered
- Adopted Multiple entry and exit in Undergraduate and Postgraduate programmes (7)
- Internship/ apprentice ship embedded degree programme offered such as MBA (Fire and Life Safety), M. ARCH (Urban Design), M. PLAN (Urban and Regional Planning), MBA (Analytics), M.DESIGN (Industrial Design / Interior Design)
- Strong Alumni Connect to Industry-Institute Collaboration
- Academic Collaboration between Indian and Foreign HEIs has been enhanced through International MoUs
- Community outreach through NSS/NCC and Legal Aid Cell
- Research & Development Cell with industry sponsored projects
- National Conference on the theme, "National Education Policy 2020: Implications for Higher Education" was organised on 18th & 19th July 2022
- Faculty Development Programme on the theme, "National Education Policy 2020: Challenges and Opportunities in Higher Education" was organised from 14th September to 20th September 2022.

7. New initiatives and future activities of SHECs in 2023-24.

- Centre for Open and Distance Learning in line of UGC guidelines
- Appointment of Professors of Practice as per UGC guidelines; Complete e-governance Starting of more incubation Centres.
- Upgradation of existing Infrastructure / equipment's (New Academic Blocks)
- Design of Curriculum according to the requirement of Industries / Markets.
- More FDPs, Workshops, trainings, seminars, Awards, Incentives for the faculty Members.
- Adoption of 25 villages of Delhi
- Adoption of guidelines on NHEQF and curriculum and credit framework for undergraduate Programme
- Integration of vocational education with mainstream education
- More MOOCs proposed by University Faculty
- Adopt multiple entry exit in more university schools in coming Academic sessions
- Joint degree programs being explored; Emphasis on increase in intake of foreign students
- Three more Upcoming Schools in Film Making, Fire and Industrial Safety, Foreign Languages

- Offer programmes in Indian languages such as Hindi, Punjabi, Urdu, etc. Translation of course material in Hindi language
- Four year Undergraduate Programme in Disciplines like Liberal Arts, Basic Sciences, Journalism and Mass Media as per recent UGC Guidelines.
- Certificate and PG Diploma Courses in different disciplines to empower greater employability in industry.

**A Note on
Goa State Higher Education Council***

Part I: Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer

1. Modalities of Multiple Entry and Exit, Flexible Curriculum and Credit Transfer as envisaged in National Education Policy (NEP) 2020.

- In order to provide learner-centric education and enable life-long learning, multiple entry & exit will remove the existing rigid boundary of attending continuous education. Under multiple entry & exit system, learners will have the option to exit the education system with appropriate skilling, take a break, and join back the system, enabling life-long learning.
- Multidisciplinary and holistic education is one of the main pillars of NEP 2020. In order to provide such education, learners must be provided with new and creative combinations of disciplines. This requires HEIs to offer flexible curriculum.
- Finally, not just flexible disciplines in a HEIs, but students must also be able to take courses from other HEIs, and transfer those credits to be used towards attaining degrees.

2. Planning for implementation of Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in your State.

- Goa being a smaller State, Goa University is the only State University in the State. All HEIs (government, government-aided, and private) are affiliated to Goa University. Therefore, implementation of multiple entry and exit, flexible curriculum and credit transfer is being done by the Goa University.
- Introduction of multiple entry and exit, flexible curriculum and credit transfer is in progress in the State. In Goa, flexible curriculum already exists in the form of Choice-based credit system in all HEIs. However, the choice is still limited, and therefore, more flexible curriculum is being introduced as envisaged in NEP 2020.
- For credit transfer, Goa University is already registered on the Academic Bank Credit (ABC) portal. Preparing all academic documents of students that need to go on the ABC portal is in progress.

3. Role of SHECs in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

- Goa State Higher Education Council (GSHEC) has been identified as the Nodal agency for implementation of NEP 2020 in Goa. While, implementation of multiple entry & exit, and development of flexible curriculum is being done by Goa University, members of GSHEC and

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Directorate of Higher Education, Govt of Goa are part of the committees responsible for these activities.

4. Challenges in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

- All programmes at UG level are offered by colleges which are mostly physically not close to each other. This poses a challenge for introducing flexible curriculum as either students have to travel to other colleges or teachers have to travel to other colleges.
- Awareness programmes of flexible curriculum must be done at 12th grade so as to let students know about the new flexibility they will have when entering UG programmes.

Part II: Current and Future Activities carried out by SHECs

5. Activities carried out by the SHECs in 2022-23.

- Signed MoUs with 5 industries to offer Training and Placements, in Full Stack development, and creative disciplines like dance, music, script writing, and storytelling. Through these MoUs, interested students will be identified, trained, and finally be offered placements. Further, 2 MoUs were signed with institutes to provide training faculty as part of developing “Energized, Motivated and Capable Faculty” under NEP 2020.
- Centralized placement drives were held students were pre-trained for interviews. Nearly 50% of the applicants were given placement offers.
- 1-week long Faculty development programmes held in:
 - Experiential and critical thinking
 - Team-based learning
 - Finance & banking
- Nearly 1700 faculty from 33 HEIs including Goa University were trained for Outcome Based Education
- As part of celebration of Science Day celebration, GSHEC organized a unique one and half month long “Vidnyan Dhara” under which:
 - Scientist from research institutions gave talks to university students, University faculty gave talks to College students, and College faculty gave talks to higher secondary and high school students.
 - About 33,000 students directly benefitted under this program
 - A total of 265 talks/demonstrations/public talks were organized
 - Talks were focussed on science & technology related disciplines like artificial intelligence, astronomy, environment, etc.
 - Several public astronomy & star-gazing programs were held.

6. Activities carried out by the SHECs for the implementation of NEP 2020 in 2022-23.

- Established Goa State Research Foundation in line with the proposed National Research Foundation at the national level
- Established Research & Development Cells in all HEIs in Goa
- Goa University, being the only State University, is already registered on the ABC portal
- Established Teaching, Learning & Educational Technology Cells in all HEIs in Goa
- About 40% of the students in higher education are enrolled on ABC portal
- Institutional Development Plans (IDP): 100% of HEIs in general education have developed IDPs
- Handholding of HEIs for NAAC accreditation is in progress.

7. New initiatives and future activities of SHECs in 2023-24.

- Development of Single State Scholarship portal for higher education (in progress)
- Brining 100% of the students in higher education on ABC portal
- Implementation of multiple entry & exit from academic year 2023-24
- Development of centralized Training, Internship & Placement portal (in progress)
- Implementation of Flexible curriculum from academic year 2023-24
- Introducing Internships as part of the UG and PG curriculum from academic year 2023-24.
- NAAC accreditation of 100% HEIs in the State is being planned by 2025.
- To provide multidisciplinary education and sharing of resources, Cluster of HEIs are being formed.

**A Note on
Karnataka State Higher Education Council***

Part I: Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer

1. Modalities of Multiple Entry and Exit, Flexible Curriculum and Credit Transfer as envisaged in National Education Policy (NEP) 2020.

Awarding of UG Certificate, UG Diploma, and Degrees

- UG Certificate: Students who opt to exit after completion of the first year and have secured 46 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the programme within three years and complete the degree programme within the stipulated maximum period of seven years.
- UG Diploma: Students who opt to exit after completion of the second year and have secured 92 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the second year or summer vacation of it. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.
- 3-year UG Degree: Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 136 credits and satisfying the minimum credit requirements in the programme components, a minimum of 60 credits in the major discipline, 24 credits in the minor discipline, 9-credits from multi-disciplinary courses, 8-credits in Ability Enhancement courses, 9-credits from Skill Enhancement Courses, 6 to 8-credits from Value Added Courses and 2 to 4-credits from Summer Internship.
- 4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 176 credits and have satisfied the minimum credit requirements in the programme components: a minimum of 80 credits in the major discipline, 32 credits in the minor discipline, 9-credits from multi-disciplinary courses, 8-credits in Ability Enhancement courses, 9-credits from Skill Enhancement Courses, 6 to 8-credits from Value Added Courses and 2 to 4-credits from Summer Internship.
- 4-year UG Degree (Honours with Research): Students who secure 75% marks or CGPA of 7.5 and above or in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project/dissertation under the guidance of a faculty member of the University/ College. The research project/dissertation will be in the major discipline. The students who secure 176 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research). The minimum credit requirement in the programme components is same as

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above:

- Infrastructure Requirement offering a 4-year UG Degree (Honours with Research): The Colleges/Departments offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors. The Departments of colleges already recognized for conducting the Ph.D. programme may conduct a 4-year UG Degree (Honours with Research), without obtaining any approval from the affiliating University.
 - UG Degree Programmes with Single Major: A student who secures a minimum of 60/80 credits from the major discipline in the 3-year/4-year UG degree programme will be awarded a UG degree / UG degree (Hons. / Hon. with Research) with a single major (say, a B.A. in Economics or a B.Sc. in Physics/ B.A. (Hons. / Hon. with Research) in Economics or a B.Sc. (Hons. / Hon. with Research) in Physics).
 - UG Degree Programmes with Double Major: A student who secures a minimum of 48/64 credits each from two major disciplines in the 3-year/4-year UG degree will be awarded a UG degree / UG degree (Hons. / Hon. with Research) with a double major (say a B.A. in Economics & Sociology or a B.Sc. in Physics and Chemistry/ a B.A. (Hons. / Hon. with Research) in Economics & Sociology or a B.Sc. (Hons. / Hon. with Research) in Physics & Chemistry).
 - Interdisciplinary UG Programmes: The credits for core courses shall be distributed among the constituent disciplines/subjects so as to get core competence in the interdisciplinary programme. For example, a degree in Econometrics requires courses in economics, statistics, and mathematics. The total credits to core courses shall be distributed so that the student gets full competence in Econometrics upon completion of the programme. The degree for such students will be awarded as B.Sc. in Econometrics for a 3-year UG programme or B.Sc. (Honours) / B.Sc. (Honours with Research) in Econometrics for a 4-year UG programme.
 - Multidisciplinary UG Programmes: In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines. The degree will be awarded as B.Sc. in Life Sciences for a 3-year programme and B.Sc. (Honours) in Life Sciences or B.Sc. (Honours with Research) for a 4-year programme without or with a research component respectively.
- 2. Planning for implementation of Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in your State.**
 - 3. Role of SHECs in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.**
 - The SHEC guides, coordinating and monitoring the implementation of NEP in the State, in particular the academic aspects of it through Faculty wise and the Subject wise Committees. These Committees are headed by either one of the Vice Chancellors or a Senior Faculty member

of a university in the state, with conveners from SHEC, under the overall supervision of SHEC. All the Committees have representations from all the Universities and from Affiliated Colleges in different regions of the state, apart from experts from industries etc. The Subject Committees at the State Level will decide on the list of courses under major category and credit distribution for double major, interdisciplinary and multidisciplinary programmes. The same committees will design and draft the Model Curriculum in all the disciplines and make it available to all the Universities and Autonomous Colleges. The statutory bodies of the Universities and Colleges such as the Board of Studies and Academic Council will consider the list of courses under major category and credit distribution for double major, interdisciplinary and multidisciplinary programmes and the Model Curriculum, before adopting them with suitable modifications.

- The SHEC has also provided a Model Curriculum and Credit Framework for all the Undergraduate Programmes, a Model Regulation, and has provided Model Curriculum, and a mechanism for multiple entry and exit and credit transfer through UUCMS in the state.

4. Challenges in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

- Lack of awareness of NSQF, NHEQF and NCrF among faculty members
- Experience of practicing outcome based education
- Competency required in Curriculum design and assessment design
- Lack of industry connect and Industry involvement in curriculum design

Part II: Current and Future Activities carried out by SHECs

5. Activities carried out by the SHECs in 2022-23.

- Managing Centrally Sponsored Scheme
 - Karnataka State Higher Education Council (KSHEC) has been identified as the Single Nodal Agency (SNA) with respect to Rashtriya Uchchar Shiksha Abhiyan (RUSA), the Centrally Sponsored Scheme.
 - Since 2014-15, KSHEC is playing a key role in the successful implementation of RUSA scheme. Total no of Universities & Colleges approved under RUSA 1.0 & under 2.0 is 143. 102 units were approved under RUSA 1.0 (Sanctioned amount Rs. 498.00 Crores) & 41 units were approved under RUSA 2.0 (Sanctioned amount Rs. 245.00 Crores). But as 07 HEIs have received grants under more than 01 Component the state has 136 implementing agencies.
 - In 2022-23, KSHEC has organized 02 State Project Directorate Meetings and 10 RUSA review meetings to monitor the Physical and financial progress of RUSA scheme at RUSA funded Universities and Colleges at regular intervals.
 - KSHEC has taken lead in the mapping of all the 136 Implementing Agencies under PFMS & Khajane - II.

- KSHEC has coordinated in the organization of five PFMS training workshops and two Khajene-2 training workshops for the RUSA Nodal officers of 136 Implementing Agencies, Officers and caseworkers of RUSA section of KSHEC, Dept. of Collegiate & Technical Education in collaboration with Physical Policy Institute and PFMS Regional Office, Bengaluru and Treasury Department respectively.
- To evaluate the work progress and quality of the work, RUSA Physical Inspection teams were constituted as per the directions of Ministry of Education (MoE), Government of India (GoI) and the reports are being submitted to Government of India in the prescribed format.
- Overseeing State Private Universities
 - The state has 24 State Private Universities and KSHEC is playing key role with regard to the following aspects: verification of proposals regarding establishment of State Private Universities, periodical Inspection, proposals regarding starting of new programs/ Increase/ decrease of intake /closure of programs etc.
 - Based on the reports submitted by the expert committees constituted by KSHEC, bills have been passed in Legislature of Government of Karnataka for the establishment of 06 more State Private Universities.
- Awareness about Accreditation and Ranking
 - To create awareness about THE World University Ranking framework, details for participation as well as insights from the latest ranking on 3rd November, 2022 the workshop was organized at KSHEC.
 - On 9th February, 2023 virtual Master Class on Times Higher Education World University Ranking (WUR 3.0)-2023 was organized.
 - KSHEC has directed all the Universities to mentor their Affiliated Colleges in the process of accreditation.
- Other Activities
 - KSHEC has given opinion to the State Government on following issues:
 - Draft Statutes, Regulations of Universities etc.
 - Implementation of National Education Policy-2020.
 - Implementation & execution of Rashtriya Uchchatar Shiksha Abhiyan (RUSA)
 - Enhancement of Access, Equity & Excellence in the Higher Education sector of the State
 - Ensuring autonomy and better accountability of all institutions of Higher Education in the State
 - Equivalence issues.
 - Information/ clarification for the queries asked through Right to Information Act (RTI)
 - All other policy matters with regard higher education.
 - Promoting Internationalization of Higher Education.

- KSHEC has organized the following events during 2022-23:
 - ASES Summit was organized in partnership with the Education World forum on 19th and 20th September, 2022 for adopting the best practices in education. Education ministers and delegations from 15 countries participated in the event.
 - The 12th edition of Didac India, the largest education fair in Asia, was held between 21st to 23rd September at the Bangalore International Exhibition Centre (BIEC). KSHEC sponsored the event organized by India Didactics Association with Union Ministry of Education, NITI Aayog and Ministry of Skill Development and Entrepreneurship.
 - Bengaluru Tech Summit- Asia's biggest tech summit was organized from 16th Nov 2023 to 18th Nov 2023 with the Theme- Tech4NextGen with the collaboration of Department of IT/BT. A stall from KSHEC was set up at the summit to educate the students about Higher education and to provide insights about the works of KSHEC.
 - 12th Asian Society on Innovation and Policy Conference was organized at IISc in collaboration with KSHEC. Theme of the conference was “Start-ups, Entrepreneurship & Regional Innovation in the POST COVID-19 Era.”
 - ‘Microsoft Future Ready Bharat Summit’ (Karnataka Edition) was organized on 23 September 2022 in collaboration with KSHEC.

6. Activities carried out by the SHECs for the implementation of NEP 2020 in 2022-23.

The State of Karnataka is the first State in the country to develop an implementation framework to realize the vision and goals of NEP-2020. The activities carried out by the SHECs for the implementation of NEP 2020 in 2022-23.

- Curricular Reforms
 - More than 45 Subject wise Experts Committees, involving faculty from all the Universities and representatives of Autonomous and Affiliated Colleges in the state in consultation with the Chairpersons of the respective Boards of Studies in their subjects, from all the Universities, have worked out the Curriculum Framework in their subjects and designed and drafted the curriculum contents for 3rd and 4th Semesters.
 - Technology based skills courses under NEP-2020: Karnataka being the hub of IT in India, the state wishes to continue to lead digital transformations and contribute to skilled workforce. Accordingly, KSHEC has collaborated with NASSCOM to offer the following three courses through MoU's between NASSCOM and the universities:
 - Digital Fluency for first year degree students (all non-computer disciplines)
 - Artificial Intelligence for second year degree students
 - Cyber Security for third year degree students

These three courses are designed by NASSCOM and are aligned to NSQF. Each course has two credits weight and practical component.

- Financial Education and Investment Awareness course: Karnataka State Higher Education Council and NSE Academy Limited MoU signed for Financial Education and Investment

Awareness Course. During 2022-23, KSHEC has organized more than 20 Faculty Development Programs on Financial Education and Investment Awareness Course across the state. More than 2000 faculty members were trained. This course is aimed at developing understanding of money, its value, raising, managing and growing it. The course has been designed and is being offered in collaborations with National Stock Exchange Academy.

- Apprenticeship Embedded Programs: Apprenticeship/Internship Embedded UG programs in Logistics will be introduced in select universities. These have been included as part of FYUGP regulations, so that the other universities can also initiate these programs in the coming academic years.
- A 5-year MoU has been signed on 06/09/2022 between the KSHEC and Infosys Limited to enable collaboration between State Public Universities and Infosys through the Infosys Springboard services. Also, to design and train academic leadership programs for faculty of State Public Universities and its colleges. A two days conclave was organized on 20-21 October, 2022 as a follow-up initiative of the MoU signed by KSHEC and Public Universities with Infosys at Infosys Mysore campus on the theme of "Reforms in Higher Education Curriculum"
- One day Conference to discuss and chalk out an action plan for writing/translating text books in Kannada for Higher Education is scheduled on 14th March, 2023 at Karnataka State Higher Education Council, Bengaluru under the Chairmanship of Hon'ble Governor & Chancellor wherein Hon'ble Minister for Higher Education, Government of Karnataka, Chairman, Bharatiya Bhasha Samithi, Vice-Chancellor, IGNOU, Sri Raghunandan, VBUSS and Vice-Chancellors of all the State Universities will be participating.

In the afternoon session, deliberations will be held on "Future plans regarding implementation of NEP, 2020 with Holistic Development of students with quality of education, sports and cultural development".

- Regulatory Reforms
 - The Karnataka State Public Higher Education Institutions Bill, 2023: A comprehensive Karnataka State Higher Education Institutions Bill in place of the existing several Universities Acts has been prepared keeping in view the aspirations of NEP-2020, and after wider consultations with all the stakeholders in the State.
- Internationalization of Higher Education
 - Karnataka and Pen-Hubb Global Partnership Karnataka and Pen-Hubb Global Partnership Inaugural function was organized by KSHEC on 09/01/2023. Panel discussion was organized on 10/01/2023 on the topic Enriching Higher education Ecosystem through Collaboration. As a part of Karnataka and Pen-Hubb Global Partnership a Breakout session was conducted between Pen-Hubb HEIs and Karnataka State Public and Private HEIs on 12/01/2023.
 - Operational Alliance Agreement (OAA) between KSHEC and British Council The Karnataka State Higher Education Council and the British Council signed an Operational Alliance Agreement on 14/02/2023 for 1-year term to the project to support three State

Public Universities in Karnataka (namely: Bangalore City University; Bangalore North University; and Gulbarga University) to enter into partnerships with three Universities in the UK (namely: Birmingham City University; University of Highlands and Islands; and University of Bradford). On the same day workshop on Project Management to Partnering Karnataka Universities with UK Universities was organized.

➤ Transforming Lives: Karnataka, Dundee and Beyond: The project “Transforming Lives: Karnataka, Dundee & Beyond” envisioned jointly by Karnataka State Higher Education Council (KSHEC) with University of Dundee and is supported by British Council was launched on 23/02/2023. This collaborative model will provide an opportunity to the students to pit their wits, intelligence, and innovative skills in the competitions which align closely with the research areas. The idea of a student competition-based exercise is to encourage network and build relationship between the University of Dundee and participating HEIs across a small number of common research areas is an initial foray into forging and developing institutional links between the UoD and HEIs in Karnataka.

- Governance Reforms

➤ Academic Bank of Credit (ABC): On 16th December, 2022 Karnataka State Higher Education Council organized Workshop on the theme "Operationalizing ABC". As an outcome, 24 State Public Universities and 18 State Private Universities have successfully registered under ABC platform.

➤ Institutional Development Plan (IDP): On 30th December, 2022 Karnataka State Higher Education Council organized Workshop on the theme “Institutional Development Plan (IDP) for leadership of Karnataka State”. Vice Chancellors, PMEB Directors, IDP In-Charge officers of 34 State Public and Private Universities participated in the workshop and 31 Universities prepared an outline of their IDPs based on Panchamrut themes.

7. New initiatives and future activities of SHECs in 2023-24.

- A symposium on Gross Enrollment Ratio based on the report submitted by KPMG.
- Framing of subject wise curriculum for the 05-08 Semesters of all UG programs

**A Note on
Kerala State Higher Education Council***

Part I: Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer

1. Modalities of Multiple Entry and Exit, Flexible Curriculum and Credit Transfer as envisaged in National Education Policy (NEP) 2020.

- Meaning of Multidisciplinary Higher Education Institutions and Holistic Education as envisaged in National Education Policy (NEP) 2020
 - A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

2. Planning for implementation of Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in your State.

- How to implement Multidisciplinary Higher Education Institutions in your State.
 - The current expansion of higher education has been largely in the private sector, and the bulk of it has been restricted to professional courses ranging from engineering and medicine to relatively new vocational programmes. The real challenge is to nurture and strengthen our universities without destroying their diversity by forcing them into a straitjacket of a standardized frame. To ensure quality and access and to meet the growing demand for higher education, more Higher Education Institutions (HEIs) of national importance in teaching and research of a multidisciplinary nature have to be established in the state with the help of the centre. It may be noted that central investment in higher education in Kerala is relatively low compared to the national average.

3. Role of SHECs in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

- What is the envisioned Role of SHECs in implementing Multidisciplinary Higher Education Institutions.
 - Advisory Role for Higher Education Council

4. Challenges in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

**Professor Rajan Gurukkal, Vice Chairman, Kerala State Higher Education Council, Kerala, Dr. Rajan Varughese, Member Secretary, Kerala State Higher Education, Kerala and Dr. Manulal P. Ram, Research Officer (Deputation), Kerala State Higher Education Council, Kerala*

- **What are the Challenges in implementing Multidisciplinary Higher Education institutions.**
 - Out of the Sixteen State Universities in Kerala, eleven of them are discipline based universities. Hence there is need for starting new generation Multi Disciplinary programmes and appointment of more teachers and enrolment of students in these institutions to make it truly multi-disciplinary.
 - Need for large scale devolution of funds from the centre to the state for developing Multidisciplinary HEIs.
 - The affiliated colleges are also functioning in their disciplinary silos, and transforming them into Multidisciplinary institutions requires more time and funds.

Part II: Current and Future Activities carried out by SHECs

5. Activities carried out by the SHECs in 2022-23.

- **State Assessment and Accreditation Centre (SAAC)**
 - The primary objective of the SAAC is to assess and assign state level accreditation and grades to all higher education institutions in the state including universities, government and aided colleges, autonomous colleges and self financing institutions/colleges. The Council had incorporated the establishment of SAAC as a major initiative in our plan proposal for 2019-20 and accordingly, the Honourable Governor declared the decision of the Government to establish the Centre under KSHEC. The Council conducted several district wise programmes for colleges pertaining to various aspects of SAAC.
 - Apart from the seven criteria for assessment proposed by NAAC, three state specific core values of SAAC have been adopted through measurable criteria-framed metrics. They are: (1) Ensuring Social Inclusiveness, (2) Striving for Equity & Excellence, and (3) Fostering Scientific Temper and Secular Outlook.
- **Faculty Development Centre (FDC) & its programmes**
 - The Faculty Development Centre (FDC) in the Kerala State Higher Education Council was formed as per various provisions in Section 4 of the Kerala State Higher Education Council Act 2007 with the aim to enhance the quality of teaching-learning activity in the State Universities and the affiliated institutions by providing advanced training Centres –Online/Offline with the help of experts from the field of pedagogy, and other disciplines of higher education.
- **All Kerala Higher Education Survey**
 - The report of All Kerala Higher Education Survey (AKHES) 2020 prepared by the Council contains useful information on various aspects of Higher Education in Kerala. It covers details of teaching and non-teaching staff, programmes conducted under various faculties, student enrolment, scholarships, examination, accreditation and infrastructural facilities in Higher Education Institutions and provides data for evidence-based decision making and planning. This is the first report prepared by the Kerala State Higher Education Council

since the Government of Kerala designated the KSHEC as the nodal agency for establishing the Kerala State Unit of the All India Survey on Higher Education (AISHSE). The report has been prepared based on information collected online through the KSHEC portal wherein most of the institutions of higher learning in the state have registered themselves and uploaded information in the Data Capture Format. The research team of the KSHEC also collected data directly on a number of parameters. It covers details of teaching and non teaching staff, programmes conducted, students enrolment, scholarships, examination, accreditation and infrastructural facilities in HEIS.

- **Erudite- Scholar in Residence Programme**

- ‘ERUDITE Scholar-in-Residence’ was introduced in 2010, during the term of the first Higher Education Council. This enabled Universities in the state to invite Nobel Laureates and other eminent scholars to interact with young researchers. The present Council rejuvenated the programme with the full conviction of its predominant role in inspiring our talented researchers, and in opening up new opportunities for them to develop international research collaborations. In the previous four years 121 Scholars visited the various higher education institutions in Kerala on this scheme. The ERUDITE Scholar-in-Residence was revised and integrated with the Brain Gain Project. The scheme envisages that the nonresident Keralite academics will utilize their sabbatical to visit Kerala and offer their expertise.

6. Activities carried out by the SHECs for the implementation of NEP 2020 in 2022-23.

7. New initiatives and future activities of SHECs in 2023-24.

- **Kerala Institutional Ranking Framework (KIRF)**

- The council envisages the creation of a Kerala-specific ranking index, which will be termed as Kerala Institutional Ranking Framework (KIRF) for universities and colleges on the lines of the National Institutional Ranking Framework in the state of Kerala. This will enable holistic and comprehensive ranking of the 1500+ higher education institutions in the state. This will be a pioneering step in the country.

- **Building Up Database on Keralite-Academic Diaspora around the Globe**

- KSHEC is building up a database with details of the Keralite academic diaspora envisaged for their greater participation for enhancing the quality of higher education in the state. This Project is financially supported by the Kerala State Planning Board. As part of building up the database, KSHEC maintains a registration portal open to scholars for providing their details through online mode. It has so far obtained details of 200+ scholars from different filed of knowledge areas academics from among the diasporic communities across the globe.

- **Kerala Academic Library Network (KALNET)**

- The Kerala Higher Education Council proposed two initiatives in January 2020 in line with the declared mandate of the Council for providing quality higher education and common facilities to universities in the state. Kerala Academic Libraries Network (KALNET) and E- Journal Consortium

- Kerala Academic Libraries Network (KALNET) brings on a common platform the collections of all the libraries of the HEIs of the State which would be accessible to all researchers.
- KALNET links Library data from various university libraries. at present 11 universities, 147 libraries and 15 lakh titles of books and journals are brought under a single search interface.
- **E-Journal Consortium**
 - The Governing Body of KSHEC resolved to establish a consortium of e journals in the State to cater to the needs of the academic community in wake of the rising costs of subscription to e journals and the paucity of funds faced by the universities. The KSHEC acts as the nodal agency of the consortium consisting of all the sixteen state universities and KNIMBUS /Elsevier group is providing Science Direct and Scopus through this consortium.
- **Digital Enablement of HEIs in Kerala (*Let's Go Digital* initiative)**
 - This plan is in response to the call of the Government to 'Go Digital' in teaching/learning in higher education. The intention is to establish Moodle Learning Management System (LMS) in all the higher education institutions in the state, especially colleges and universities. The plan proposes the implementation of a centralized model that is resource-frugal, easier, quicker, and less expensive. The Council with technical collaboration of Digital University of Kerala has already provided the free services spare to host the Moodle LMS of the college.
- **E-Learning Hub for MOODLE-LMS**
 - The Kerala State Higher Education Council has been entrusted by the government of Kerala to implement the digital enablement drive of higher education institutions in the state under the banner of the programme "Lets go Digital" focusing on MOODLE based Learning Management System (LMS) in association with the Digital University of Kerala. The programme has trained more than 3500 faculty members in the state and training has been conducted at the institutional level for selected colleges of the state in the first phase.
- **Online Digital Repository of course materials of UG/PG programmes**
 - Kerala State Higher Education Council provides a dedicated portal for students to access online study materials on various courses in UG/PG programmes in different subject disciplines of the state universities in its website www.kshec.kerala.gov.in under the title 'Online Study Materials 'this repository has been developed in association with faculty members of government, affiliated colleges and universities in the state. A wide range of study materials for B.Sc./B.A./B.Com./B.B.A. and M.Sc./M.A./M.Com. programmes, are available. Students can easily choose it according to their interest and demand as the website provides user-friendly windows for search, view and downloading. The material is supplied in the form of pdf documents, power point presentation and videos formats. The council does the preliminary screening of the learning material received from the faculty members.
- **Navakerala Post-Doctoral Fellowships**

- The Government of Kerala announced the Chief Minister’s Nava Kerala Post doctoral Fellowships in the State Budget (2021-22) The State is planning to grant Fellowships ranging from 50,000/- to 1,00000/-per month for a period of two years. This Scheme has been designed to further the development plans of the state by promoting Research in domains of Eco diversity, Agriculture, Digital Technology, Genetics, Climate Change and the indigenous culture of Kerala. The expenditure has continuing nature. The scheme is implemented in a phased manner starting with 150 Fellowships in the first year and reaching the target of 500 in a five year period, depending on the number of credible proposals and availability of funds.

- **Higher Education Scholarship Scheme**

- Higher Education Scholarship Scheme which is being implemented by the Kerala State Higher Education Council, with the financial support of the State Government is one of the most acclaimed and popular initiatives in higher education sector. It is an imaginative scheme formulated in line with the declared objectives of the Higher Education Council to promote equity, access and excellence in higher education. The main objective of the Scheme is to attract and retain talented students in non-professional academic schemes like sciences, humanities, social sciences etc. and about 3000 scholarships are given every academic year at the UG level to pursue non-professional courses and about 1200 scholarships are given at the PG level. Physically handicapped students are given 25% additional amount.

Category – wise Distribution of Scholarships

Open	OBC	SC/ST	BPL	PH
50%	27%	10%	10%	3%

Scholarship amount to UG and PG Students

Course	Existing Rate
UG 1 st Year	Rs.12,000/- (Rs. 15,000/- for PH Students)
UG 2 nd Year	Rs.18,000/- (Rs. 22,500/- for PH Students)
UG 3 rd Year	Rs.24,000/- (Rs. 30,000/- for PH Students)
PG 1 st Year	Rs.40,000/- (Rs. 50,000/- for PH Students)
PG 2 nd Year	Rs.60,000/- (Rs. 75,000/- for PH Students)

**A Note on
Odisha State Higher Education Council***

Part I: Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer

The full scale implementation of multiple entry and multiple exit in the state of Odisha is yet to be done. However, the following steps are taken

- In consultation with the group of Vice Chancellors of all State public Universities that the new NEP-2020 compatible curriculum will be operative from 2023-24 academic year. The model UG curriculum along with the regulation frame is being designed at OSHEC
- All Universities have been notified to register for NAD as well as ABC.
- The curriculum provides for multiple exit and flexibility as per NEP 2020. However, multiple entry is yet to be conceptualised and regulations framed.
- Internship, entrepreneurship training, NCC, ethics, multidisciplinary, field work and Project etc. are embedded in the model framework
- Swayam and approved online courses are being allowed as part of the coursework to be taken up.
- Major Challenges in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State has been the HEIs not having NAAC accreditation, Fixed capacity, massive vacancy in teaching staff and lack of digitisation in all HEIs
- OSHEC is designated as the nodal coordinating agency

Part II: Current and Future Activities carried out by SHECs

The Council as per its mandate has undertaken many path-breaking reforms in the higher education sector with the active participation of the Chairman, Odisha State Higher Education Council-cum-Hon'ble Minister, Higher Education; Principal Secretary, Higher Education; Vice-Chancellors of State Public Universities and the members (Committee Members, Vice-Chairperson, Executive Members, Academic Consultants, Member Secretary, and Finance Officer) of the OSHEC. Some of these reforms are also unique in the national context and likely to transform the HEIs towards better learning and research outcomes

Vice Chancellors' Conclave:

The Vice-Chancellors' conclave is a unique innovation that discusses the entire gamut of academic reforms in the higher education sector of Odisha. . The Council in collaboration with the Higher Education Department organized "Vice-Chancellors' Conclave" at Shri Jagannath Sanskrit University, Puri on 21st October 2022, where the Vice-Chancellors of State Public Universities attended along with their Registrars, Comptroller of Finance and Chairperson, P.G. Council For the first time, the Vice- Chancellors of Private Universities, coming under the Higher Education Department were also invited to the conclave to share their best practices. This meeting has nucleated many significant reform programs, which have been implemented or in the process of implementation in the Higher Education sector of the state by the OSHEC during 2022-23.

Odisha Research Conclave-2022(ORC-2022):

One of the mandates of OURIIP is to monitor the Seed Funding and Fellowship Programmes through Annual Research Conclave titled "Odisha Research Conclave", where the OURIIP Research scholars as well as other researchers will showcase their research findings. Already about 200 young faculty

* Professor Asoka Kumar Das, Vice Chairperson, Odisha State Higher Education Council, Odisha.

and 70 junior research fellows are working on research problems relevant to the state. During 2022, ‘Odisha Research Conclave-2022’ was held in physical mode, from 14th to 16th November 2022 in association with Ravenshaw University, Cuttack at Seven Pillars of Wisdom, Ravenshaw University. About 450 posters in three days were displayed to create competitiveness among the research scholars of the State. To increase the research output, the research scholars from the projects, other than OURIIP were also invited to participate in this conclave. Other Research Scholars, Teachers, Scientists, etc. were invited to visit these poster presentations and interact with them. Simultaneously, domain experts in each category interacted with them, advised them, even interacted with the mentors, and also judged the best poster presentation in each category. For the first time, a complete one day (16/11/2022) was allotted to the Centres of Excellences, established under OHEPEE to showcase their achievements such as products, patents and publications. Different Start up groups were also invited to tell the participants about their journey of their innovation and exhibit their products.

Common Post-Graduate Admission-2022 through a common entrance and admission portal SAMS:

Common P.G. Admission in all the State Public Universities (except Shri Jagannath Sanskrit University and Odisha State Open University) and Colleges with P.G. courses, coming under Higher Education Department was held through SAMS by the joint co-ordination of Odisha State Higher Education Council and Higher Education Department. Around 62,890 applicants had appeared for a common entrance test (CPET-2022). State-wide and subject-wise merit list was prepared for 76 subjects and the applicants were selected against their preferred subjects and universities/colleges.

Odisha University Research and Innovation Incentivization Plan-2021 (OURIIP-2022):

The Council received 49 and 123 applications for Research Fellowship and Seed Funding respectively. Out of 123 applications for Seed Funding, 108 candidates were short-listed for defending their proposals before the Research Committee and domain experts, and finally, 40 candidates were selected to receive Seed funds Similarly, out of 49, after scrutinization, 45 Ph.D. research scholars were selected to receive Research Fellowship grants After submission of the joining reports, fellowship grants are released to their respective universities. Similarly, Seed Funding Grants have been released to their respective Universities/Colleges.

IDP (Institutional Development Plan):

Institutional Development Plan (IDP) is very important and necessary for academic quality and excellence. IDP is the vision document of education of a particular institution. Accordingly, all the Universities were requested to prepare their IDP and submit to OSHEC for finalization. At the first instance, the draft IDP of Rama Devi Women’s University, Bhubaneswar has been taken up and F.M.University, Balasore is in the process of preparing their IDP.

Implementation of E-Samarth:

E-Samarth, a complete ERP package with 41 modules related to various essential functionalities of a HEI, developed by the Delhi University and approved by the Ministry of Education, Government of India are implemented in all the State Public Universities, coming under HE Department. A committee of nodal officers have been notified and the on-boarding process has already started.

Incorporation of Swayam in to UG and PG courses:

With an intention to seek exposure beyond one’s discipline of choice and to enable HEIs to build their capacities for full implementation of multidisciplinary education, all universities are required to enable Swayam courses in to their regulation framework. A concept note was prepared by the Council for circulation among the Universities to implement it. The students opting for Swayam will have to attend

in the required time slot, pay the registration charges, appear in the examination and submit the marks obtained to the authorities. Since Swayam is a vast repository with great diversity in content and number of course hours, Universities were requested to identify subject based generic courses that a UG or PG student may opt for through Swayam.

FIH Men's Hockey World Cup, 2023:

To infuse the spirit of hockey among students and make the 2023 edition of FIH Men's Hockey World Cup, more exciting and memorable, OSHEC with HED, government of Odisha organized inter and intra university Hockey matches in HEIs of the state. In addition, students participated in quiz, essay and debate competitions, rangoli and poster-making competitions, walkathons in colleges and universities, created sand art relating to the theme of the world cup on their campuses and put up posters, and signages

Introduction of course title Ethics and Values in HEIs:

New course Ethics and Values designed by OSHEC was implemented from the academic session 2021-2022 under AECC to be taught in all 6 semesters at Under Graduate level. Already 3 volumes for semester-1,2 &3 have already been published by the OTBB with virtual tutorials for each semester. .

Provision of e-Resources for Teaching, Learning, Research (TLR) in State Universities of Odisha

Odisha State Higher Education Council (OSHEC) is the Nodal Agency to centrally provide e-Resources to all state universities and Autonomous Colleges. In this connection, resources from Elsevier, Clarivate, and EBSCO. Were contracted and four products were procured, namely Science Direct, SCOPUS, JCR, and EBSCO. Students and faculty of all Universities and Autonomous colleges have been provided remote access to these resources. Apart from journals and other reports, students are also provided with an aggregate of e-books (Text and Reference) from across the publishers for online access. Seminars and workshops are regularly organised to sensitise students and faculty about understanding the research workflow, research metrics, identifying Fake/Cloned/Predatory Journals-Tips and Tricks, recognizing fake and dubious impact factors -Careful checking of Databases like UGC Care, Scopus, Web of Science, ABDC and importance of ORCID and DOI in research papers - Understanding Open Access policies of Journals

Academic Performance Audit:

Academic Performance Audit (APA) is one of the most important activities of the OSHEC. A web-based Application is under development and is expected to be ready in the first week of May 2022. The Academic Performance Audit Module (APAM) examines one HEI under four broad criteria, namely (1) Student-related activity; (2) Faculty-related Activity; (3) Infrastructure for TLR; (4) Specific activities related to TLR. As of now, the OSHEC has already conducted APA at three Universities and two Autonomous Colleges. The APA process generates a median score on a scale of 0-1.

Guiding/Facilitating HEIs for NAAC accreditation and NIRF ranking

Odisha State Higher Education Council (OSHEC) has the responsibility to uptake the quality improvement of HEIs in the state towards NAAC Assessment and NIRF Ranking. of each State Universities/ Autonomous and affiliated College.

Workshop on "How to write a good Research Proposal":

The faculty members, those had completed their Seed Funding Project works (OURIIP-2019 batch) are fully equipped for applying for bigger projects to external funding agencies. But, to write a good

project, it needs skill and technique. Therefore, a workshop on “How to write a good Research Project” was organised by the Council from July 19-21, 2022 in the Conference Hall of the Text Book Bureau. The domain experts were invited to provide hand holding support to each candidate.

Projects in Progress

- The OSHEC is developing a Web-based application for the creation and management of Question Paper Bank. RFQ has been mailed to prospective government agencies.
- The OSHEC is also working on two different projects aimed at the augmentation of Internationalization and Digital Presence of HEIs of Odisha. The latter has been submitted to the office of the Vice-Chairperson, OSHEC.
- The OSHEC is designing a framework for Developing and Enabling Entrepreneurship and Workforce Participation among Higher Education Students in Odisha

A common sports policy and a start up policy for Universities is being developed.

**A Note on
Rajasthan State Higher Education Council***

Part I: Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer

1. Modalities of Multiple Entry and Exit, Flexible Curriculum and Credit Transfer as envisaged in National Education Policy (NEP) 2020.

- **Multiple Entry and Exit:** The Nodal Officer, NEP 2020 has written to all the SFU to take necessary steps in their decision making bodies to prepare the modalities of multiple entry and exit which is one of the major objectives of NEP, 2020.
- **Flexible Curriculum:** As per 11.5 and 11.6 of the NEP, 2020 imaginative and flexible curricular structures are required to remove prevalent rigid boundaries and creating new possibilities for life-long learning. In pursuance of the same all the SFUs have been instructed to prepare new curriculum to enable implementation of multiple entry and exit system. The Task Force at the Raj Bhawan has instructed 11 different SFUs in the state to prepare fresh and flexible course curriculum. The premier universities have been given the responsibility of designing the new curriculum keeping in view their respective academic strength. There is also a move to implement uniform syllabus in all the universities of the state at the behest of the Raj Bhawan. However, there is no consensus regarding the implementation of uniform syllabus.
- **Credit Transfer:** 11.9 of the NEP, 2020 seeks the establishment of an Academic bank of credit (ABC) which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. 12.2 of the policy desires that the Choice based Credit System (CBCS) will be revised for instilling innovation and flexibility. 12.8 provides that credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree. Thus there is a complete architecture for developing credit bank to enable the student to receive a degree. In Rajasthan, the Task Force of the Department of Higher Education has deliberated upon the issue of ABC and has passed on necessary instructions to the SFUs. On 22nd August, 2022 a letter was sent to all the SFUs asking them to register in the ABC.

2. Planning for implementation of Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in your State.

- **Implementation of Multiple Entry and Exit:** The Task Force at the level of the Department of Higher Education has decided that multiple entry and exit system will be implemented in Rajasthan from the academic session 2025-26.
- **Implementation of Flexible Curriculum:** The Task Force at the level of the Department of Higher Education has decided that new syllabi which are flexible and imaginative will be implemented in the SFUs of Rajasthan from the academic session 2023-24. Some of the private universities in the state like Amity, Manipal, JCERC have already implemented new curriculum as per NEP, 2020. Nine SFUs have adopted semester system at the post-graduate level. Professional universities such Harideo Joshi University of Journalism and Mass Communications, Dr B R Ambedkar Law University and the MBM Engineering University

* *Professor D. S. Chundawat, Vice Chairman, Dr. Shruti Gupta, Joint Director, RUSA and Professor Sanjay Lodha, Member Secretary, Rajasthan State Higher Education Council, Jaipur, Rajasthan*

have implemented semester system at the under-graduate level also. The 11 Universities identified by the Raj Bhawan Task Force to prepare curriculum in different streams have almost completed their tasks.

- **Implementation of Credit Transfer:** The Task Force at the level of the Department of Higher Education has decided that the CBCS and the ABC will be implemented in Rajasthan from the academic session 2023-24. The Jai Narayan Vyas University, Jodhpur, a SFU has registered for the ABC and other universities are taking necessary steps for the same.

3. Role of SHECs in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

- The Rajasthan State Higher Education Council has a purely advisory and supervisory role in overseeing the implementation of the major provisions of the NEP, 2020 in relation to higher education. Ever since its inception the Council has functioned intermittently and in a half-hearted manner, both because of lack of required support from the state and also due to the lack of rigor on the part of the office bearers of the Council. To make the Council vibrant and effective is a big challenge and efforts are being made to equip the Council with necessary manpower and resources so that it can play the expected role. The Council itself was reconstituted after a long gap in October, 2022 and it is for the first time that an academician was appointed as its Member Secretary towards the end of January, 2023. Immediately afterwards a meeting of the Council was held on 27th January, 2023. The Council resolved for itself a number of responsibilities and is now set to implement not only these but also adopt a proactive stand to monitor the implementation of NEP, 2020.

4. Challenges in implementing Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer in Higher Education Institutions of the State.

- In the past few years there has been a tremendous spurt in higher education in the state of Rajasthan. According to the latest AISHER, Rajasthan has the maximum number of universities in the country. It has more than 3300 colleges. To address the issue of gender parity, the Government of Rajasthan has decided to establish colleges in all those blocs where the strength of girl students at the secondary level is more than 500. Number of scholarships has been given to students. Growth in the Gross Enrolment Ratio (GER) for the SC, ST and the women in Rajasthan stands at a higher rate than the national figures. No fee is charged from the SC, ST and specially able students (Divyang). The State government has instituted 500 fellowships for those students who want to do UG, PG and Phd courses from the top 150 universities of the world as per QS ranking. In the 2023-24 budget, the state government has decided to establish a Faculty Development Academy for orienting teachers in colleges and universities with the latest in their respective domains and also to familiarize them with the architecture of NEP, 2020. To enable the faculty to do research and training, 500 fellowships have been instituted so that the teachers can go to the best institutions in the world. Thus a lot of initiatives are being taken by the Government to promote access, equity, excellence and quality in the field of higher education.

However, at the same time challenges in implementing sophisticated innovations like multiple entry and exit, flexible curriculum and credit transfer can be identified. Some of these are bulleted below:

- Establishing the necessary administrative structures
- Recruitment of faculty both in colleges and universities to fill vacant positions
- Familiarizing and orienting the existing faculty with the nature and requirements of implementing the new provisions
- Instituting effective coordination between the government and the SFUs for timely implementation
- Greater coordination between authorities responsible for policy making and implementation
- Networking with reputed HEIs outside the state
- Necessary preparedness at the level of the HEIs to implement these provisions

Part II: Current and Future Activities carried out by SHECs

5. Activities carried out by the SHECs in 2022-23.

- After lying dormant for some time, the Council was reconstituted on 31st October, 2022. It comprises of three Vice Chancellors of SFU and ten members nominated by the Government of Rajasthan from the fields of arts, science and technology, culture, civil society and industry and vocational education and skill development. A new Member Secretary was appointed on 16th January, 2023. The newly constituted Council held its first meeting on 27th January, 2023 which was chaired by the Honorable Minister of State for Higher Education, who is also the Chairman of the Council. Apart from the nominated members and the Vice Chairman, the meeting was also attended by the Principal Secretary of Higher and Technical Education, Commissioner of College Education and a host of senior officials. In the deliberations of the Council meeting, there was a sense of urgency among the members not only for implementing the provisions of the NEP, 2020 but also for other issues of quality and access. The minutes of the meeting have been approved by the Chairman and now efforts are being made to take necessary action to implement the resolutions.

6. Activities carried out by the SHECs for the implementation of NEP 2020 in 2022-23.

After the approval of the minutes of the Council meeting held on 27th January, the formation of the following Committees have been proposed to carry forward the agenda of NEP, 2020:

- **Accreditation Facilitation and Quality Assurance Committee:** The Committee will prepare a note on IQAC, SLQAC, library upgradation, vacant posts at government college and university levels, academic issues, Alumni association and give its recommendations.
- **Industry-Academia Linkage Committee:** The Committee will examine the issues of CSR, Placement Fairs, Skill development, MOUs and submit its report to the Council.
- **NEP Implementation Committee:** The Committee will study CBCS, Semester system, credit transfer, multiple entry-exit system, GER, issues of equity, access, excellence and future readiness, micro task force as these prevail in other states and universities and submit a report to the Council.
- **Faculty Development and Training Committee:** The Committee will explore the possibility of having MOUs with IIMs and other institutions for faculty development and interface with foreign universities.

7. New initiatives and future activities of SHECs in 2023-24.

In the ensuing academic year, the RSHEC seeks to take up the following activities apart from making diligent efforts to implement the NEP, 2020:

- Prepare a draft bill for having a statutory status for the Council
- Composition of the Executive Committee of the Council as provided in the MOA
- Organising a state level seminar for academic reforms and restructuring in the light of NEP, 2020
- Holding regular meetings of the Council
- To help the State Government in implementing the Rajasthan Private Higher Education Institutions Regulatory Authority Bill once it is passed by the State Assembly
- To help the State Government in implementing the Rajasthan Coaching Institutes (Control and Regulation) Bill once it is passed by the State Assembly
- To strictly monitor utilization of RUSA funds and starting third party audit of RUSA beneficiaries for ensuring transparency, accountability and for effective and judicious use of sanctioned grant
- To ensure smooth process of granting permission for change in activity chart of RUSA grants
- To help the state government in establishing a Faculty Development Academy for training and orientation of teachers
- To ensure regular meetings of College Development Committees and formation of Alumni Association at the level of Colleges and universities
- To facilitate colleges and universities in holding placement fairs, industry-academia linkage and promoting CSR contribution
- To develop a website of the Council
- To facilitate the colleges and the universities to seek accreditation by the NAAC and the NIRF
- To impress upon the Government to empower the Council with sufficient manpower, funds and resources.

**A Note on
Telangana State Higher Education Council***

Part I : Multiple Entry and Exit on Flexible Curriculum and Credit Transfer:

1. Modalities of Multiple Entry and exit on flexible curriculum and credit transfer as envisaged in National Education Policy (NEP 2020)

It is under process

2. Planning for implementation of Multiple entry and exit, flexible curriculum and credit transfer in your State

Consultation with Universities completed and expected to launch in few Conventional Universities from 2023-2024.

3. Role of SCHEs in implementing Multiple entry and exit, flexible curriculum and credit transfer in Higher Education Institutions of the State

The TSCHE shall be the coordinating agencies in implementing Multiple entry and exit, flexible curriculum and credit transfer in Higher Education Institutions activities in the State of Telangana.

4. Challenges in implementing Multiple entry and exit , flexible curriculum and credit transfer in Higher Education Institutions of the State

A High powered State Level Empowering Committee shall be appointed to design the Mechanism for meeting the challenges and examine the following:

- *Availability of Faculty – Steps to be taken up*
- *Resources - to be made available*
- *Proper framework – to be developed*
- *Proper planning for effectiveness*

Multidisciplinary Higher Education Institutions:

- Multidisciplinary education is a unique educational approach that allows the students to learn and explore distinct subjects or curriculum from various disciplines. For instance, a student of Engineering can take a subject from humanities. It is a “buffet style” approach to education where students can choose what they want to learn.
- One of the benefits of a multidisciplinary approach in education is to get a more holistic understanding of the world. Rather than looking at individual departments and their subject matters separately, a multidisciplinary approach integrates parts of each department into the study programs of the other. A multidisciplinary team approach brings professionals with different skills and expertise together to solve a problem. By bringing a wide variety of team members together, it can broaden the conversation, solve problems and realize faster outcomes. It develops abilities that can facilitate the process to find solutions to complex problems from several perspectives. It brings curriculum integration which focuses primarily on the different disciplines. It brings diverse perspectives which illustrate a topic, theme or issue. A

* Professor R Limbadri, Chairman, and Professor V. Venkata Ramana, Vice Chairman, Telangana State Council of Higher Education, Hyderabad, Telangana – 500028

multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline.

➤ **Gist of NEP 2020, Towards Multidisciplinary and Holistic Education**

- A multidisciplinary education will focus on the integrated development of individual including - social, physiological, emotional, social and moral.
- All the disciplines including professional, vocational or technical of undergraduate programme will experience the methodical execution of such comprehensive learning.
- There will be no rigid boundaries between the learning of science, arts and humanities. All institutions will accommodate professional and soft-skills courses.
- The all-inclusive approach in curriculum will ensure the flexibility in courses and academic pathways thus would promote Multiple Entry Exit System.
- All Higher Education Institutes (HEIs) will encourage the foundation of all departments including Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc.
- Students will be their own degree maker as NEP offers certificate after completing one year of professional or discipline course, diploma if one completes two years, a Bachelor's degree after the completion of three years and the undergraduate degree with research if one completes the preferred duration of four years.
- Students will be their credits holder too with the initiative of Academic Bank of Credit (ABC) to create a digital account of their earned credit from various programs or institutes which can be considered to award the degree
- Exclusive Multidisciplinary Education and Research Universities (MERU), aiming to the best quality education at par with global standards will be established for holistic and multidisciplinary education.

Implementing NEP 2020: Compliance Resizing HEI Eco-system in Telangana

- NEP 2020 envisages large (in size of enrolment) multidisciplinary quality higher education institutions with a minimum enrolment of 3000 students to begin within each HEI; the size of each institution can be higher or it can increase to a certain maximum. It applies to both the public and private HEIs. As we observed above, only a two percent of total HEIs including universities and colleges, in the state have enrolment above 3000. Conversely, nearly 98 percent of HEIs in the state have their size of enrolment below 3000; one-thirds of HEIs in the state have enrolment even less than 500. The implementation of the policy (NEP 2020) needs restructuring and resizing the existing ones into large HEIs in terms of enrolment. An estimate with respect to number of HEIs required in the state according to GER targets and required average size of enrolment in these HEIs, indicate that number required is far less than the number of existing HEIs in the state (Table-3). At the current level of GER (36%) with the average size of HEI @3000, if restructured and resized accordingly the state of Telangana requires not more than 500 HEIs to keep the present GER intact. This number of HEIs (<500) is sufficient even to achieve the NEP 2020 GER target at 50% in the state.

SHECs in implementing Multidisciplinary Higher Education Institutions:

➤ Telangana State Council of Higher Education (TSCHE) held a series of meetings/with different stakeholders to discuss and deliberate about the various issues and changes which were proposed in the draft NEP. The following are the specific measures being taken up.

- **Flexibility of Courses:**

The TSCHE and Higher Education Department shall work out a flexible Choice Based Credit System CBCS structure at UG level, wherein student should have choice and flexibility of choosing subjects multiple disciplines. Suitable minimum credits for a particular subject in UG can be implemented for admission into higher studies in that subject.

- **Credit Transfer:**

Universities must have flexibility in transfer of Credits and introducing innovative Courses available in other colleges/universities should be allowed.

- **Accreditation:**

Colleges shall be encouraged to get accreditation to improve quality in Higher Education. In order to ensure this the Scholarship fees reimbursement from State Government is proposed to be given only for students in Accreditation Colleges from the Academic year 2023-24 so as to provide three years window the colleges to get accreditation.

- **Low Enrolment Colleges:**

The TSCHE and Universities should review the admission number of colleges and take up the exercise of closure of low strength courses in order to ensure proper quality of courses offered in colleges as it is impossible to ensure the quality in low strength courses due to non-viability.

- **Course duration:**

The course duration needs to be re-examined with the award of certificate /diploma/degree should depend on number of credits earned by the students. However, to prevent over burdening the students in the semester a limit of 30 credits may be considered.

- **Faculty Services:**

The TSCHE and Universities may explore a portion of teaching posts with fixed tenure posts (1-5 years) to ensure induction of fresh blood at regular intervals in teaching and ensure linkages internationally, with other academic institutions, industry and other stake holders.

- **Foreign Students:**

A mechanism shall be developed to encourage foreign students and faculty into our academic institutions to ensure improvement or quality and international outlook.

- **Thrust on New, Emerging and in-Demand Disciplines:**

The Commissioner of Technical Education in consultation with TSCHE shall propose formation of an empowered committee at state level to sanction new courses, increase in strength of in-demand courses and closure of non-viable courses in professional colleges

Part II: Current and Future Activities carried out by TSCHE in 2022-2023:

Activities carried out in 2022-2023:

TSCHE has undertaken several initiatives in the year 2022-23 some of these are presented below:

- **MOU's Signed with ISB**
- **New Courses introduced:**
 - French Language
 - B.A. International Relations
 - B.A. Public Policy
 - B.Sc Bio- Informatics
 - B.Sc Fashion Technology
- Multi-disciplinary and inter disciplinary courses through bucket system, which every student will have more choice in flexible mode in BSc.(Economics), BA (Mathematics) making a choices wider.
- Introduction of cluster system to share the resources among the colleges.
- Credit transfer system with MOOCS, Swayam online courses.
- Admissions under taken into various under graduate courses offered by Private, aided and Government Colleges in the State through DOST (Degree Online Services of Telangana).
- Academic and Financial Audit in all professional and Degree Colleges in the State has been initiated
- Preparation of Private un-aided Degree colleges for NAAC Assessment:
 - The Telangana State Council of Higher Education has taken up the responsibility of motivating and brining awareness among the private un-aided Degree Colleges to go for Accreditation to maintain quality in Educational Institutions. The TSCHE assisting all the colleges with a financial support of Rs. One lakh for those colleges which are going for NAAC.
 - Initiated steps to re-design the academic programmes, reforming curricula involving Senior Academicians, representatives of industry concerned so as to prepare our students to suit the requirements of the fast changing sectors of the Industry.
 - TSCHE initiated for establishment of competitive coaching centers in six conventional universities in the State of Telangana and one GDC –Morthad, Nizamabad by releasing Rs.18.00 lakhs to train the students on entire syllabus on competitive exams of UPSC / TSPSC /BSRP / Skill Development etc., during the Academic Year 2022-23.
 - Student Academic Verification Service (SAVS) was launched in the website of TSCHE on 18.11.2022 by Hon'ble Minister for Education, Govt., of Telangana to verify the academic details of the students who completed UG /PG courses at various disciplines in the State Universities from the year 2010.
 - TSCHE initiated action to review the security measures and support system for students studying in educational institutions of Telangana in association with Telangana Police Department for safety and security of the campuses.

Activities carried out by SCHECs for the implementation of NEP 2020 in 2022-2023:

- *Vice Chancellors' Conference*
- *Confederation of Indian Industry (CII) Meeting*

New Initiatives and Future Activities of SHECs in 2023-2024:

- *Revision of all existing curriculum*
- *To introduce New Courses:*
 - *Introduction of Cyber Security Course in Universities and Colleges from the Academic Year 2023 -24.*
 - *Designing the Course of B.Sc Hons in Computer Science and to introduce from the Academic year 2023-24*
 - *Periodic Conferences in association with apex bodies and industry bodies.*

Annexure-II



**Consultative Meeting on State Higher Education Councils
16-17 March, 2023
Centre for Policy Research in Higher Education (CPRHE)
National Institute of Educational Planning and Administration (NIEPA)
Venue: TSTDC Haritha Hotel the Plaza
Begumpet, Hyderabad**

Detailed Programme	
Date and Time	Programme
Thursday, 16 March, 2023	
0930-1030 hrs	<p>Inaugural Session</p> <p>Welcome Professor R. Limbadri, Chairperson, Telangana State Council of Higher Education</p> <p>Opening Remarks Professor Pradeep Kumar Misra, Director, CPRHE, NIEPA, New Delhi</p> <p>Introduction to the Programme Dr. Garima Malik, Assistant Professor, CPRHE, NIEPA, New Delhi</p> <p>Inaugural Address Professor Sudhanshu Bhushan, Vice Chancellor (i/c) and Head, Department of Higher and Professional Education, NIEPA, New Delhi</p> <p>Special Address Smt. Vakati Karuna, IAS, Secretary Education, Government of Telangana</p> <p>Vote of Thanks Professor Venkat Ramana, Vice Chairperson, Telangana State Council of Higher Education</p>
1030-1200 hrs	<p>Multiple Entry and Exit and Flexible Curriculum in Higher Education Institutions Professor Sudhanshu Bhushan, Vice Chancellor (i/c) and Head, Department of Higher and Professional Education, NIEPA, New Delhi</p>
1200-1315 hrs	<p>Credit Transfer in HEIs in NEP 2020 Professor Kumar Suresh, Head, Department of Educational Administration, NIEPA, New Delhi</p>

1315-1400 hrs	Lunch Break
1400-1530 hrs	State Higher Education Councils (SHECs) and Multiple Entry and Exit, Flexible Curriculum and Credit Transfer in National Education Policy 2020: Presentation by Participants Chair: Professor Kumar Suresh, Head, Department of Educational Administration, NIEPA, New Delhi
1530-1800 hrs	Visit to T-Hub (Technology Hub), Gachibowli, Hyderabad High Tea
1900-2100 hrs	Networking Dinner
Friday, 17 March, 2023	
0930-1100 hrs	State Higher Education Councils (SHECs) and Multiple Entry and Exit, Flexible Curriculum and Credit Transfer in National Education Policy 2020: Presentation by Participants Chair: Professor Pradeep Kumar Misra, Director, CPRHE, NIEPA
1100-1115 hrs	Tea Break
1115-1300 hrs	Discussion of future plan of activities of SHECs Chair: Professor Pradeep Kumar Misra, Director, CPRHE, NIEPA Vote of Thanks Dr. Garima Malik, Assistant Professor, CPRHE, NIEPA, New Delhi
1300-1400 hrs	Lunch

Annexure III

Two Day Consultative Meeting on the State Higher Education Councils

16 and 17 March, 2023

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