

**Consultative Meeting on State Higher Education Council (SHEC)  
18-19 March, 2021**

**A Report of the Consultative Meeting on Implementation of  
National Education Policy 2020**



**Centre for Policy Research in Higher Education (CPRHE)  
National Institute of Educational Planning and Administration  
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## **Acknowledgement**

The State Higher Education Councils (SHECs) play an important role in initiating State level planning and reforms in higher education. Many State Governments have established State Higher Education Councils recently. Centre for Policy Research in Higher Education (CPRHE), NIEPA organized a two day consultative meeting of the Chairpersons/representatives of the SHECs. The objective of the meeting was to focus on implementation of National Education Policy 2020 and share experiences of managing SHECs and to discuss the role of State Councils in planning and management of higher education.

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 Officers from the SHECs to participate in the meeting.

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We would like to thank special invitees Professor Bhushan Patwardhan, Former Vice Chairman, University Grants Commission, Ms. Neeta Prasad, Joint Secretary, Department of Higher Education, Ministry of Education, Dr. Pankaj Mittal, Secretary General, Association of Indian Universities, Professor Latha Pillai, Former Adviser, National Assessment and Accreditation Council for sparing valuable time and for interacting with the representatives of the State Councils.

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Dr. Garima Malik, Assistant Professor, Centre for Policy Research in Higher Education (CPRHE) was responsible for coordinating the activities and organising the workshop. She has taken special care to mobilize resource persons from the decision making bodies such as UGC, Ministry of Education, Association of Indian Universities, National Assessment and Accreditation Council and also appropriate nominations from the SHEC.

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(Garima Malik)  
Assistant Professor & Convenor

CPRHE/NIEPA  
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**Report on State Higher Education Council Consultative Meeting on  
Implementation of National Education Policy 2020  
18<sup>th</sup> -19<sup>th</sup> March, 2021**

**1. Introduction**

Higher education in India has been expanding at a rapid pace in the recent decades. Consequently, there are multiplicity of providers offering courses and study programmes especially in the domains of technical and professional education. India has reached a stage of massification of higher education with a gross enrolment ratio (GER) of 26.3 per cent. In this expanded and diversified system governance and management of higher education institutions is becoming increasingly a challenging task.

The expansion of the sector coupled with the emergence of multiple providers necessitate reforms in the way higher education is governed in the country. One of the important developments in the reform process has been strengthening of the state initiatives through the establishment of State Higher Education Councils (SHEC). Following the recommendations of the National Policy on Education, 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 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.

Although, all the SHECs were established under the same regulations and norms, they vary in terms of functions undertaken. Given these concerns, a fourth consultative meeting was organized by Center for Policy Research in Higher Education (CPRHE), NIEPA on 18 and 19 March online due to the covid pandemic. The major purpose of the consultative meeting was to engage with the States on implementation of National Education Policy 2020 and issues concerning the role of state higher education councils in state level planning for higher education and to bring different state councils to share their experiences and work out a future agenda.

The first consultative meeting was organized by Center for Policy Research in Higher Education (CPRHE), NIEPA on 25 and 26 March 2014 in NIEPA, New Delhi. The major 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. The participants of the first consultative meeting were representatives from the SHECs of Andhra Pradesh, Tamil Nadu, Kerala, Karnataka, West Bengal, Uttar Pradesh, Haryana, Maharashtra and Gujarat. A total of 13 SHEC representatives participated in the meeting.

The participants of the second consultative meeting held on 15 and 16 February 2018 were representatives from the SHECs of nine states including Andhra Pradesh, Telangana, Rajasthan,

Tamil Nadu, Kerala, West Bengal, Uttar Pradesh, Chandigarh UT and Meghalaya. A total of 16 SHEC representatives participated in the meeting.

The fourth consultative meeting held on 18 and 19 March 2021 had representatives from eleven states including Andhra Pradesh, Bihar, Goa, Telangana, Tamil Nadu, Karnataka, Kerala, West Bengal, Chandigarh UT, Meghalaya and Mizoram. A total of 20 SHEC representatives participated in the meeting. List of participants is given in Annexure III. Due to the covid pandemic the meeting was conducted online.

Resource persons were drawn from the Ministry of Education, UGC, Association of Indian Universities, NAAC and NIEPA. Professor Bhushan Patwardhan, Former Vice Chairman, University Grants Commission, Ms. Neeta Prasad, Joint Secretary, Department of Higher Education, Ministry of Education, Dr. Pankaj Mittal, Secretary General, Association of Indian Universities, Professor Latha Pillai, Former Adviser, National Assessment and Accreditation Council spared valuable time and interacted with the representatives of the State Councils.

## **2. Inaugural Session**

Dr. Garima Malik, Assistant Professor, CPRHE welcomed all participants from SHECs across India and discussed the importance of SHECs. It was then brought to fore that in the face of massification of higher education with the GER being 26.3 percent and a larger proportion of the enrolment being in state universities, state level activities have become very important. Thereby the functioning of SHECs needs to be strengthened with focus on various dimensions like planning, monitoring and evaluation.

In his opening remarks Professor Varghese elaborated on the changing nature of universities. Three models of universities have been elaborated. Although mission of creation and dispersion of knowledge remain unchanged, process has been changed over period of time. In ancient time knowledge production in universities was based on curiosity. Knowledge for knowledge sake was a characteristic of ancient universities. The second was the development University. It emerged first in US by mid of 19<sup>th</sup> century, then post-world war in EU and Asian countries. In India, Kothari Commission discussed education and development. Third type is contemporary universities. Now knowledge is major factor of economic development and knowledge production became profitable. As a result, private parties entered into higher education. In this era of market mediated and technology mediated HE, arrangement for acquiring knowledge has been changed.

Global expansion of HE in last few decades is tremendous. GER in Indian HE during post-independence was very low. Earlier idea was that expansion of HE would lead to unemployment. Suggestions were made in favour of de-linking degree from jobs. The country focused on primary education and the strategy followed was universalisation of primary education, expansion of secondary education and consolidation of HE. During 1970s, unaided colleges or capitation fee colleges emerged. After 1990s, private entities entered into HE. Business of education became educational business. Private HE has heavily contributed to massification of

HE. It is important to note that states where concentration of private HE is high, GER is also high. While Karnataka and Tamil Nadu have higher GER close to 50%, states like Bihar and West Bengal lag behind. As far as equity is concerned, there are four major trends. Social disparity persists, gender disparity is narrowing down and income and regional inequalities are widening. Private HE contributes to disparity in access to HE.

He also discussed the impact of COVID 19 on education at various levels. Along with closure of schools, midday meals scheme was stopped, hostels were closed down. It has serious implications for disadvantaged students. Existing socio-economic inequalities accentuated inequality in access to HE. As mode of learning shifted towards online, both students and teachers are facing enormous problems. Unequal access to technology is one of the main problems during lockdown period.

He then focused on CPRHE research focusing on institutions. While ranking is good for best institutions, it would not make system wide changes. Ranking is not a solution for improving overall quality. Accreditation which focuses on overall improvement is more desirable.

The Consultative meeting had sessions on Governance of Higher Education and National Education Policy 2020, Governance Structure and Processes in Higher Education Institutions: Findings from an Empirical Study, Implementation of National Education Policy 2020, Academic Bank of Credit in Higher Education, Quality and Accreditation and National Education Policy (NEP) 2020, How Did Accreditation Help Improving Quality in Higher Education: Findings from an Empirical Study and State Higher Education Councils (SHECs) and Implementation of National Education Policy (NEP) 2020. These sessions evoked a lot of interest and rich deliberations followed.

### **3. Governance of Higher Education and National Education Policy 2020**

Professor Bhushan Patwardhan, Former Vice Chairman of UGC gave a lecture on Governance of higher education and NEP 2020. He emphasised that improving coordination between the Centre and the State is important for efficiency in governance and management of the HE system. Further, he had thrown light on the purpose of NEP 2020. He elaborated that in NEP 2020, education is used for developing cognitive capacities to include both foundational capacities of literacy, numeracy, and, higher order cognitive capabilities such as critical thinking and problem-solving capacities. Also, the NEP 2020 emphasises on the development of social, ethical, and emotional capabilities. Therefore, according to him, in order to nurture such capacities, it is important to evolve the pedagogy. He highlighted that pedagogy on teaching and learning need to be learner centered and discussion-based and have to be such that it makes education more experiential, holistic, integrated and discovery oriented.

Moreover, he raised the issue of growing risk of diploma creating mill, that higher education system is facing these days. He said that it is impacting Higher Education for achieving higher order purpose and in developing competencies in graduates to face the world and the global demand.

In addition, two other purposes of education were highlighted, which were related to enlightenment and empowerment and considered as important goals of education. He suggested that using them in combination would help in developing critical thinkers and sensitive citizens for the society, which would contribute to the economy of the nation.

Additionally, the other focus of the NEP 2020 was discussed, which is to ensure equity and social justice with a focus on quality. He highlighted the efforts of UGC to advance the vision articulated in the NEP 2020: First, by recently releasing e-book on Quality Mandate and Second, by framing the regulations on the Academic Bank of Credit website, to align with the objectives on choice and flexibility for students as articulated in the NEP 2020.

He also talked about the challenges HE system is facing to address quality: shortage of faculty and vacant posts, and low remunerations provided to faculty members in colleges. The recommendations of the NEP 2020 on the move towards developing multidisciplinary institutions was raised as an issue in the context of maintaining quality in HE. It was suggested that to maintain a balance between equity and quality, it was important to leverage technology and enable wider spread of education using ICT means. It was suggested that in order to address quality, it was important to make governance more inclusive, more stakeholder oriented, and more connected to the original purpose and goals of HE. The quality of leadership was highlighted as an important element for achieving quality HE. Also, to improve quality of leadership, more global best practices on various facets of quality in HE may be shared and discussed with academic practitioners and institutional leaders.

The following governance structure was proposed for the HECI.

- The first level would include visionaries that may be renowned academicians, experts and policymakers at a top level. The function of this layer is to guide and advise the vision of the HECI;
- The second level should be of the academics and institutional leaders of colleges and HEIs who deliver education at the ground level;
- The third level is of the administrative level. The function of this level includes ensuring the vision and the academic spirit must get implemented properly by administering proper methodology and proper processes.

#### **4. Governance Structure and Processes in Higher Education Institutions: Findings from an Empirical Study**

Dr. Garima Malik started the session with the current context of Higher Education in India. She highlighted massification, growth of private sector and diversification (course, mode of delivery and providers) and discussed how governance and management of a large system is complex. Also, the Collegial and managerial corporate model of Governance and Management can be seen as two located at opposite end of continuum. She then elaborated practical manifestation of New Public Management (NPM). She discussed Flexible Shared Governance model and also

presented a conceptual framework for Governance & Management in HE. The Framework has three aspects Government – University relationship, within university relationship, and university-college relationship. She then elaborated methodology followed for the study on governance and management.

Moreover, she highlighted that the CPRHE research showed that in Government–university relationship, state is gaining more control on HEIs and HEIs are left with little autonomy. Central universities are more autonomous compared to state universities.

However, within university relations, it was highlighted that central university enjoy more autonomy in designing and implantation of course, more centralised structure is observed in the case of Central Universities and science departments get more funds compared to social sciences.

Lastly, in the context of University-college relations, colleges enjoy less autonomy. Curriculum, syllabus, courses and examinations are set by the university. College Principals are part of some of the university governing councils. Universities are not involved in teacher recruitment of colleges.

The major suggestions made from the study is as follows- Higher education should move towards self-governance model, State supervision should be made more effective, State universities should receive adequate funding and equity and efficiency should be ensured. Autonomy would enable effective selection and election of university leaders. Role of teachers and students are necessary in Governance & Management processes. Later part of the presentation focused on NEP 2020 and major proposals on new structure of governance such as NHERC, NAC, HEGC, HECI etc.

## **5. Implementation of National Education Policy 2020**

Ms. Neeta Prasad, Joint Secretary, Department of Higher Education, Ministry of Education discussed about the implementation of NEP 2020. She discussed that NEP 2020 is in place after consultations and is now ready for implementation according to the proposed timelines with the support from various government units. Further, there were lively discussions which was chaired by Professor K. Ramachandran and some of the major points which came up were as follows:

- Main areas of implementation of NEP 2020 include: Institutional restructuring, Curriculum restructuring, Equity and Recruitment.
- It is better to wait for Centre’s approval for implementation of 4-year programme. If there is an existing regulatory framework then one can go ahead.
- NEP talks about holistic education in integrated manner through multidisciplinary education.
- Three types of educational institutions are envisaged. Restructuring and change cannot happen in one go and Curriculum revision takes time. It may be implemented in 2022 in one state and may take some more time in another state. Any changes made should take faculty

on board. Participants felt that States may find it difficult to go ahead without guidelines as it may have implications.

- There will be several Curriculum frameworks. Graduate attributes, program learning outcomes, course learning outcomes will be formulated. Most graduate attributes are generic in nature. NHEQF will look at discipline based, flexibility in course choice, multidisciplinary orientation with freedom to choose.
- CABE will take up the role envisaged for RSA as an advisory body. SHECs will have important role in helping institutions develop their development plans to achieve seven areas of excellence i.e., Student excellence, Curriculum excellence, Faculty excellence, Excellence in Research and scholarship, Excellence in government leadership and management, Opportunities for international exposure.
- Institutions have to expand their capacity and introduce multidisciplinary programmes. Nomenclature of courses becomes problematic and graduates seek equivalence.

In conclusion, Ms Neeta Prasad responded that the HECI framework is under formulation and guidelines for SHEC will be out in place once the HECI framework is finalised. The main responsibility of the implementation of NEP is with the states which will have to develop plan, set targets and work out flow sheets according to their requirements and priorities.

## **6. Academic Bank of Credit in Higher Education**

Professor Sudhanshu Bhushan had highlighted that there are various re-structuring happening at the policy level in recent years. But, flexibility at the restructuring phase has special significance for effective implementation. The restructuring of courses gives greater option to students to explore from diverse courses which provide diversity of knowledge. However, the challenges were discussed in the transitional shift in level of pedagogy from rigid to flexible system, to promote mobility of students through credit transfer and others.

Dr. Pankaj Mittal started the discussion with an introduction of Academic Bank of Credit (ABC) where she explained that ABC was projected in NEP. It was named earlier as National academic credit bank. ABC is a bank in which we deposit credit. It is a virtual bank which is controlled by the Ministry of Education. In this bank, students are the depositors and has universities as members. Credits from the students of these universities will be transferrable. What will go in account of students then is a concern. University will redeem those credits to a degree, it could be from Indian or a foreign university.

There will be some courses high in demand. Admission has to be given by university and the university needs to become a member of ABC. The HEIs who give credits and facilitate transfer of credits are supposed to abide by the rules of ABC.

Also, there was a discussion about the shelf-life of credits. These credits will remain in the bank forever. Credits accrued in the subjects such as Hindi, History etc. would have higher shelf life. But this is applicable for redemption of credit not for accumulation. All universities can be a

member of this, a university with A grade will accept from an A grade institution or C grade university will accept grade from A and B. It gives a chance for the student to get a degree from high-grade university even if enrolled in low-grade HEI. (Grade indicates NAAC accreditation)

Later, she discussed about the benefits of ABC where students get freedom to choose from courses, programs and universities and get flexibility to keep on accumulating credits. This helps the students to pursue passion as well as studies.

There was a concern regarding the issues that would arise if student studies at different universities. It was addressed that implementation will definitely be difficult but it gives freedom to a student and this would be reflected in transcripts of institutions. It would help integration of degrees. It is for the university to change academics about the number of courses which can be pursued in such mood. Whatever difficulties arises can be sorted out in due course of time.

The implementation steps of the ABC were discussed. Student would not resist to implement ABC, but faculty may resist due to their increasing responsibilities to accommodate more students at the same time. There would be challenges for admission, examination and evaluation. The AIU is bringing out an implementation strategy document for NEP 2020 which would be shared with HEIs. Then readiness checklist may be prepared to know who all are ready to implement NEP 2020.

## **7. Quality and Accreditation and National Education Policy (NEP) 2020**

Professor Latha Pillai presented on accreditation and its linkages to different aspects of the policy and highlighted four important aspects:

- Granting graded autonomy
- Mentoring of colleges
- Setting up National Accreditation Council (NAC)
- Over a period of 15 years, all HEIs in India will aim to become independent self- governing institutions

In this context, it was highlighted that NEP is a very visionary document. It has many ideas and statements in this. If we look at it from the implementation point of view, it looks like a Jig-saw puzzle. Some of the old institutions are being renamed and some are being dismantled. It's a general exercise of over-hauling and re-energizing the higher education space. Looking it from the implementation point of view, there are many specifics which are missing. She pointed out that there are questions and doubts in the mind of stakeholders regarding the implementation and some states are not totally on board with the NEP. Over a period of time there might be state wise variations when implementations happen. She further said some aspects are being implemented through Regulations and regulatory bodies, ABC, Internationalization, Embedded Internships, and Mutual Recognition etc.

She also discussed about the new NAC, which is envisaged in NEP, called as meta- accreditation body. The reason for calling it meta-accreditation because there are many more agencies to come into the frame. She further discussed about the major role of meta- accreditation body. The role will be to specify standards and setting levels of operating for various agencies. This will become important for movement of institutions from one category to another, transition of affiliated colleges into autonomous and autonomous into Teaching intensive or Research intensive. She also mentioned that the role of the NAC will be advisory and not handling of day-to-day issues. Few more roles for NAC like one stop shop for appeals relating to accreditation, developing the KPI's for assessing the empanelled agencies, were discussed.

She highlighted the snapshot of Pre-implementation and Post-implementation:

<b>Pre-implementation</b>	<b>Post-implementation</b>
<ul style="list-style-type: none"> <li>• NAAC &amp; NBA</li> <li>• Solely Government Autonomous</li> <li>• Universities, Autonomous, Affiliated Colleges, Technical Programs</li> <li>• A++ to C; Duration of accreditation (6 years &amp; 3 years)</li> <li>• Benchmarks confidential</li> </ul>	<ul style="list-style-type: none"> <li>• NAC</li> <li>• Multiple agencies, NAAC, NBA, State &amp; Private</li> <li>• Type I, II &amp; III</li> <li>• Binary</li> <li>• Institution &amp; Program</li> <li>• Public disclosure &amp; more transparent.</li> </ul>

She had highlighted the changes that had happened during the pandemic and how Higher Education Institutions have responded. Are we able to sustain them? During the turmoil of COVID 19, there were forced conversions into new kinds of students and teachers and everybody had to change immediately. This emphasizes on flexibility and modularity. This is the thread which passes through NEP and may be beginning of it have been made when we were responding to the pandemic. Technologies also have been used by teachers and students and it is the important area addressed by NEP. The role of NEP in quality assurance in the long run was discussed. Hence the question comes up - Is there a need to redefine quality of HE? She discussed on the Re-interpretation of Standards & Policies, promoting Online/Blended/Hybrid-frameworks, Accreditation agencies yet to integrate standards for hybrid, Student surveys with reference to technology should form an important input.

Further in her presentation she highlighted few questions on curricula.

- Is the present curriculum amenable for online& how?
- Are we engaging seriously enough with the students through this delivery mode?
- Do clinical/ laboratory experiences in a virtual world measure up to physical setting learning's?
- What training have faculty received to start working online and also as they proceeded?

- Platforms. Related services?

Few transitions are needed as we are going into the NEP phase and moving along with this pandemic phase there is a need to equip our faculty both academically and technologically. Students need to be trained for time management, discipline and how do we follow some kind of ethics when it comes to online learning, using materials etc. to build an internal IT infrastructure and systems, IT and media personnel, good and affordable internet connection throughout the country.

In her next slide she started with what are the new perspectives from an accreditation body point of view? The things we paid importance to are the curricula, Academic calendar, Faculty, Examinations, Transfer of credit, Academic support etc. This is how the accreditation agencies have to change the standard in metrics when it comes to evaluation in the future.

In the end of her presentation, she highlighted the possible challenges in the new eco system where you have NAC followed by multiple accreditation agencies. From the experience we know that from a single agency, there is a lot of unhappiness, if outcome mismatches expectations. So, with the new multiple agencies coming in, will there be room or scope for diverse course of evaluation manuals, evaluation portfolios and how do we bring Parity of Standards across multiple agencies? These are the few challenges that will be there for quite some time. We have large oceans of institutions to be accredited. We would have look into having a candidacy stage, Initial Accreditation, Continued Accreditation or Continuation of Candidacy. In her last point of presentation, she highlighted the de-accreditation on the basis of non-compliance. She mentioned about CHEA of USA which has six regional accreditation agencies catering to institutions within those regions. The model is slightly different. She hoped when NAC will be created adequate attention will be given to all these aspects. She ended her presentation with the quote from Peter Drucker “The greatest danger in times of turbulence is not the turbulence; it is to act with yesterday’s logic”.

## **8. How Did Accreditation Help Improving Quality in Higher Education: Findings from an Empirical Study**

Dr. Anupam Pachauri, Assistant Professor, CPRHE, NIEPA presented her national study conducted by CPRHE across 5 universities in India in 5 states. She structured her presentation on 4 aspects. One is to look at what has happened at the institutional level. She said that an important aspect of this accreditation is about the public disclosure of the institutional data. The other aspect of accreditation which is affecting the institution is the internal quality assurance. The IQA at the institutional level serves the dual purpose: one is internal governance of management of quality and compliance to the regulatory body or the external agencies. She highlighted three stages for accreditation: 1) Pre-accreditation stage 2) Preparation for the accreditation and 3) Post-accreditation.

Further, highlighted the universities from the states of Meghalaya, Madhya Pradesh, Telangana, Karnataka and Rajasthan where this study was conducted. She said these universities already

have their quality assurance structure like board of studies, research committee, research boards. So, we can say there are existing quality cultures in the institution. There are norms, structures to which the institutions are operating. She put findings based on her study that before the NAAC team arrives there are some preparations required and the experiences varies according to the institutions. Variation is there because the way institution interprets the purpose of the accreditation. She further said that peer review plays an important role in pointing out and suggesting the institutions the areas of improvement. She further discussed how she interviewed some NAAC assessors, NAAC faculty as well the key institutional leaders at the national level and some very interesting aspects came. So, we can see there is an improvement over the accreditation cycle. IQAC was established as the part of the NAAC accreditation. Initially IQAC was serving only the purpose of the data collection units at the institution level and there was not much reflection on what kind of data is collected by IQAC and how it is useful for the purpose of the internal governance aspect of the institution. Over a period of time the quality assurance units emerged. She further highlighted the difference between IQAC at the University level and at the institution level. She further said IQAC have also taken up the mentorship role. She classified the kinds of effect in the 3 to 4 categories. One is the norms, structures and the procedures because NAAC have the expectations according to the key indicators such as the curricula revision, the examination and time table becoming more organised. There is also formalization of institutional collaborations. Documentations and reporting of the activities of the institutions have also increased. In case of reporting, the data shows less research is happening at the college level where teacher have more responsibility of teaching at the undergraduate level. That actually affects their grades which is matter of concern. Second aspects she highlighted are the inclusion of diverse voices and perspectives. Student feedback was used as the quality check of teaching and learning. Third aspect was in terms of the financial gains. With good NAAC grades Institutions were getting good grants and funding like for science lab, social science grants and other schemes. The fourth and the final aspect are regarding the human resource improvement at the institutional level. There is huge teaching burden on the non-permanent faculty members. She ended saying that NEP is only the policy document and lot of responsibility is on the institution for the implementation.

#### **9. State Higher Education Councils (SHECs) and Implementation of National Education Policy (NEP) 2020 - Presentation by Participants**

The consultative meeting provided an opportunity to discuss issues related to the establishment and functioning of SHECs. Fundamental to the state level planning for higher education is the idea of empowerment of State councils not only in terms of planning but also in terms of regulation of higher education. In the realm of diversified expansion of higher education, accreditation of institutions and study programmes are key areas requiring immediate attention to maintain quality and standards in higher education. The consultative meeting proved to be an important avenue for the state councils of higher education to clarify the crucial issue pertaining to the implementation of the RUSA and NEP 2020.

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. From the presentation made and note submitted by SHECs, it appeared that the councils were carrying out their activities under three broad categories: Advisory, Recommendatory and Operational. The session was chaired by Professor Kumar Suresh, Head, Department of Educational Administration, NIEPA.

### *Summary of the Presentations*

Bihar SHEC highlighted that they had just planned out the roadmap for the implementation of National Education Policy – 2020. In addition to the roadmap, SHEC provide advisory input to state government in formulating an action plan for implementing the new National Education Policy (NEP 2020). Activities undertaken in respect of epidemic COVID-19 in Bihar were highlighted. New governing structure and role of SHEC was also discussed.

Chandigarh SHEC shared some of the initiatives and role of SHEC in Chandigarh. It was highlighted that a taskforce has been constituted to trace out the multidisciplinary education in UT colleges. Activities undertaken in the pandemic were discussed. It was highlighted an eleven-member high level committee has been constituted for recommending Governance Reforms in Panjab University in the light of National Education Policy, 2020.

Goa SHEC highlighted few initiatives that they have already taken for teaching, learning and creating research environment such as an online platform called DISHTAVO and Integrated Academic Information Management System (IAIMS). They had laid out an overall plan on how to implement NEP 2020. They highlighted the work they have done to promote and encourage the research and the plan for the establishment of Goa State Research Foundation.

Karnataka SHEC constituted a task force in March 2020 to work out an implementation plan for NEP 2020. SHEC emphasized the plan to implement 4-year multidisciplinary undergraduate program. They also highlighted their role in encouraging HEIs to go for NAAC and NIRF and shared the recommendations by taskforce for implementation of NEP 2020. KSHEC will be enacted with 3 Verticals- Establish independent Councils/Boards for Regulation, Funding, Research & Innovation under NEP 2020. KSHEC highlighted their role in managing the operations during the Pandemic.

Tamil Nadu SHEC presented the current activities and consolidated programs and also shared the data related to higher education for their state. SHEC highlighted their role in implementation of the NEP 2020, both in the academic and administration. TANSHCE also discussed the role of State level academic research. TANSCHCE also highlighted how the Higher Education Department responded to the pandemic with alacrity and sensitivity.

Telangana State Council of Higher Education discussed their role of planning, academic and advisory in higher education of Telangana. SHEC discussed about their HEIs national and international collaborations. The SHEC discussed about their programme called Degree Online

Services Telangana (DOST). SHEC also highlighted their role in supporting the degree colleges to go for the NAAC accreditation.

West Bengal SHEC highlighted the activities they were engaged in for the pandemic management and how they are trying to consolidate all the learnings in future on the digital platform so that it can be used more productively. Expansion of the higher education in the state was also discussed and how the state will address the new goals of NEP 2020. Apart from other activities which are mentioned in the concept note, SHEC provide the guidance to the institutions for NIRF ranking application and NAAC accreditation. Suggestions given by SHEC to the Centre after the draft of NEP came out such as classical language issue, extent of flexibility given to the states to conform to the higher education architecture spelt out in the national education policy. SHEC also highlighted how they are undertaking some service in particular to find out the interlinkages between the school education and the higher education.

SHEC Mizoram highlighted their policy decisions particularly in regards to RUSA and how certain committees were formed and are functioning to improve the quality. Challenges in the implementation of NEP like restructuring of the institutions and how they plan to tackle it were discussed. The role of SHEC during the pandemic was highlighted. SHEC also proposed creation of some components to the centre like upgradation of degree colleges in a district to multidisciplinary institution, creation of university by conversion of colleges in a cluster and upgradation of some stand-alone institution to be autonomous and we proposed for certain funding.

#### *Discussion & Suggestions*

- Andhra Pradesh have come up with the provision of having 50% reservation for women in executive council of the University.
- What will be the role for state higher education council in the new the structure of higher education governance? It is not every time that the union government will come out with a very elaborate framework of state higher education commission and locating the council in the entire restructuring of higher education.
- SHEC should have a better coordination with the Directorate of education in the state. The initiatives from higher education council should also be aligned with the state.
- There should be a coordination between school education and higher education. State higher education council can look that how this linkage can be established.
- Some kind of a coordination between union government and state government should be established. In this case, higher education council can play a very important role in coordination with the central government and its variety of policies, programmes, etc. It can help in better implementation of NEP.

- All the SHECs have taken many initiatives during the pandemic management but how far these initiatives are effective as a working reality because that will decide the future. This factor has to be taken into consideration.

## **10. Discussion on Future Plans of Activities of State Council of Higher Education**

Professor N.V. Varghese highlighted that NIEPA has been responsible for helping in establishing and strengthening two institutions at the state level, one is the State Institute of Educational Management and Training (SIEMAT) dealing with the school education and the other is the State higher education Councils (SHEC). The discussion centered around the fact that there is no regular staff to analyse issues related to higher education in the state. Therefore, there should be some way in which we are in a position to create group of people at state council of higher education maybe initially at temporary or deputation basis but on a regular basis eventually. SHEC was introduced in 1986 but till now many a times there is a chairman and vice chairman who is appointed and later the person is changed. So, how can we ensure that there is continuity, institutionalization and strengthening of the SHEC in playing an academic role in terms of helping in policy analysis, supporting the planning of higher education development in the state? How can we do that and what are the mechanisms involved? The point centered around considering the core professional staff appointed at the regular basis to support the functioning and ensure the continuity. This becomes one of the constraints and hurdles to have permanency and continuity. There is need for core regular staff. One of the reasons the state council could not play an important role in the state is that nobody looks at the state council as a permanent body or a regular arrangement. State council should be in a position to advise the government on policy matters and for that some analysis to be done and some studies are to be carried out.

There is no regular academic staff. What is lacking in the system is that there is no continuous research and analysis and if the council has a serious academic and research cell in its body so there will be a continuity in the research activities.

The State Council should not only be there to facilitate the government in planning, advisory but it should be made as an act which should give statutory provisions to implement the decisions made by the council. The higher-level institutions like UGC, NAAC or any national body should have the connectivity and coordination only through state council. They should not have direct link with the colleges or universities.

However, while some agreed on capacity building and permanency and academic leadership, they observed that whenever people talk about research they talk about disciplinary research. Higher education research is to be focused on at least at national level and state level. There should be a national level recommendation for establishing units on higher education research. We also need support from RUSA funds. When you look at capacity building, we should have collaborative research between national and state level bodies or between Interstate education councils or between education councils and universities.

It is very important that there should be both horizontal and vertical linkages. State higher education council should have some mandate whereby there is possibilities of establishing these linkages to strengthen the research part of state council of higher education.

There should be a permanent research cell comprising of at least two academicians and one statistician. This is very important for analysis. There could be one monitoring body on this research cell comprising three vice chancellor for three years of tenure. So, the research focus will also be changing because they would keep suggestions and everything. The basic research would be carried out by the research cell after council. West Bengal SHEC proposed Institute of language studies and research under the council and for five years, this institute would be functioning under the council. A very important empowered committee was formed comprising leading national linguists and they have recommended formation of this Institute because of the demand for applied linguistics research. A national level recommendation for constituting a permanent research cell with dedicated staff would be very helpful in this regard.

There were also points raised about the recent budget announcement that 3000-crore budget outlay is given to RUSA during 2021-22. A suggestion was given that there is a preparatory head in the RUSA grant and there should be a specific mention about core positions at least the need is out of that funding the states can manage because if there isn't continuity of the positions in the council, the continuity and excellence may not be achieved.

Also, it was highlighted that Special Project Directorate (SPD) office is directly linked with the council. This invite should be given through the ministry so that we can have the larger representation in future SHEC meetings.

It was also pointed out that MHRD discusses directly to the central university in the state and the central university talks directly to the affiliating institutions. Meghalaya has one central University and so the state in that way plays no role or the role has been diminished. But through the inception of RUSA, the state has been taken as a stakeholder and through the formation of SHEC and the office of the state project directorate of RUSA which then worked as RUSA TSG. So, most of the work of implementing any schemes within the higher education is done by RUSA Technical Support group. Different stakeholders have to be connected through each other then only a very wise and strengthen decision can be taken for implementation of various reforms and decisions.

It was further clarified that what is being discussed is not deputation from Directorate of collegiate education. It was about creating an academic cadre, small core professional group which can understand, analyse higher education situation and feed to the council to make proposal and also extend policy support to the ministry of higher education on the regular basis.

Professor Varghese highlighted that there were 2-3 objectives while organising this meeting. This is a regular feature of NIEPA from the past 5-6 years. Every time the topics and the themes discussed are very different. This time we wanted to focus on implementation of National Education Policy 2020 and have general discussion about higher education and how to place

higher education development in India. We wanted to have new education policy as a focus and how it will be implemented by different SHEC? We will be making a strong argument regarding the need for regular faculty professional staff in SHECs. NIEPA is always willing to extend academic support, policy support to all the SHECs and values the interaction and inputs provided by the States.

At the end of the meeting a Vote of Thanks was given by Dr. Garima Malik, Assistant Professor, CPRHE, NIEPA.

**Notes by SHEC Representatives**

**National Education Policy 2020: A Note on Implementation by  
Andhra Pradesh State Higher Education Council\***

**1. Role of SHECs in Planning for Implementation of National Education Policy 2020**

The Andhra Pradesh State Council of Higher Education (APSCHE) was established in the state of Andhra Pradesh under Act 16 of 1988. APSCHE is the advisory body to the state Government on all policy matters related to Higher Education in the State. Therefore, the responsibility of suggesting policy measures and implementing the same in higher education institutions is the responsibility of APSCHE.

The following are the measures taken by APSCHE to implement the recommendations made in NEP -2020.

- i) **Multidisciplinary Education and Research Universities:** APSCHE has developed an action plan to evolve strategies to convert the identified universities as MERUs and communicated to the above universities to constitute an internal Committee to develop the draft five year strategic plan for transforming their universities to attain the standards of MERU and to prepare a Detailed Project Report (DPR) with clearly defined objectives, initiatives, action plan, timelines, infrastructure and budget estimates. The mission is to provide research-oriented, high quality multidisciplinary education for undergraduate and postgraduate students, and to contribute regionally, nationally, and globally through excellence and distinction in teaching, research and service. As a part of this APSCHE has identified five universities namely, Andhra University, Sri Venkateswara University, JNTU-K, JNTU-A, and RGUKT to transform them into Multi-disciplinary Education and Research Universities (MERU) in the first phase and two Universities- ANU, SPMVV and SKU in the second phase with global standards
- ii) **Gross Enrolment Ratio:** APSCHE organized a Panel Discussion on “Enhancement of GER – Approaches and Strategies” on 18.12.2020 in a view to enhance the GER in the state of Andhra Pradesh. APSCHE also directed all the Universities and Autonomous colleges to organize panel discussions/ workshops with all the stakeholders to suggest strategies to enhance the GER in the State of Andhra Pradesh.
- iii) **Quality in Universities and Colleges:** APSCHE is taking all possible measures from time to time to ensure smooth and efficient functioning of all universities and colleges. Many webinars, workshops, panel discussions, conferences, meetings are organized with all stakeholders in search of finding new ways of developing higher education in the state. A state level Quality Assurance Cell has been established in the AP State Council of Higher Education to promote quality standards in all the higher education institutions of the state. The Government has issued a G.O mandating all Higher Education institutions in the state to

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\* Professor K. Hemachandra Reddy, Chairman, Professor K. Rama Mohan Rao, Vice Chairman and Professor T. Lakshamma, Vice Chairman, Andhra Pradesh State Council of Higher Education, Andhra Pradesh

get NAAC accreditation within 3 years

- iv) Promoting High Quality Research: The State Research Board shall function as per the provisions in Section 11 (III) (ii) of the Andhra Pradesh State Council of Higher Education Act 16 of 1988 so as to link research work of educational institutions with that of the research agencies and industry, keeping in view the overall research needs of the State. The SRB will promote inter institutional and multidisciplinary research connecting universities and institutions with industry and national and international funding agencies.

The curriculum of nonprofessional degree courses has been revised thoroughly with the following features:

- i) Outcome based curriculum design
- ii) Introduction of 4 life skill courses with choices
- iii) Introduction of 4 skill development courses with choices
- iv) Introduction of 6 skill enhancement courses with choices
- v) 10 month mandatory internship including Community service project for two months
- vi) 4 year Degree honors with Research and exit option after 3<sup>rd</sup> year.
- vii) Credit transfer

The curriculum of professional degree courses has been revised thoroughly with the following features:

- i) Introduction of market oriented courses with major practical component
- ii) 10 months of mandatory internship.
- iii) A mandatory Community Service Project is integrated into the curriculum.
- iv) Skill courses both domain specific and inter-disciplinary job-oriented courses introduced.
- v) B.Tech with Honors or B.Tech with a Minor is introduced

## **2. Managing Teaching-Learning During the Pandemic Period**

- i) The Andhra Pradesh State Council of Higher Education (APSCHE) has drafted certain guidelines for the Resurgence Planning for Academic Continuity in Universities and Colleges in Andhra Pradesh. It includes Learning Management System, Academic Continuity Physical Mode or In-Person Instruction Mode, Standard Operating Procedure for conduct of Examinations, Design appropriate Assessment Strategy, and Faculty Student Attraction. These guidelines are prepared referring “COVID – 19 Response Tool Kit for Indian Higher Educational Institutions” of Association of Indian Universities (AIU) and O. P. Jindal Global University and COVID 19 response – remote learning strategy by UNESCO.
- ii) A comprehensive toolkit for online teaching and learning with the New Paradigm for Teaching and Learning, Course Design and Development, Platform for launching Online Courses, Technology Tools, and Student Engagement in Online Teaching Environment also developed and circulated to all the Universities and Colleges. The online teaching learning process is monitored to see that all the students are having access to teaching learning

process. The universities and colleges are encouraged to organize a number of webinars and Faculty Development Programmes to enhance to competent levels of the faculty members.

### 3. New Governing Structures and the Role of SHECs

The general duty of the Council to coordinate and determine standards in institutions of Higher Education, Research, Scientific and Technical Institutions in accordance with the guidelines issued by the University Grants Commission from time to time. The Act 16 of 1988 envisages three distinct functions a) Planning and Co-ordination, b) Academic Functions and c) Advisory Functions.

#### a) *Planning and Coordination*

- i) To prepare consolidated programmes in sphere of Higher Education in the State.
- ii) To assist the UGC in respect of determination & maintenance of standards.
- iii) To evolve perspective plans for development of Higher Education in the State.
- iv) To forward developmental programmes of Universities and Colleges to UGC.
- v) To monitor the progress of implementation of developmental programmes.
- vi) To promote cooperation and coordination among the educational institutions.
- vii) To formulate the principles and to decide upon, approve and sanction new educational institutions.
- viii) To suggest ways and means of augmenting additional resources for Higher Education in the state.

#### b) *Academic Functions*

- i) To encourage and promote innovations in curricular development, restructuring of courses and updating of syllabi in the University and the Colleges.
- ii) To promote and coordinate the programmes of Autonomous Colleges.
- iii) To devise steps to improve the standards of examinations conducted by the Universities.
- iv) To facilitate training of teachers in Colleges and Universities.
- v) To develop programmes for greater academic cooperation and interaction between University teachers and College teachers.
- vi) To conduct entrance examinations for admission into institutions of Higher Education and render advise on admissions.
- vii) To encourage sports, games, physical education and cultural activities in the Universities and Colleges.
- viii) To encourage extension activities & promote interaction with concerned agencies.
- ix) To prepare an overview report on the working of the Universities and Colleges in the state.

#### c) *Advisory Functions*

To advise the Government:

- i) In determining the block maintenance grants and to lay down the basis for such grants.
- ii) On setting up a State Research Board so as to link research work of educational institutions with that of research agencies and industry.

- iii) On the Statutes & Ordinances to various Universities in the State.
- iv) To work in liaison with the SRC of AICTE in the formulation of the schemes in the State.
- v) To make new institutions self sufficient and viable.
- vi) On the policy of teaching while learning.

#### 4. **Activities Carried Out by the Council in 2020-21**

- i) Outcome based curriculum of conventional under graduate programmes was revised through the subject committees constituted with experts from Universities and Degree Colleges. The revised curriculum of 4 year Honours Programme with BA, B.Sc, B.Com etc. with Life Skill courses, Skill Development Courses, Skill Enhancement Courses, Research and 10 months of mandatory internship is introduced from the academic year 2020-21. The 4 year Honours Degree Program will have an exit option at the end of three years.
- ii) The curriculum of Engineering Programmes was also revised by subject experts of national repute. B.Tech (Honors) degree 10 months of mandatory internship is introduced with Minor Degrees. Different tracks for Minor are planned with APSSDC and NASSCOM also.
- iii) Executive Councils to all the Universities were constituted by following rule of reservations. For the first time in the history of Universities, 50% of EC members are women. Representation is given to all social backgrounds and minorities.
- iv) Efforts are on to set up Quality Assessment Cell to conduct academic audit in the Colleges and to further set up Internal Quality Assessment Cells in all the Universities and Colleges for better accreditation status and also National Level Rankings.
- v) Introduced uniform online admission process for admission into conventional Under Graduate programs i.e., B.A., B.Com., B.Sc, etc. from 2020-21.
- vi) Statutes and ordinances are being prepared to strengthen the academic and administrative functioning of the Private Universities.
- vii) The draft revised rules for according approvals to new Private unaided degree colleges and courses have been prepared and sent to Government.
- viii) Coordinated with Universities and colleges to conduct online classes to the students during COVID -19 pandemic due to imposition of lock down to prevent the spread of COVID-19.
- ix) Committees are constituted to revise University and APSICHE Act.
- x) Established YSR Architecture and Fine Arts University, Kadapa.
- xi) Tribal Engineering College at Kurupam will function from the academic year 2021-22.
- xii) APSICHE organized Webinars in association with Universities in A.P on Remote teaching and learning methodologies and on conduct of academic programmes during COVID-19.
- xiii) Organized online GATE training classes to all Engineering students of the state, free of cost in association with JNTU-A and JNTU-K.

- xiv) RUSA 1.0 was successfully completed and the State was sanctioned about Rs 500 crores under RUSA 2.0. For enhancing Quality & Excellence, Andhra University and Sri Venkateswara University were sanctioned Rs. 100 crores each. For the Promotion of Research, Innovation and Quality improvement, Acharya Nagarjuna University was sanctioned Rs. 50 Crores.
- xv) Organised five-day Faculty Development Program through online platform to the faculty members of Technological Universities and Engineering Colleges on e-content development and delivery following four quadrant approach involving IITDM, Kurnool and experts from across the country.
- xvi) Resurgence plan for starting academic programs during COVID pandemic for 2020-21 for Universities and colleges was prepared and communicated to all the institutions.
- xvii) A strategic plan for enhancement of GER in higher education in the state of Andhra Pradesh from 32.4 percent in 2018-19 to 70 percent by 2024-25 and 90 percent by 2035 has been prepared and submitted to the government.
- xviii) APSCHE prepared an action plan for setting up Entrepreneurship, Incubation and Start-Up Centres in Universities, professional colleges and autonomous colleges to give a fillip to moulding entrepreneurs among students and to promote Incubation and Start-Ups. More than 140 Centres are established.
- xix) University level committees have been constituted to review and monitor the implementation of NEP-2020 and the revised CBCS curriculum framework in professional and non-professional programs.
- xx) Five seminars and FDP programs are organised in collaboration with Universities and affiliated colleges on NEP 2020 and on remote teaching and learning techniques.
- xxi) A one-day workshop was organised in collaboration with NRDC on intellectual property rights.
- xxii) A survey on the status of education and aspirations of stakeholders is in progress covering 1.5 crore households in Andhra Pradesh.
- xxiii) Directed all the Universities and colleges to organise programs and events to deliberate upon the recommendations of NEP 2020 and the ways to implement the recommendations effectively.
- xxiv) Constituted a committee with experts from reputed national institutions to suggest measures for effective implementation of the recommendations of NEP-2020.
- xxv) Common Academic calendar for the year 2020-21 with a strategic plan to reopen the universities and colleges has been prepared and implemented in view of the COVID-19 pandemic situation.

- xxvi) The common entrance tests for admission into professional courses were conducted following COVID protocols successfully and the results were also declared.
- xxvii) APSCHE issued show cause notices to 247 colleges which have not obtained affiliation from the respective Universities or made zero or less than 25% admissions for the last three years and constituted an enquiry committee. Based on the report of the committee, permission to 48 Private Unaided Degree Colleges and programmes in respect of 61 Private Unaided Degree Colleges were withdrawn from 2020-21.
- xxviii) Appointed 5 Vice-Chancellors to the Universities and appointment of Vice Chancellors in 3 Universities is under process.

## 5. New Initiatives and Future Directions

- i) A Higher Education Planning Board is proposed with a detailed plan involving VCs/ Directors of Central Universities/Institutions established in the state to share ideas, resources and infrastructure for the promotion of mutual interest and to achieve resource efficiency.
- ii) APSCHE intends to develop Learning Management System (LMS) Program. Coordinators, Chief Coordinators and Course Coordinators for the technical courses were identified from JNTU-K and JNTU-A. The e-content development is in progress.
- iii) E-learning, teaching and evaluation toolkit has been prepared to guide the faculty to undertake classes online effectively.
- iv) A comprehensive study is planned as per the recommended guidelines by an expert committee constituted by APSCHE.
- v) Identified five universities namely, Andhra University, Sri Venkateswara University, JNTU-K, JNTU-A, and RGUKT to transform them into Multi-disciplinary Education and Research Universities (MERU) in the first phase and two Universities- ANU, SPMVV and SKU in the second phase with global standards.
- vi) One Cluster University has been established at Kurnool under RUSA.
- vii) Entered into MoU with National Research Development Corporation, Government of India, New Delhi to promote research quality in Universities and colleges.
- viii) Entered into an MoU with Confederation of Indian Micro, Small and Medium Enterprises, Bangalore to develop incubation centres and technology laboratories / research station for novel, innovative and value added products, process or service particularly in the areas of advancement in Technology, Management and Applied Engineering and associated areas of applications across all Universities and the affiliated Institutions.
- ix) APSCHE has entered a MoU with Acharya N. G. Ranga Agricultural University (ANGRAU) on Admission Process to conduct online admissions, which were earlier conducted manually.
- x) Entered into MoU with Center for Research & Education in Social Integration & HR Development which will facilitate the Universities of AP to have collaborations with South

Korean Universities in the areas of Research Programs, Student Exchange Programs and South Korean Industry Internships

- xi) Proposed to bring in 4 new Universities through enactment viz. Tribal University, Sri Gurajada Appa Rao University, Vizianagaram, Andhra Kesari Tanguturi Prakasam University, Ongole and Skill Development University, Tirupati.
- xii) To improve employability skills among students of AP, APSICHE has entered into an MoU with TCS iON to offer a 20-hour program with a rich set of curated courseware which is made available free of cost to 5 lakh students across 2800 institutions in the state of AP through APSICHE's website from the academic year 2020-21;

**National Education Policy 2020: A Note on Implementation by  
Bihar State Higher Education Council\***

**1. Role of SHECs in Planning for Implementation of National Education Policy 2020**

State Higher Education Council that has been established in the state they are aligned with this objective to design the policy and anchoring the state vision to ensure high academic excellence, transparency, efficiency, accessibility, quality and equity in higher education, along with providing relevant higher education opportunities and learning environment to the youth of the state. National Education Policy 2020 is also aligned to ensure inclusive and equitable quality education and promote lifelong learning opportunities to all. Based on main foundation pillars, namely, access, equity, quality, affordability and accountability. SHEC can play following role

- i) Conduct intensive consultation with the states/UTs on implementation of NEP in order to obtain feedback of the stakeholder who will be actually translating the futuristic vision of the policy into action
- ii) To advocate and commentator the policy measures and to prepare the roadmap for the implementation of National Education Policy – 2020 in all the State Universities and Colleges in phase manner.
- iii) To provide input to state government in formulating an action plan for implementing the new National Education Policy (NEP 2020).
- iv) To advice and suggest to state for stimulating the academic environment to improve quality of teaching learning and research in light of NEP20.
- v) To promote quality and equity standards in all the higher education institutions in vision to endorse India as a global destination for quality and affordable education. .

**2. Managing Teaching-Learning During the Pandemic Period**

The whole educational system was collapsed during the lockdown period of the novel corona virus disease 2019 (COVID-19). It has created the largest disruption of education system in the history resulting closure of schools and colleges across the globe. HEIs were shut down during that. till September 2020. After Durga Puja vacation, teachings were resumed to cover crash courses to restore exam schedule. Exam began manually from Dec 2020. As colleges Educational institutions across witnessed a shift towards online learning without any preparedness of online Teaching and learning and even it was difficult to buy any gadgets for the purpose of teaching in view of Lockdown. State like Bihar faced a lot of challenge in Teaching-learning as Lack of communication facilities and use of ICT is being used. In metro cities students are easy access to Zoom, Skype and such other community calling apps, this is a novel but easy-to-grasp shift though many states like Bihar cannot afford the luxury of e-classrooms However Bihar has proven itself best by using some social media app like Whatsapp.

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\*Professor Kameshwar Jha, Vice-Chairman, Bihar State Higher Education Council, Bihar

Department wise dedicated WhatsApp group formed for instant interaction and solving queries of students in the institutions. Offline Video/Audio clips of the lecture made by faculty member before/post-lecture and being shared with students in WhatsApp/telegram group. Few other Activities undertaken in respect of epidemic COVID-19 in Bihar.

- i) Higher education institutions were instructed to provide online education to students during lockdown with various technology options available. Also to provide link on the website for E-Contents. Students accessed E content very easily and as per their convenient.
- ii) In Coordination with NCC and NSS social work was done in the colleges where they helped needy and vulnerable people.
- iii) Teacher starts coming in colleges on the Roaster basis to carry out educational and administrative work.
- iv) Capacity Building for students as well as Faculty members in E-Learning, Teaching and evaluation was done in mentorship of experts.
- v) Numerous Webinar organized by institutions throughout the year.
- vi) With the help of e-learning modules, Teachers and students are able to cover the entire syllabus (UG & PG).
- vii) The effectiveness of online learning approaches appears quite broad across different content and learning outcomes.
- viii) While HEI organized Webinars in good numbers on topics concerning pandemic, NEP2020 on line classes continue in the well equips institution.
- ix) SHEC held three training programme regarding NEP, Effective fund utilization etc.

### **3. New Governing Structures and the Role of SHECs**

The new governing structure requires a very strong and comprehensive role of SHEC in the new Governing structure in view of implementing NEP20. All SHEC must be given an opportunity to participate in the Higher Education Council of India (HECI). As of Now, SHEC is playing a vital role in the implementation of Prime Minister Flagship schemes RUSA. Other schemes too required to implement through SHEC.

### **4. Activities Carried Out by the Council in 2020-21**

- i) State level launched and Interaction Programme under Ek Bharat Shreshtha Bharat programme under RUSA.
- ii) Funds were transferred to Institutions allocated under RUSA.
- iii) EK Bharats Shrestha Bharat initiatives was monitored in RUSA sponsored institutions.

- iv) With the relaxation of the lockdown in Dept 2020 an Endeavour was made to complete the physical verification of uncovered beneficiary institutions. Following, other activities deserve mention:
- v) 09.10.2020 A Workshop on NEP 2020 was organized involving all Vice Chancellor, State level Officials of the Edu Dept of Bihar along with the Vice Chairman of SHEC & its other officials. Respected Sri Sanjay Kumar, Additional Chief Secretary delivered Key Note Address.
- vi) 19.10.2020 A Joint Meeting of the Advisory Committee of His Excellency and, the Chancellor. And SHEC authority was held in Raj Bhavan to streamline framing of sub Ordinate legislation.
- vii) 15.12.2020 A joint meeting of the SHEC officials and that of Higher Education directorate was held in the Chamber of Additional Chief Secretary of the State to pursue the goal of enhancing GER.
- viii) A decision was taken to grant degree teaching permission in arts and Commerce to nine colleges set up in sub division having no such facility before.
- ix) District Magistrate of other 12 sub Division were directed to mark the land set up degree institution.
- x) Release of enhanced Incentive money from Rs 25 thousand to 50 thousand were finalized under Mukhyamantri Kanya Uthane Yojana.
- xi) NAAC accreditation was made mandatory for institution getting govt aid
- xii) 20.01.2021-A Complementary letter was addressed to Hon'ble Principal Secretary of education for on spot settle men of land dispute between Magadh University and Business School founded by the Central Govt at Bodh Gaya.
- xiii) 11.3.2021- A meeting of BSHEC was held in the Hall of the Council under the Chairmanship of Hon'ble Education Minister Sri Vijay Kumar Chaudhary to deliberate over nine point agenda. Notable among them along with the decision are se follows:
- xiv) Approval of Unified Information Management Systems
- xv) Post creation for Manning SHEC office.
- xvi) Formation of Committees for implementation of NEP 2020.and examination of sub -ordinate legislation.
- xvii) Expansion of office Space of SHEC, Bihar.
- xviii) SHEC Budget of 2021-2022
- xix) SHEC presented the roadmap to achieve the target of GER of 50% in the state.

## 5. New Initiatives and Future directions

Regarding new initiative and future direction much is desired to be said but for the limitations required to be observed as ordained by esteemed Dr. Garima Malik, a precise mention is made as hereunder:-

- i) Paradigm Shift in higher education is starting of engineering and medical colleges in all the 38 district of Bihar with permission from related regulators.
- ii) Concerns doubling of incentive money from 25 to 50 thousands to the girl at degree level.
- iii) Covers students economically weak but keen to get admission under degree Course. Corpus of Student Credit has been doubled. Though limitation of interest free loan upto five lakh remain for whole Course.
- iv) Fourth initiative aims to enable institutions to prepare well for NAAC
- v) Accreditation by availing them preparatory grant from state corpus followed by pre NAAC state assessment & accreditation.
- vi) Comprises numerous workshop, webinar, seminar and Virtual conference to generate awareness and change mindset to Inter disciplinary approach, CBCS, Skill oriented edu as well as vocationalization.
- vii) An inkling of my humble mind regarding future direction by implication may be summed up as:
- viii) Now emphasis to be given to three language formula to shift smoothly to regional language as medium of instruction.
- ix) Engineering, Skill based and vocational courses be given due weightage by creating faculty positions like hitherto mainstream education.
- x) There are 14 kinds of HE institution in Bihar. Numbers are required to be reduced rationally.
- xi) Institution founded in the name of epoch makers, mostly languishing must get systemic revival to cater to advanced study and research.
- xii) Constituent colleges must have staff council like affiliated colleges.
- xiii) For NEP 2020 to be purposive, a sumptuous fund be availed for incentivizing admission to PG for excellent performer at Honours level.

**National Education Policy 2020: A Note on Implementation by  
Chandigarh State Higher Education Council\***

**1. Role of SHEC in Planning for Implementation of National Education Policy 2020**

The long awaited National Education Policy 2020 has laid out an ambitious vision of making India in Education power house in the years to come. NEP 2020 proposed the division and revamping of all aspects of the Education structure, its regulation and governance, to create a new system that is aligned with inspirational goals of 21st Century education, while remaining consistent with India's traditions and value systems. It is based on the principle that education must develop not only cognitive capacities but the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving and also social, ethical and emotional capacities and dispositions, thereby emphasizing upon the creative potential of every individual.

The key takeaways with special reference to Higher Education were shared and deliberated as per vision of State Higher Education Council, UT, Chandigarh and State Project Directorate, RUSA, Chandigarh. Prof Raj Kumar, Chairman of the SHEC has ensured that programme about aims and objectives of the NEP 2020 must be organised by IQAC of all colleges of UT, Chandigarh. It is also placed on record that each department of Panjab University has also organised various virtual programmes on different themes of NEP2020.

The policy envisions a complete overhaul and re-energizing of the higher education system for better quality with equity and inclusion. The Internal Quality Assurance Cell (IQAC) of UT Colleges have organized webinars on diverse themes of National Education Policy 2020 namely Impact of New Education Policy 2020 on Undergraduate/ Post Graduate Colleges, A New Era from School to Higher Education, Insights of National Education Policy 2020- Higher and School Education, New Education Police 2020: Challenges and Opportunities, Way Forward for Empowered India: National Education Policy 2020, A Step Towards Aatma- Nirbhar Bharat, Paradigm Shift in NEP-2020, Role of Technology in Higher Education Sector, Roadmap for Higher Educational Institutes in the light of NEP, New Avenues in New Education Policy, 2020, National Education Policy 2020: The Future of Education in India, National Education Policy 2020: An Overview and Restructuring Curriculum and Pedagogy.

**2. Managing Teaching-Learning During the Pandemic Period**

A committee has been constituted by State Project Director, RUSA -cum-Director Higher Education, Chandigarh Administration for the evaluation and monitoring of online teaching learning process as per details:

- i) Teaching learning process, monitoring and evaluation
- ii) Timetable framework for online teaching
- iii) Framework for attendance monitoring

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\* Dr. Dalip Kumar, Additional State Project Director (RUSA), State Project Directorate, Chandigarh

- iv) Training programme and assessment for education suite
- v) Grievance mechanism
  - Standard operating procedure (SOP) for online teaching

### **3. New Governing Structure and Role of SHEC**

The effective Governance for Higher Education Institution that enables the culture of excellence and innovation in HEIs will be in place as per vision and aim of the National Education Policy, 2020. Recently, Hon'ble Vice President of India and Chancellor of Panjab University has constituted eleven member high level committee for recommending Governance Reforms in Panjab University in the light of National Education Policy, 2020.

### **4. Activities Carried Out During 2021**

- i) SHEC from time to time carried out Quality Improvement Initiatives and Research Audit in the colleges of UT, Chandigarh.
- ii) State Project Directorate, RUSA, Chandigarh has consolidated the activities carried out under Ek Bharat Shreshtha Bharat.
- iii) State Project Directorate, RUSA, Chandigarh has submitted the action taken report pertaining to Celebration of Constitution Day, 26<sup>th</sup> November, 2020 and UT Colleges celebrated Constitution Day (Samvidhan Diwas) on 26<sup>th</sup> November, 2020 to commemorate the adoption of the Constitution of India. The students and the faculty reaffirmed their commitment to the Indian Constitution by taking pledge.
- iv) All directives, decisions and other orders issued pertaining to COVID-19 by the Govt. of India, Chandigarh Administration and Panjab University have been implemented in letter and spirit. The various activities carried out by UT Colleges during COVID-19 Pandemic:
  - DHE asked for the possible feedback/ suggestions from Principals w.r.t online teaching, curtailing of summer vacation and way for faculty members to engage in teaching and learning process at home.
  - Preventive measures to be taken to against the spread of Novel Corona Virus (COVID-19) by Chandigarh Administration.
  - Precautions to be taken in the light of Novel Corona Virus (COVID-19) issued by UGC.
  - Faculty members of affiliated colleges undergo master training module on how to reduce the risk of corona virus infection by Health Department, Chandigarh Administration.
  - PG Govt. College, Sector-11 prepared PPT on how to reduce the risk of corona virus infection.
  - Preventive measured to achieve “social distancing” permission to teaching and non-teaching staff to work from home issued by Secretary, MHRD.
  - Preventive measures to contain the spread of COVID-019 issued by Govt. of India.

- DHE monitored the teaching- learning methods after lockdown came into force by calling the information from all colleges. After going through the said information, all the colleges were directed to ensure that online teaching is undertaken by all the faculty members for the left out syllabus so as to ensure that no loss of study is caused to the students.
- DHE monitored the wellness and health of the hostel students who are still residing in the hostels of the colleges. He advised that Principal in person look after the hostel residents.
- NSS officers and NSS volunteers of the affiliated colleges were engaged by the Chandigarh Administration for handling day to day issues.
- Officials of the Higher Education Department have been engaged in containment management plan for the COVID-19 by the Chandigarh Administration.
- Faculty members of the affiliated college have been engaged by the Chandigarh Administration as Sector Response Team.
- Students of PGGCG-42 prepared motivational and feel good video during COVID-19.
- NSS students of Govt. College for Commerce & Business Administration, Sector-50 create awareness video about COVID-19.
- Faculty member of Govt. Home Science College, Sector-10 prepared a video on how to keep mental and physically fit during COVID-19
- Student of Govt. Home Science College, Sector-10 prepared a video how to ensure food safety during COVID-19.
- Faculty of Govt. Home Science College, Sector-10 prepared a video on how to disinfect a food supply/ need in a right way.
- PG Govt. College of Girls, Sector-42 organized One Day International Conference on Sports and Development peace in response to Global Development concerning the pandemic COVID-19.
- Faculty of MCM DAV College for Women, Sector-36 prepared a video on Instills Renewed Hope and Faith through poetry under the aegis of EBSB.
- Digital collage making competition on COVID-19 was organized by Govt. Home Science College, Sector-10, Chandigarh.
- Faculty and NSS volunteers of PG Govt. College, Sector-11 prepared presentation on how to fight against CORONA under UBA.
- Faculty of MCM College, Sector-36 prepared a short video on Cyber Safety.
- Student of MCM College, Sector-36 prepared a video on how to prepare a mask.

- Dev Samaj College of Education, Sector-36 organized WEBNAR on A Roadmap to Sustainable Development through Sports, Yoga, Art, Music Culture during COVID-19.
- Students of PG Govt. College of Girls, Sector-42 prepared a presentation on CORONA Warriors.
- NSS wing of PG Govt. College, Sector-46, Chandigarh prepared a presentation on Safety issues during COVID-19.
- Faculty members and students of PG Govt. College of Girls, Sector-11 prepared a presentation on how to maintain social distancing, safety slogan under UBA scheme.
- Faculty and staff of the Government Colleges were put on duty at control room in UT Police Head Quarter for assisting the Chandigarh Administration
- Government College Home Science, Sector-10, Chandigarh prepared video on COVID-19: Let's be Careful, not Fearful
- PG Govt. College for Girls, Sector-42, Chandigarh organize Virtual National Seminar on Role of Biodiversity during COVID-19
- PG Govt. College, Sector-11, Chandigarh organized Online Programme on Entrepreneurship Development in collaboration with Regional Centre for Entrepreneurship Development.
- DAV College, Sector-10, Chandigarh organize WEBNAR on History, Mythology, Literature; Connection and Disconnection.
- DAV College, Sector-10, Chandigarh organize WEBNAR on Management Anxiety During COVID-19
- MCM DAV College for Women, Sector-36, Chandigarh organize WEBNAR on To reflect on India's Fight against Corona Virus.
- MCM DAV College for Women, Sector-36, Chandigarh organize 7 Day Workshop for Diet Care and Lifestyle Management with Personal Counselling during COVID-19
- MCM DAV College for Women, Sector-36, Chandigarh organize online Inter college PowerPoint presentation on the topic Pandemic of 1918 and 2019: Wrath of Nature
- DAV College, Sector-10 Chandigarh organized WEBNAR on Mindfulness: A Powerful Tool to Cope with Stress Amidst COVID-19 Crisis.
- PG Govt. College for Girls, Sector-42, Chandigarh in collaboration with Guru Gobind Singh College for Women College, Sector-26 Organized WEBNAR on Reference Management Software for Students, Researchers and Academic.
- MCM DAV College for Women, Sector-36, Chandigarh organize inter college Mask and Gloves making competition.

- PG Govt. College, Sector-46, Chandigarh prepared poster and videos for awareness on COVID-19
- PG Govt. College, Sector-46, Chandigarh created virtual awareness staying calm and united during pandemic situation due of COVID-19 in Gujarati Language and Art and Craft activities for keeping student busy in creative and innovative work and keeping the mental health in the prevailing situation
- GGSDS College, Sector-32 conducted Gujarati language sentence learning
- Government College of Commerce and Business Administration, Sector-50, Chandigarh organized COVID-19 Support Campaign in adopted village Kajheri

**v) Achievements and Reforms**

**i) Participation in National Endeavour**

- Senior Cadet Captain Devika, student of Guru Gobind College for Women, Sector-26, Chandigarh received All India Best Cadet Award from Hon'ble Prime Minister of India during Republic Day Parade Camp, 2020.



- PG Government College for Girls Sec-11, MCM-DAV College Sector-36 and RIE Sector 32 are recognized as Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution for improving facilities in the Campus and the Community/Adopted Villages in the areas of Sanitation & Hygiene, Waste Management, Water Management, Energy Conservation and Greenery post COVID-19, by Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education (Govt. Of India) dated 11.09.2020.
- RIE-32 recognized Vocational Education Nai Talim Experimental Learning (VENTEL) Action Plan Institution by Mahatma Gandhi National Council of Rural Education, Ministry of Education, Government of India- September, 2020
- PGGCG-11 has been given 4 star rating by the MIC, Government of India for activities conducted related with research and innovation under College Innovation Council.- October, 2020

**ii) National Institutional Ranking Framework (NIRF), Ministry of Human Resource Development Government of India**

- Government Home Science College, Sector-10, Chandigarh ranked 82 in National Institutional Ranking Framework (NIRF), 2020.
- DAV College, Sector-10 and GGSD College, Sector -32, Chandigarh ranked in rank band 101-150
- PG Govt. College for Girls, Sector -42 and PG Govt. College for Girls, Sector -11, Chandigarh ranked in rank band 150-200

**iii) Admission Reforms during COVID Crisis**

- Due to COVID-19, the whole process of admission during the session 2020-2021 has been online starting from applying for the course to the deposit of fee after admission in all Govt. and Govt. Aided Privately Managed Colleges.
- This has facilitated the applicants to take the admission in city colleges from their respective places across the country. The process of online admission is an exemplary step in the lines of supporting the `Digital India` mission of the Government of India which would further ensure transparency, accountability and transformation in admission procedures.
- The online admission process for both centralized and non- centralized courses have been carried out for as many as 16020 under graduate seats and 4300 for post graduate seats

#### iv) Accreditation Reforms

- The task of Assessment and Accreditation of UT Colleges under the ambit of Higher Education was completed during 2017-2018 and UT, Chandigarh becomes the first State in the Country to achieve the 100% Accreditation Agenda of MHRD.

#### v) Access and Equity Initiatives

- Gross Enrolment Ratio of Chandigarh is 50.6 % against National GER of 26.3%. (All India Survey on Higher Education report 2018-2019)
- Gross Enrolment Ratio (Women) in Chandigarh is 63.9 % against National GER (Women) of 26.4 %, which is highest in India.
- Gross Enrolment Ratio (Male) in Chandigarh is 41.6 % against National GER (Male) of 26.3%.

#### vi) Monitoring of Academic and Extension Activities during COVID-19

- DHE monitored the teaching- learning methods after lockdown came into force by calling the information from all colleges.
- All the colleges were directed to ensure that online teaching is undertaken by all the faculty members for the left out syllabus so as to ensure that no loss of study is caused to the students.
- DHE monitored the wellness and health of the hostel students who are still residing in the hostels of the colleges.



- Students of affiliated colleges were actively involved during lockdown period pertaining to various issues and challenges due to ongoing COVID-19 crisis. All colleges have conducted number of virtual activities related to use and preparation of masks, hand hygiene, social distancing, wellness, physical fitness, food habit and hygiene etc.

#### vii) Infrastructure Up gradation under RUSA

RUSA grant received from Ministry of Education has been utilized by the Colleges and Panjab University to upgrade its academic and administrative infrastructure as per details mentioned below during the period of report:

- Girls Hostel at Panjab University campus which is going to be constructed under Equity Initiatives under RUSA scheme is in its final stage of completion at the cost of Rs. 5 Crore.
- New building of Human Resource Development Center at Panjab University under Faculty Improvement of RUSA scheme has been virtually inaugurated on 01-10-2020 by Hon'ble Minister Education, Dr. Ramesh Pokhriyal 'Nishank'. The cost of the project is Rs. 3.5 crore.



- Basket-ball and Lawn Tennis court has been completed at Sri Guru Gobind Singh College, Sector-26, Chandigarh. The cost of the project is Rs. 48 lakh.
- Multi- function Outdoor Sports Complex has been completed at Guru Gobind Singh College for Women, Sector-26, Chandigarh. The cost of the project is Rs. 47 lakh.
- Radio Frequency Identification (RFID) system has been installed at Post Graduate Government College for Girls, Sector-42, Chandigarh in the library for complete

computerization and automation, a leap towards achieving digitization vision of MOE. The cost of the project is Rs. 19 Lakh.

- Updation of facilities for persons with disability (Divangjan) in different institutions out of RUSA Grant. Elevator has been installed at Dev Samaj College for Women, Sector-45, Chandigarh. The cost of the project is Rs. 21 Lakh.
- Multi Media Centre at Post Graduate Government College for Girls, Sector-11, Chandigarh. The cost of the project is Rs 70 Lakh.
- Information and Communication Technology Lab has been established at Government College of Commerce and Business Administration, Sector-50, Chandigarh. The cost of the project is Rs 29.42 Lakh.



- Conference room, Faculty Staff room and Girls common room have been established at Post Graduate Government College, Sector-11, Chandigarh. The cost of the project is Rs 40.36 Lakh.

#### **viii) Employability, Entrepreneurship and Innovation Hub**

- Ministry of Education, under Rashtriya Uchchar Shiksha Abhiyan (RUSA) released 7.5 Crore as first instalment out of total approval of 15 Crore for setting up of Employability, Entrepreneurship and Innovation Hub at Panjab University, Chandigarh. This EEI hub would be instrumental in providing job opportunities and startup avenues. This center will be of great help to inculcate inclination to innovate and entrepreneur mindset in the students at the early stage.
- Further center will deliver a range of programmes in innovation and entrepreneurship, supporting creative entrepreneur and it will draw interdisciplinary skills. The facilities of the center will also be utilized by the interested faculty and students of the UT, Colleges.

#### **ix) E-Governance for Project Monitoring**

- As one of the mandatory requirement of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) the RUSA, Chandigarh established Management Information System (MIS) which integrates all the information from all the institutions of UT, Chandigarh and to provide necessary aid to decision making authorities in state as well as encouraging cooperative decision making

#### **5. New Initiatives and Future Directions**

The following new initiative will be made:

- i) Strengthening of ICT Resource and Online Teaching Learning process
- ii) Strengthening of Research and Innovation in UT, College
- iii) Integration of Skill Education in the curriculum
- iv) Strengthening Entrepreneurship Development Programme
- v) Academia – Industry tie-ups vis-a-vis placement avenues
- vi) Incubation activities and Internship programmes
- vii) Identification of programme for providing better opportunities for Multi Disciplinary Education in colleges as per vision of the National Education Policy, 2020
- viii) Capacity Building Workshop for the next phase of accreditation cycle pertaining to UT, Colleges keeping in view the notification dated 09.07.2020 issued by NAAC under Revised Accreditation Framework (RAF).

**National Education Policy 2020: A Note on Implementation by  
Goa State Higher Education Council\***

**1. Role of SHEC's in Planning for Implementation of National Education Policy 2020**

Two main Committees have been formed to develop roadmaps for the implementation of NEP2020 at Higher Education and Primary & Secondary Education level respectively. A detailed report on recommendations, prepared by the Sub-Committees, for the implementation of NEP 2020, has already been submitted to the State Government. One of the primary recommendations of the Committee is the phase-wise implementation from academic year 2021-2022.

**2. Managing Teaching-Learning During the Pandemic Period**

- i) During the pandemic period, a unique of its kind online platform was developed where academic syllabus of all Colleges in the State of Goa, under the purview of Directorate of Higher Education (DHE), is being made available for the academic community.

DISHTAVO is a first of its kind platform where the E-content of academic syllabus of 33 Colleges under the administrative control of DHE is being provided online, and free-of-cost to the Students. The E-content, provided on the DISHTAVO portal, is in the form of Video lectures, transcripts, and additional resources in various disciplines including Arts, Science, Commerce, Law, Education, Agriculture, Music and Theatre. This is a unique project, entirely designed and conceived using in-house resources, infrastructure, instruments, and involving about 1200 teaching faculty and non-teaching staff from Colleges across the State of Goa.

This project has ensured an uninterrupted academic progress of students, despite restrictions due to pandemic, and this ensuring continuous engagement with students.

- ii) Given the restrictions due to COVID19 pandemic, SHEC-Goa initiated a project using online technologies to all academic related activities including admission, payment, etc. of all affiliated Colleges in the State of Goa. This was done by providing a centralized, electronic platform named as “Integrated Academic Information System (IAIMS)” to integrate all Colleges and their academic activities, to bring on to a single complete framework, enabling the colleges to work as a single unit. The IAIMS system is comprehensively designed, easily implemented and user friendly with a total of 34 modules. This system automates the functionalities of a college or university academic system. The functionalities and processes that are automated by IAIMS are Admissions, Attendance, Examinations and Results, College Administration and financial Procedures, Events and Activities, Information Rendering, etc. Such a system allows quick responses to user-specific queries such as parents requesting information about attendance and results of their ward in real-time In the

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\* Shri Prasad Lolayekar, Director and Dr. Vithal Pandurang Shet Tilvi, Professor, Directorate of Higher Education, Goa

academic year 2020-2021 during the covid19 pandemic, all the colleges administered under DHE-Goa carried out the admission process entirely in the digitized form. The process starting from admission, counseling, merit list, intimation and payment was carried through IAAMS. This initiative was applauded by both students, parents, and community at across the State of Goa.

### **3. New Governing Structures and the Role of SHECs**

- i) As of now, and based on the information provided by the NEP2020 document, the role of SHEC is not very clear, This is because NEP recommends establishment of the State Education commission to oversee the educational development of the State. Therefore, whether the role of SHEC will be restricted to higher education only, or will it encompass education at secondary and higher secondary levels, is not very obvious.

### **4. Activities Carried out by the Council in 2020-21**

- i) To promote and develop a research culture and enhance teaching in Colleges, Research, Development & Innovation and Teaching, Learning & Education Technology Centres have been established in several Colleges administered by DHE.
- ii) To promote and develop research and innovation culture in the State of Goa, a Three Day State level competition and exhibition named “KALPAK” was organized by SHEC. In continuation of this, it is being organized again this month. One of the main objectives in organizing this event is to provide a platform to inspire and motivate researchers and innovators, especially students at the Undergraduate level.
- iii) Faculty Development Programme on “Online Teaching and Moodle Basics” for college faculty

Duration: 15 days

In order to prepare faculty in using tools for online delivery of the academic content, a Faculty Development Programme on “Online Teaching and Moodle Basics workshop” was conducted. This workshop was aimed to train the teaching faculty of Colleges across the State of Goa, across to help transition from traditional classroom teaching to online teaching which is mandatory due to prevailing COVID 19 circumstances.

- iv) Open Broadcaster Software training: In order to record, edit, and deliver the academic content to students online, it is necessary to have appropriate softwares and hardware for recording and transmitting academic syllabus online. In view of this, a Two Day workshop was organized to train Master Trainers from all Colleges across the State of Goa, in using an Open Source Open Broadcaster Software (OBS) which provides real-time source and device capture, scene composition, encoding, recording, and broadcasting.

v) Library Development Programme

Duration: 1 week

One Week workshop was organized to train Librarians of Colleges across the State of Goa, with regards to the use of modern technologies for the libraries, engaging public in the library, and easy accessibility of the offline as well as online content.

vi) Several Video Recording Studios have been setup to record and produce very high quality audio-video lectures of academic syllabus of Colleges affiliated to Goa University.

vii) Workshop on using online, centralized management system “Integrated Academic Information Management System” (IAIMS) :

A four day workshop on IAIMS was organized to deliberate and train the Principals of all Colleges in Goa for using the IAIMS system. Furthermore, hands-on trainings were also provided to Chief Coordinators from each Colleges, and Faculties from all Colleges across the State of Goa. In addition, Three Day online Webinars were conducted for training faculties on preparing Daily Lecture Plans and Attendance Modules.

viii) A Two day workshop entitled “Research Grant Writing Workshop” is being organized this month to train researchers and faculty on writing innovative research proposals to the Central funding agencies.

## 5. New Initiatives and Future Directions

- i) Establishment of Goa State Research Foundation to develop a research culture, and build required infrastructure to produce world-class researchers.
- ii) Given the experience of the DISHTAVO online E-platform, Goa SHEC plans to develop MOOCS online courses.

**National Education Policy 2020: A Note on Implementation by  
Karnataka State Higher Education Council\***

**1. Role of SHEC in Planning for Implementation of National Education Policy 2020**

The National Education Policy, NEP-2020, accepted and notified by the Central Government outlines the vision of India's new education system. It aims to transform India's education system. For the Planned and successful and Implementation of NEP 2020, the preparations are underway in the state. The Karnataka Government is one of the first States in the Country that has developed an implementation plan to realize the vision and the goals of it.

In this regard the Government of Karnataka had constituted a Task Force on March 4, 2020, under the Chairmanship of Sri. S. V. Ranganath, IAS (Rtd), the then Vice-Chairman, KSHEC to prepare an implementation framework for NEP 2020. The Task Force constituted two Sub-Committees on two critical components of the Policy, namely, Curriculum Reform in Higher Education and Transforming Governance and Regulation in Higher Education under the Chairmanship of Prof. B. Thimme Gowda and Prof. Yashavantha Dongre respectively. In this process KSHEC has organized a number of meetings and brain storming sessions with the Vice Chancellors of Universities, academicians and officers of Higher Education Department. The Task Force has submitted its report on November 7, 2020. The Karnataka Govt. Cabinet has accepted the implementation plan suggested by the Task Force.

The Karnataka state is implementing NEP-2020 and accreditation is pre-requisite for granting autonomy to affiliated colleges. In this process the Universities have to play mentoring role. In this regard, a meeting was convened on 19-01-2021 by KSHEC under the Chairmanship of Hon'ble Deputy Chief Minister, Dr. C. N. Ashwath Narayan, to discuss about Accreditation and National Institutional Ranking Framework (NIRF). Vice Chancellors of state universities participated and deliberated on the following Agenda and all the Universities have submitted the action plan for taking up accreditation and NIRF ranking process on high priority.

- i) Accreditation of Universities and Affiliated Colleges.
- ii) Participation in NIRF Ranking.
- iii) Organization of NEP Awareness Programmes.

On 13-01-2021, the KSHEC has organized "One Day Seminar" to generate awareness regarding NEP-2020 among the officers of Higher Education Department and other stake holders at the grassroot level of Implementation. The Vice Chairman, KSHEC and the Executive Director, KSHEC delivered lectures on NEP.

On 09-03-2021, KSHEC organized a virtual session on "NIRF Scoring basics for an Educational Institution" for Colleges/ Universities leadership.

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\* Professor B. Thimmegowda, Vice Chairman and Professor Gopalkrishna Joshi, Executive Director, Karnataka State Higher Education Council, Karnataka.

*KSHEC has published the following documents with regard to NEP 2020:*

- i) NEP – 2020 (re-print) and its Kannada Translation (gÁ¶ÖçÃAiÄÄ ²PÀët □Ãw- 2020)
- ii) A Report by Task Force for Implementation of NEP in Karnataka November 2020
- iii) Implementation Plan – Karnataka NEP 2020
- iv) Karnataka NEP 2020-Summary:Implementation Plan and its Kannada Translation

## **2. New Governing Structures and the Role of SHECs**

The State is one of the first states in the country to start implementing NEP-2020, to get benefited for developing knowledge-based economies for the welfare of the society.

- i) The Government of Karnataka is one of the first states in the country to set up a Task Force in March 2020,to realize the vision and goals of the NEP 2020).
- ii) The Task Force has developed an implementation framework.
- iii) Two Sub-Committees for Higher Education, and one for School Education constituted have also submitted their reports.
- iv) The Implementation Plan is based on critical aspects such as - legislative action, structural transformation, administrative changes and curricular reform.
- v) The plan focusses on actions in ‘year 0’ (2021-22), which requires legislative action.
- vi) Implementation will be successful only if all stakeholders are included, therefore further phases of implementation are being developed via a consultative process.

*a) Apex body for guiding education in the State:*

- i) Karnataka Shikshana Aayog (KSA)/Karnataka Education Commission (KEC)
- ii) Chief Minister will be the Chairperson of KSA/KEC. The State Higher Education Minister and the School Education Minister will be the Vice Chairpersons.

*b) School Education Structure:*

- i) Separation of powers and no overlapping jurisdiction
- ii) Separation of power ensured by the Karnataka School Education Council (KSEC).
- iii) Independent bodies to administer schools, regulate schools, decide on academic aspects and conduct assessments respectively.

*c) Higher Education Structure: Structure Aligned to the Structure at the Centre*

- i) Will Enact Karnataka State Higher Education Council (KSHEC) with 3 Verticals- Establish independent Councils/Boards for Regulation, Funding, Res.& Innovation
  - Karnataka Higher Education Regulatory Council (KHERC)/Board (KHERB);
  - Karnataka Higher Education Grants Council (KHEGC)/ Board (KHEGB);
  - Karnataka Research and Innovation Council (KRIC)/ Board (KRIB)

- ii) *The Karnataka State Higher Education Council/ Commission (KSHEC)*: To provide oversight on the independent and autonomous bodies of higher education.
  - iii) *The Karnataka Higher Education Grants Council (KHEGS)*: Responsible for funding and financing.
  - iv) *The Karnataka Higher Education Regulatory Council (KHERC)*: The sole regulator for all HEIs in the State (except legal and medical education).
  - v) *The Karnataka Research and Innovation Council (KRIC)*: To catalyze research, promote innovation and collaborate with industry and public services.
  - vi) *The National Accreditation Council (NAC)*: KHEC will prevail upon NAC to establish adequate Accreditation Institutions (AIs) in the State.
- d) *Will Enact Karnataka State Higher Education Institutions Act in line with NEP.*
- i) Ensure establishment of Board of Governors (BoG) and preparation of Institutional Development Plan (IDP) in all the Higher Education Institutions in Karnataka.
  - ii) Empower the affiliated and autonomous colleges through mentoring.
  - iii) Will Identify and establish Special Education Zones (SEZs)
  - iv) Will Establish single platform for all kinds of scholarships

### **3. Managing Teaching-Learning During the Pandemic Period**

KSHEC had constituted a committee under the Chairmanship of Professor G. Hemanth Kumar, Vice-Chancellor, University of Mysore to prepare the Academic Calendar of Events for UG/PG /Diploma courses for the University/affiliated/constituent/autonomous colleges for the academic year-2020-21. Online classes at HEIs of Karnataka commenced from September 1, 2020. KSHEC has prepared SOPs (Standard Operating Procedures) for reopening of HEIs in Karnataka based on the guidelines of UGC). On the basis of these SOPs, the Government of Karnataka reopened the Colleges/Universities from 17th November 2020.

### **4. Activities Carried Out by the Council in 2020-21**

#### *i) Implementation of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Program*

Karnataka is one of the leading states in the successful implementation of RUSA Program in the country. Under RUSA 1.0, the State has received Rs.492 crores and under 2.0, the state has received Rs.300 crores. The KSHEC is playing a key role in the process of preparation of State Higher Education Plans, disbursement of funds to the beneficiary institutions, monitoring the progress of work, submission of Utilization Certificates and progress reports to Ministry of Education, New Delhi, organization of State Project Directorate meetings & Technical Support Group meetings etc. Many academic, examination, governance and

affiliation reforms have been introduced in the state During the financial year 2020-21 the following activities have been undertaken:

- Fund release to the beneficiary institutions
- 18th & 19th RUSA Technical Support Group meetings were held on 02-06-2020 and 09.03.2021
- Executive Director, KSHEC reviewed the progress of RUSA activities of all the 10 RUSA funded Universities during October 2020, November 2020 and February 2021. He also reviewed the progress of RUSA activities in the Government First Grade Colleges and University Constituent Colleges.
- Physical Inspection of 47 Government First Grade Colleges which had received grants under Component-7: Infrastructure Grants to Colleges was completed and the report has been sent to Ministry of Education, New Delhi.
- The average utilization of RUSA funds in the state is 75%

*ii) Opinions on Regulations/Statutes*

The Dept. of Higher Education has sent 22 proposals to seek the opinion of KSHEC regarding Regulations/Statutes pertaining to the Universities in Karnataka.

*iii) Private Universities*

KSHEC has formulated guidelines for establishment New Private Universities and functioning of the established ones. It has constituted several Committees with regard to various issues relating to State Private Universities during the financial year 2020-21.

## **5. New Initiatives and Future Directions**

*i) External Collaborations*

Exposure to global best practices and improving research quality are critical success factors for Higher Education Institutions. International Collaborations are enablers of these two. KSHEC has the following MoUs to improve overall quality of Higher Education in Karnataka.

*ii) KSHEC – British Council MoU*

KSHEC and the British Council have signed and exchanged the MoU to further bilateral cooperation in higher education between the State of Karnataka and the United Kingdom, in the presence of Hon'ble Chief Minister, Government of Karnataka, Mr. B.S. Yediyurappa, the Deputy Chief Minister, Dr. C.N. Ashwath Narayan and the Rt Hon Dominic Raab, MP, Secretary of State for Foreign, Commonwealth and Development Affairs, Mr. Jeremy Pilmore-Bedford, British Deputy High Commissioner to Karnataka & Kerala along with their team.

*Objectives*

- Organise stakeholder meetings with eminent academicians, educational administrators, policy makers and regulatory bodies of both the countries, UK and India to facilitate exchange of ideas and suggest suitable roadmap for planning of educational programmes.
- Aligning to the NEP-2020 recommendations, developing international collaboration for upcoming sectors with established UK institutions with new vision/ eminent institutions.
- Empowering leadership development amongst the faculty at HEIs in the state and UK.
- Develop projects that enhance mobility of both the student and faculty between the two countries, focusing on research and internationalisation of HEIs.
- Build initiatives to improve English language support for students transitioning to college

#### *Activities*

Round Table Policy Dialogue on the theme “Mind the Gap–Enhancing Employability in Higher Education” was organized on 17-02-2021 keeping in view NEP implementation.

#### *iii) KSHEC – Pennsylvania State System of Higher Education (PASSHE)*

KSHEC has signed a Memorandum of Understanding with Commonwealth of Pennsylvania/State System of Higher Education (USA), known as Pennsylvania Global and Education HUB or PennHUB. The PennHUB is a joint activity of Pennsylvania State System of Higher Education and a consortium of independent private universities and public community colleges.

#### *Objectives*

- Establishment of “purely academic partnership” between the KSHEC and the PennHUB.
- To promote collaboration between HEIs of Karnataka and the PennHUB, USA.

iv) Apart from KSHEC initiatives in internationalization of Higher Education, it is also fostering its Public Universities to collaborate with identified foreign universities.

#### *v) Office Productivity Enhancement*

Government has been placing greater emphasis on improving productivity and its internal processes, increased transparency in the decision making and bring in citizen participation as part of the inclusive governance in the country. Governance processes are based around creation of files, noting in the file, decision at various levels, and finally issuing decisions as letters and notifications. Any request to the Government goes through an elaborate processing of different stages called workflow. Accordingly, the KSHEC has successfully implemented e-office and working effectively on this from 1<sup>st</sup> January 2021.

#### *vi) Advanced Online Computer Training for the Staff of KSHEC*

KSHEC is providing training on Master Microsoft Word Beginner to Advanced to the Staff of KSHEC for the benefit of generating Reports, Templates and to improve quality of work

and also to enhance the efficiency of the Staff. In the coming days training will be provided on Advanced Microsoft Excel and other relevant softwares.

*vii) Research Productivity Enhancement*

- *Quarterly Bulletin on Research Funding*

KSHEC has started developing and publishing quarterly Research Funding Opportunities Bulletin listing currently available research funding opportunities for the faculty and research scholars working at various Higher Education Institutions across the State.

- *Showcasing Research Strengths of HEIs of Karnataka*

KSHEC has started showcasing research Journals published by Higher Education Institutions across the state in its library for the benefit of its stakeholders.

**National Education Policy 2020: A Note on Implementation by  
Kerala State Higher Education Council\***

**1. Role of SHECs in Planning for Implementation of National Education Policy 2020**

The Kerala State Higher Education Council formed a Six -Member Committee under the chairmanship of Prof. Prabhat Patnaik (JNU), to study and report on the New Education Policy 2020 approved by the Centre. In the report it is noted that “The National Education Policy’s discontinuous engagement with evolving challenges in the field of Education is marked by a singular disdain for democratic principles, federal governance and public trust. It ignores the balance of power in the Indian Constitution and gives all decision-making powers to the Executive, leaving nothing for the Parliament and state legislatures that have hitherto been actively involved in creating many institutions and resources for educational development. The Policy which sets out to align India’s Education Policy with the needs of private investment and techno capitalism, has ignored the collective aspirations of sub national levels of governments including teachers and students. The central government has to initiate wider consultations with civil society, academics and the state governments for critically examining and modifying the various aspects of higher education in the NEP document”.

It is also observed in the report that Kerala’s emphasis on distributive justice, reflected in the state government’s effort to facilitate access to higher education for all segments of the population, is incompatible with the exclusionary approach of competitive selection and vertical privileging that is in vogue at the national level, as is evident from several policy pronouncements including the NEP 2020. Problems of higher education of Kerala need special attention which the NEP of 2020 ignores. Changes to the larger system must be done in consultation with those who are at the core of this process of knowledge production and reproduction, namely State governments, universities, teachers and students.

Based on the interaction with the Vice Chancellors the following details pertaining to the implementation of NEP 2020 are submitted to the state government by the KSHEC.

<b>Activity</b>	<b>Out Put</b>	<b>Proposed Agency</b>	<b>Time-line</b>	<b>Suggestions</b>
Reassure equity and inclusion	Social justice	Universities & Colleges	2020-2021	Reconfirm the strict adherence caste, community, and means based reservation in all the relevant educational decisions.
Creation of a Gender Inclusion Fund & the demarcation of zones of special education	Social justice	Government	2020-2021	The State Government has to create a separate fund of gender exclusiveness and demarcate zones of special education
Ramp up digital learning	Digital literacy	Digital University	2020-2021	To build up Digital Learning at the state level for e-courses in

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\* Professor Rajan Gurukkal, Vice-Chairman and Dr. Rajan Varughese, Member Secretary, Kerala State Higher Education Council, Kerala

				regional language.
Multiple Entry & Exit Programmes	Flexibility	University	2020-2021	5 Year Integrated PG Programme with exit option in the III year. 4 Year UG Programme with exit option in the III year. This can allow students to take a sabbatical for a period and return to their studies after a period of time, without losing their credits. Students can avail freedom to choose disciplines/ subjects for their degree.
Resolve to follow norms of rationalized architecture in all new constructions	Campus stature	Universities & Colleges	2021-2022	Higher education institutions' multidisciplinary composition should be made architecturally distinct too.
Intake Enhancement	GER hike	Universities & Colleges	2021-2022	At the UG level 20% hike and at the PG level doubling the intake
Introduction of Liberal Arts, Humanities and Social Sciences in the Kerala University of Technology, Health University, Law University and Digital University.	Assurance of Critical Mass, Diversity, and Multi-disciplinary Education for holistic learning	KTU KUHAS & Law University	2021-2022	Open up Departments in Languages, Literature, Music, Philosophy, Indology, Dance, Theatre, Sports, Education, Sociology, Art, Economics, Translation etc., along with Mathematics, Statistics, Pure and Applied Sciences.
21 <sup>st</sup> century Skills Programmes.	Flexibility	University & Autonomous Colleges	2021-2022	1 year PG Diploma Programmes
Multi-Disciplinary Programmes	Flexibility & Choice	University & Autonomous Colleges	2021-2022	3/4 year UG Programmes
Scrapping M.Phil	Quality Assurance in Research	Universities	2021-2022	Introduce research oriented PG Programmes
Curricular Changes with local context underscored.	Secures the concurrent list aspect	University	2021-2022	Ensure the inclusion of the regional specific context
Techno-pedagogy	Quality teaching and learning saving time and cost.	University and Autonomous colleges	2021-2022	Techno-pedagogic devices, and apps based on extended reality (AI+AR+VR+MR) not only help save time and reduce the cognitive load, but also overcome learning difficulties.

## 2. Managing Teaching Learning During the Pandemic Period - KSHEC Initiatives

Colleges in Kerala logged on en masse to online classes for the first time on June 1<sup>st</sup> 2020. The 'virtual classroom' began with an introductory session by Higher Education Minister K.T. Jaleel. The class was live-streamed from the Online Resources Initiatives of Collegiate Education (ORICE) centre at the Government Sanskrit College, Thiruvananthapuram.

- i) *Post Covid - 19 Higher Education Policy*: The Executive Body meeting of the Council approved the draft document pertaining to Post Covid -19 Higher Education Policy ([www.kshec.kerala.gov.in](http://www.kshec.kerala.gov.in)). The meeting sought the opinion of all the sections of the society including academics, students and other experts in the field of higher education in the finalisation of the policy document.
- ii) *Online Study Materials for students of UG/PG Programmes of State Universities on KSHEC Website*: The Kerala State Higher Education Council (KSHEC) has made arrangements to provide 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](http://www.kshec.kerala.gov.in) under the title *Online Study Materials*. This alternative mode to deliver lectures and educational content to students by leveraging the IT platforms is developed in close association with faculty members of affiliated colleges and universities in the state. Students can easily choose according to their interests and/ or demand as the website provides user-friendly windows for search, view and download the materials that are supplied in pdf documents, power point presentation and videos formats.
- iii) *KSHEC Uploads List of e Books published by UGC*: KSHEC uploaded the entire list of e-books published by UGC for the benefit of the academic community in the state. (<http://www.kshec.kerala.gov.in/>)
- iv) *KSHEC Uploads Useful Links for Online Learning*: The Kerala State Higher Education Council, based on the UGC directive is uploading the details of on line learning in its website (<http://www.kshec.kerala.gov.in/>) which can be assessed by teachers, students and researchers in universities and colleges for broadening their horizon of learning.

## 3. New Governing Structures and the Role of SHECs - Issues of KSHEC

Responding to the University Grants Commission (UGC) guidelines of 1988, drafted as required by the National Policy on Education Policy, Kerala State Higher Education Council was constituted through an Act (The KSHEC Act 2007). It was amended in 2017 to incorporate the centrally sponsored programme of Rashtriya Uchchar Shiksha Abhiyan (RUSA) that relies on SHECs for the planning and implementation in each of the states. Since RUSA Scheme, launched by the MHRD, required the State Higher Education Council to plan and carry out the state higher education plans KSHEC had been functioning accordingly. Also as stipulated by the MHRD the multiple funding streams i.e. Central and State were aligned with KSHEC planning. Since the MHRD had required SHECs to carry out the functions of planning, monitoring and evaluation, quality assurance, advisory and funding, KSHEC has been discharging such

functions. KSHEC has been addressing all the key functions, except the (vii) such as: (i) preparing the State Higher Education Plan (Perspective Plan, Annual Plan and Budget Plan) and gathering state institutions' inputs that will contribute to the State Higher Education Plan; (ii) monitoring the implementation of State Higher Education Plans; (iii) creating and maintaining the Management Information Systems (MIS); (iv) evaluating state institutions on the basis of norms and Key Performance Indicators (KPIs) developed; (v) protecting institutional autonomy of all state institutions; advising the state government on strategic investments in higher education; and (vi) advising universities on statute and ordinance formulation. Since 2015 the Higher Education Department has been taking care of the function (vii) of disbursing public funds to universities and colleges on the basis of the State Higher Education Plan and transparent norm-based funding methodologies.

#### 4. **Activities Carried Out by the Council in 2020-21**

- a. *Higher Education Scholarship Scheme*: The Higher Education Scholarship Scheme is a continuing and regular programme introduced by the Council in 2009, for the benefit of students undergoing non-professional courses in Universities and govt./aided colleges in the state. As a scholarship scheme primarily intended to attract excellent students to various disciplines in Basic Sciences, Human Sciences (Humanities & Social Sciences) and Business Studies, the programme disburses every year 3000 scholarships for undergraduate studies and 1200 scholarships for postgraduate studies.:
- b. *The Council's Journal - Higher Education for the Future*: KSHEC's biannual Journal *Higher Education for the Future* published by SAGE has already been listed in databases like J-Gate and ERIC.
- c. *Prabudhatha (Community Higher Education)*: The programme aims to create awareness among the public about how higher knowledge affects and influences their standard of living as well as various aspects of human existence. The scheme postulates that, in a democratic society, everyone has the right be abreast of the advantages and repercussions of the new discoveries and inventions. The scheme also intends to develop and circulate a multimedia package, capable of explicating for the benefit of the common people the possibilities and implications of research and studies in the field of higher education.
- d. *Redesigning of Courses for Outcome Based Education (OBE)*: KSHEC offers to provide scientific expertise through a three day residential workshop with the title "Redesigning of Courses for Outcome Based Education (OBE)" for the BoS in all our Universities for redesigning the Courses of their UG Programme.
- e. *Faculty Development Centre*: Faculty Development Centre of the Council imparts quality training to university & college teachers with the support of seasoned academic experts, drawn from leading higher knowledge centres, including IISC, IITs and IIMs. The Centre aims to improve the quality of higher education by enhancing the pedagogical skills, subject area knowledge and ICT competency of teachers.

- f. *Equivalency of Academic Programmes & State Level Academic Committee (SLAC)*: On the recommendation of the Council, the Government has issued guidelines on the recognition and equivalency of academic programmes. Besides, a State Level Academic Committee (SLAC) comprising of the Vice-Chancellor's of the universities of the State was formed to look into the unresolved issues of equivalency.
- g. *State Assessment and Accreditation Centre (SAAC)*: SAAC, which has already commenced its function under KSHEC will assess and accredit universities, government & aided colleges and self financing institutions of higher education on the basis of a set of parameters having global, national and state specific significance and relevance. Currently a web portal is being developed to commence the assessment and accreditation process in online mode.

## 5. New Initiatives and Future Directions

- i) *E - Journal Consortium* - for providing e-journal access to all the state universities and KSHEC acting as the nodal agency of the consortium.
- ii) *Kerala Academic Libraries Network (KALNET)* to bring on a common platform the collections of all the libraries of the HEIs of the State which would be accessible to all researchers.
- iii) *Kairali Research Awards*: The following categories of awards are instituted under the banner of Kairali Research Awards.
- Kairali Gaveshaka Puraskaram, which is five in number spread on (a) Chemical Sciences, (b) Biological Sciences, (c) Physical Sciences, (d) Social Sciences, (e) Arts and Humanities.
  - Kairali Gaveshaka Puraskaram, which is five in number spread on (a) Chemical Sciences, (b) Biological Sciences, (c) Physical Sciences, (d) Social Sciences, (e) Arts and Humanities.
  - Kairali Lifetime Achievement Prize for Researchers (for scholars of institutions within the state) which is three in number spread on (a) Sciences, (b) Social Sciences (c) Arts and Humanities.
  - Kairali Global Lifetime Achievement Prize for Researchers (for scholars within India and abroad on alternate years) which is three in number spread on (a) Sciences, (b) Social Sciences (c) Arts and Humanities.

**National Education Policy 2020: A Note on Implementation by  
Odisha State Higher Education Council\***

**1. Role of OSHEC in planning for implementation of National Education Policy 2020**

- i) OSHEC Organised consultative meetings of the council, state vice chancellors and other higher education stake holders on various issues raised in NEP 2020 to provide inputs to GOI.
- ii) VC, OSHEC participated in a large number of brainstorming sessions organised by educational institutions and civil society for sensitisation as well as clarity in implementation of NEP-2020.
- iii) OSHEC prepared a detailed note on a stepwise implementation strategy of NEP-2020 indicating sequential and critical inputs required from GOI, GOS and HEIs.

**2. Managing Teaching-Learning During the Pandemic Period**

- i) The teaching learning process in HEIs of the state was operationalised in the online mode strictly following the COVID 19 protocols.
- ii) The examination and assessment process followed guidelines provided by UGC mostly through online process.
- iii) Reopening of HEIs in the state, admission process and Teaching learning continues to be in hybrid mode keeping in view the public health requirements and students needs.
- iv) The state and OSHEC have introduced a guided self learning strategy for students with augmentation of online resources.

**3. New Governing Structures and the Role of SHEC**

- i) Neither NEP-2020 nor GOI outline any structurally defined role for SHECs in implementation.
- ii) Though SHECs were indicated as the academic think tank and a vehicle for conceptualization and implementation of academic and research quality improvements in state HEIs, they are not part of any official consultation or recognition in MHRDs scheme of things. They have mostly been ignored by MHRD.
- iii) We strongly believe that including them in the NEP governing structure will greatly facilitate its implementation.

**4. Activities carried out by the Council (OSHEC)in 2020-21**

- i) Consultative meetings regarding online teaching and Covid 19 with head of HEIs and Vice Chancellors.

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

- ii) Consultative meeting on NEP-2020.
- iii) Evolving a protocol for effective learning strategies through guide self learning as part of hybrid learning process.
- iv) Reviewing and Academic audit of implementation of RUSA programs in HEIs and Universities.
- v) Reviewing activities of Centers of Research Excellence established by State Government at various Universities and suggesting mid course correction.
- vi) Implementing the Odisha State University Research and Innovation Incentivisation Plan for 2020 by inviting applications for state research fellowship as well as competitive seed research funding for young faculty, Getting them reviewed by domain experts and organise research proposal presentations leading to selection.
- vii) Disbursing research funding for 2019 and organising quarterly progress reviews for scholars and faculty.
- viii) Conducting Common PG entrance and admission for the state universities and colleges.
- ix) Assisting State Government in Conceptualising and implementing academic reforms.

## **5. New Initiatives and Future Directions**

- i) Odisha State University Research and Innovation Incentivisation Plan (OURIIP) that envisages provision of Rs 2 crore towards young faculty seed research and 3.5 crore for full time research scholars from the state. Each researcher is mentored regularly.
- ii) Common PG entrance and admission at state universities and colleges.
- iii) Evolving outcome based model syllabus for state universities and Colleges.
- iv) Assisting and facilitating Ranking, assessment and IDP for all state HEIs.

**National Education Policy 2020: A Note on Implementation by  
Tamil Nadu State Higher Education Council\***

**1. Role of SHECs in Planning for Implementation of National Education Policy 2020 (NEP 2020)**

Tamil Nadu Government greeted many of the constructive ideas of NEP 2020 for the overall development of human resources. SHEC of Tamil Nadu believes that the strategic planning and decentralized implementation will help the higher education to raise its standards through updated curriculum, adopting best practice and cutting edge research may contribute to the knowledge economy in the near future.

- i) NEP 2020-sensitisation meetings were conducted at various levels to accept/adopt the recommendations and new initiatives for its effective implementation.
- ii) Strategic planning and implementation committee was constituted and the work is in progress. As per the committee's report, financial support and autonomy of SHEC in NEP 2020 will facilitate SHEC to implement NEP 2020 as per the roadmap laid by MHRD-MoE.
- iii) SHEC has a major role in implementation of the NEP2020, both in the academic and administration. Academic restructuring of curriculum, teaching methodology, collaboration with Indian and foreign universities, credit bank strategy, adopting new technology, creating world class facility centers for maximum utility, funding, research activity rules/industrial collaborations, dispute forums, anomalies addressed, gaps and its reforms are to be addressed.
- iv) The State level academic research forum has to work throughout the year to prepare prospective plans for the state (inclusive of academic training) have to be addressed through SHEC. The role of SHEC becomes more significant than earlier has to be dealt with it properly to reach the right destination.
- v) Suitable mechanism has to be evolved to nurture the "Think tanks" within higher education and from society for the holistic development of an individual to become a useful resource
- vi) Honors/awards in stages have to be instituted to conserve the intellectual superiority (hardcore) of the think tanks, are always useful for the development of classic to neo-classic, neo-classic to modern, and modern to futuristic vision. These real nation builders are socially fragile and their unique domain knowledge is indulged and conserved through a conducive atmosphere to transfer their knowledge for the transformation of society. This micromanagement will be effectively done by the State Governments based on the region-based requirement and liberal funding.

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\* Member Secretary, Tamil Nadu State Higher Education Council, Chennai, Tamil Nadu

## **2. Managing Teaching-Learning During the Pandemic Period**

The Higher Education Department responded to the pandemic with alacrity and sensitivity. Understanding the role that education and educationists have to play in upholding the morale of people, the Higher Education Department took into consideration the social, economic, and psychological factors in the approaches adopted.

- i) A statistical survey on the overall performance of students in their end semester examinations was conducted to identify the gap & to improve overall proficiency/employability
- ii) Online meetings were conducted among working groups of similar domains at various levels to improve/enhance their understanding/efficiency.
- iii) Online training for teachers through Moodle platform to make them familiar with ICT – enabled teaching methodology for handling online classes more effectively on par with international standards. Separate training for Arts and Science college teachers and technical education teachers was conducted many times around 4000 teachers got updated.
- iv) Universities are encouraged to continue similar continuous training for domains/ region-wise groups for in-depth learning to build confidence to handle classes/tests/assessment/seminars/workshops through online.
- v) Snippet archives were encouraged at the state Universities for the benefit of teachers/students and convenient for the effective handling of vacant teaching positions.
- vi) Technology helped us a lot to engage all the students, even teacher less (post vacant) classes were reallocated to similar online classes for their effective learning through the Government distributed priceless gadgets over the years.
- vii) Issuance of Data card freely to all Higher Education Institution students to reduce the financial burden during the Covid-19.

## **3. New Governing Structures and the Role of SHECs**

- i) Restructuring of State Higher education council to repeal and constitute a fresh, based on new legislation to significantly enhance the council power and functions, inclusive of all education imparting institutions in the state for the students under the age group of 15-23 with their active participation.
- ii) Steps will be taken to measure and Identify Best Universities and Colleges in the state as per the yardstick framed by the directions of HECI and SHEC.
- iii) Guidelines for institutional autonomy has to be framed for the self-evaluation, based on the position in the NIRF Ranking in the Indian context and global scenario.
- iv) Reformation of the working structure in teaching/ technical /non-teaching in all the academic institutions wherever necessary in order to promote Teaching-Learning effectively.

- v) The common minimum standard has to be ensured through a common curriculum framework, like CBCS-LOCF etc, inclusive of MHRD-MoE guidelines for the mobility of students/teachers wherever they want (within India/abroad) and to align with NHEQF of NEP-2020, which comes under Professional Standard Setting Body(PSSB)
- vi) Affiliation reforms are to be addressed through the existing setup named Tamil Nadu State Academic Audit and Accreditation Council (TANSAAC) by introducing additional clause for effective administration.
- vii) Tamil Nadu Higher Education Statistical information center has to be created to collect information from all institutions within the state to submit a vetted data for NIRF and the data for the state educational planning and administration.
- viii) State - GIS mapping for the even distribution of educational institutions, e-tender & e-procurement in higher education above 5 Lakhs for cost-effective, quick, transparent, quality purchase on time.
- ix) Tamil Nadu State Resource Development Board for writing new books, e-content development, video/editing, broadcasting, updating, training and creating Archives.
- x) Industry-academia interface through University Business Collaboration centers (UBCC) as per NEP-2020, vocationalisation of education
- xi) Academia-academia interface through International Relation Centers (IRC) as per NEP-2020, dual/double/twin degree program implementation through credit bank method.

#### **4. Activities Carried out by the Council in 2020-21**

- i) Strategic Intervention based on the time-tested approach (end semester pass percentage results (data) of all arts and Science educational institutions were compiled and the statistical analysis report was reviewed in detail with all state university vice-chancellors/registrars/controller of examination and think tanks of the state to improve the situation). The outcome of the review was implemented immediately as a comprehensive concept based communication development/training through a student-centric approach in two parts
- ii) Introduction of Professional English for first two semesters (the first of its kind in Arts and Science Colleges), English by subject teachers with a vision to equip them to compete in a global scenario, four textbooks, English for Physical Science, English for Life Sciences, English for Arts and Social Sciences and English for Commerce and Management have been prepared. It is envisioned that the dual objective language proficiency and professional competence prepare students to be industry-ready and equipped with skills for both higher learning as well as the workplace.
- iii) The Communicative English textbook complements the Professional English textbook. The thrust areas of the Communicative English book are Spoken and Written Communication along with providing a good foundation in reading Skills and Grammar.

- iv) State-Funded initiatives (100% state-funded), Centrally Sponsored Schemes (60:40 – RUSA and 50:50 -TNSTC), and Central Sector Schemes (100% central funded- TEQIP) were initiated, monitored, reviewed and action is taken reports were submitted to the corresponding agencies.
- v) TANSCHERUSA funds are utilized for enhancing Skills to improve the employability of students. Infrastructure improvement in Universities and colleges, renovation of Government Arts and Science Colleges, Modernization of Government Engineering and Polytechnic Colleges, up-gradation of research and innovation in Universities, improvement in basic infrastructure and academic facilities in three poorer universities.
- vi) The hurdles in the filling up of the posts in Higher Education Institutions were assessed in association with TRB/TNPSC and resolved the same through experts meetings followed by Equivalence committee meetings. Nearly 200 issues have been resolved in the year 2020.
- vii) Institutionalization of online Registration and counseling for Tamil Nadu for B.E/B.Tech/B.Arch/ Polytechnic Colleges/ MBA /MCA was successfully conducted for the academic year 2020-21 and the same was extended to the Government arts and science colleges.
- viii) Shift system has been abolished - Timings changed as 9.30 am -4.30 pm with a lunch break of 1hr. The total number of working hours –increased by 90 hrs per semester. Total Credits were increased from 140 to 148 for all the undergraduate courses in Arts and Science colleges. Steps were taken through proper training and supporting mechanisms for connecting the compartmentalized departments for the welfare of students.

## **5. New Initiatives and Future Directions**

- i) Tamil Nadu Unified futuristic orientation of Higher Education institutions (TAN-UFO-HEIs) for effective Planning and participation with the vertical Governing/funding structures of MHRD-NEP-2020 and the utilization of available resources have to be created
- ii) Tamil Nadu State Collegiate Service Commission for recruiting faculty in Government Colleges, Government funded and Government aided colleges and self-financing colleges in order to ensure quality in Higher Education Institutions.
- iii) A recruitment monitoring agency has to be created to ensure Teachers vacancy, which may degrade the standard of education in Higher Education Institutions.
- iv) Education commission of Tamil Nadu to identify history, strength, weakness, developmental reforms to be carried out on a short-term and long-term basis
- v) Higher Education leadership academy – Centre for academic leadership and educational Management

- vi) Creation of New Universities i) Wherever necessary, new University could be created in addition to nature preservation and Green University ii) University of Foreign Trade and Global Laws as special universities
- vii) Creation of New Vocational training centers
- viii) Four year –UG degree program of two streams
- UG-vocational training
  - UG-research as per NEP 2020
- ix) Creation of Education/Academic tribunal to quicken the legal issues in the inter/intra academic disputes and with the recruiting bodies.
- x) Think Tanks Forum has to be created to advice and to draft futuristic plans and collaborative mapping with various agencies in India and world level.

**National Education Policy 2020: A Note on Implementation by  
Telangana State Higher Education Council\***

**1. Role of SCHE in Planning for implementation of National Education Policy 2020**

The State Councils have to play an important role in the implementation of the proposed NEP 2020. They will act as the nodal agency and coordinating body with the Government, Universities and the apex bodies and propose the changes to be undertaken from time to time in the sphere of Higher Education.

*SHEC and linkages with University and Colleges*

The following are the broad three functions of TSCHE (as per the TSCHE Act 16 of 1988):

i) *Planning and Coordination*

- To prepare consolidated programmes in the sphere of Higher Education in the State in accordance with the guidelines that may be issued by the University Grants Commission from time to time, and to assist in their implementation, keeping in view the overall priorities and perspectives of Higher Education in the State;
- To assist the University Grants Commission in respect of determination and maintenance of standards and suggest remedial action wherever necessary;
- To evolve perspective plans for development of Higher Education in the State;
- To forward the development programmes of Universities and Colleges in the State at the University Grants Commission along with its comments and recommendations;
- To monitor the progress of implementation of such developmental programmes;
- To promote cooperation and coordination of the educational institutions among themselves and explore the scope for interaction with industry and other related establishments;
- To formulate the principles as per the guidelines of the Government and to decide upon, approve and sanction new educational institutions by according permission keeping in view the various norms and requirements to be fulfilled;
- To suggest ways and means of augmenting additional resources for Higher Education in the State;

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\* Professor T. Papi Reddy, Chairman, Professor R Limbadri, Vice Chairman-I and Professor V. Venkataraman, Vice Chairman-II, Telangana State Council of Higher Education, Telangana

*ii) Academic Functions*

- To encourage and promote innovations in curricular development, restructuring of courses and updating of syllabi in the University and the Colleges.
- To promote and coordinate the programme of Autonomous Colleges and to monitor its implementation.
- To devise steps to improve the standards of examinations conducted by the Universities and suggest necessary reforms;
- To facilitate training of teachers in Colleges and Universities;
- To develop programmes for greater academic cooperation and inter-action between University teachers and College teachers and to facilitate mobility of students and teachers within and outside the State;
- To conduct entrance examination for admission to institutions of Higher Education and render advice on admissions
- To conduct sports, games, physical education and cultural activities in the universities and colleges;
- To encourage extension activities and promote interaction concerned with agencies with regional planning and development;
- To prepare an overview report on the working of the universities and the colleges in State and to furnish a copy of the report to the University Grants Commission.

*iii) Advisory Functions*

*To Advise the Government*

In determining the block maintenance grants and to lay down the basis for such grants;

- On setting up a State Research Board so as to link research work of educational institutions with that of the research agencies and industry, keeping in view the overall research needs of the State;
- On the statutes and Ordinances to various Universities in the State (excluding Central Universities) and on the statutes proposed by the Universities in the State.
- To work in liaison with the Southern Regional Committee of the All India Council for Technical Education in the formulation of the schemes in the State;
- To make new institutions self-sufficient and viable;

- On the policy of ‘earning while learning’
- To perform any other functions necessary for the furtherance of Higher Education in the State.

## 2. Managing Teaching – Learning During the Pandemic Period

i) *Activities undertaken by TSCHE during Covid-19 Pandemic:* Regular functioning of TSCHE: In spite of disruption in many activities due to the impact of Covid-19, TSCHE undertook many activities to coordinate the academic and administrative functioning of the Universities.

For all meetings, technology platforms are being used and meetings are being held virtually many times more than in the pre-COVID era. Technology is being used in all teaching learning processes and is certainly a priority in TSCHE initiatives.

A High Level meeting was held on June, 18’ 2020 in the presence of Smt. P. Sabitha Indra Reddy, Hon’ble Minister for Education, Sri. Somesh Kumar, IAS, Hon’ble Chief Secretary to Government, Smt. Chitra Ramachandran, IAS, Special Chief Secretary (Education) Govt. of Telangana and Vice-Chancellors’ to discuss the following issues:



- Conduct of Common Entrance Tests (CETs) as per the Council Act 16 of 1988.
- Conduct of Terminal/end semester examinations as stipulated by UGC/MHRD/AICTE
- Commencement of Academic Activities viz., issues related to teaching, learning, examinations, academic calendar etc.,
- Conduct of a workshop to elicit views of experts, policy makers and other stake holders before end July’ 2020

TSCHE has submitted the various alternatives to be considered to the Government while deciding about the conduct of examinations and also the Roadmap for the Universities to proceed further.

- ii) *Meetings with Registrars of Universities:* Regular meetings were held with the Registrars/Controllers of Universities to ascertain the preparedness for conducting examinations, coverage of the curriculum and necessary logistics arrangements to ensure smooth conduct of examinations.

Towards this, suggestions were received from various stakeholders including key administrators, policy makers and respective Controller of Examinations and a Draft Action Plan was prepared for all the Universities in the State.

- iii) *Rationalisation of Course curriculum:* Keeping in view the difficulties in providing students the much required teaching learning activities, all Universities were advised to rationalise the curriculum and also conduct examinations on the basis of the same as far as possible. The students were kept in mind while conduct of the examinations so as to ensure the safety and security of the students and the examinations duration was reduced to 2 hours instead of the normal 3 hours.

- iv) *Virtual Meetings:* Virtual meetings were arranged with Prof. Anil D. Sahasrabudhe, Chairman, AICTE, New Delhi and Prof. S.C. Sharma, Director, NAAC, Bangalore through virtual mode and the various stakeholders were briefed about the policies and initiatives being planned by the Apex bodies for growth and development of Higher Education.

- v) *Conduct of CET's/Annual exams:* TSCHE successfully conducted 8 CET's (7 Online and 1 Physical) for admission to the various programs in the Universities of Telangana. Altogether, 3,28,340 students appeared and 2,79,648 students qualified.

7 CET's Admissions also have been completed and 1 CET admission is under progress.

All Annual Examinations Were Held At Respective Colleges To Avoid Any Disruption Of The Examination Activities And Results Released As Per Schedule.

S.No	CETs	Colleges	Convener Intake	Allotted
1.	TS EAMCET – Engg	181	70120	50844
2.	TS EAMCET – Pharm	119	3959	165
3.	TS EAMCET – (Bi. PC) B. Pharm	120	7995	7995
4.	TS ECET	170	9388	9199
5.	TS ECET Pharm	121	1030	10
6.	TS ICET	279	24690	17421
7.	TS PGECET	915	8579	5331 (1st Phase)
8.	TS EdCET	199	12460	Seats to be allotted
9.	TS PECET	Counseling schedule to be released		

Source: (TSCHE Newsletter December, 2020 – Volume 1, Issue 3 - Annexure-I [copy enclosed])

### 3. New Governing Structures and the Role of SHECs

- Extensive deliberations have been held by TSCHE with all the stakeholders and a brief summary has been prepared for approval and implementation by the Govt. of Telangana.
- The matter is awaiting approval from the State Government and after receiving the same steps will be initiated for implementation as per the planned schedule.

### 4. Activities Carried out by the Council in 2020-21:

i) *TSCHE Initiatives and Programs*: TSCHE has undertaken several initiatives and introduced multi disciplinary programs in the field of Higher Education. The objective of the initiatives are:

- To workout policies and programs to enhance skills amongst students of Telangana to suit the needs to the industry
- To work on National and International Collaborations with leading institutions in respective domains
- To incorporate current and emerging technologies (Artificial Intelligence/Machine Learning) in the fields of engineering, sciences and technical courses.
- To propagate Innovation and Entrepreneurship amongst the Universities and strengthen the ecosystem to encourage students to pursue entrepreneurship as a preferred career option.

ii) *Initiatives Undertaken*

- Committee on Ph.D rules and other Regulations finalised the detailed rules and regulations
- Committee on Remuneration to Contract Lecturers and non-teaching staff Vide GO 50, dt 20.3.17 suggested the recommendations
- Committee to examine uniform guidelines for recruitment of teaching posts in Universities has worked out recruitment guidelines
- Visit of Delegates of Government of Punjab to understand TSCHE initiatives
- TSCHE entered into MOUs with National and International Organizations

The following are some of the important ones:

- American Telugu Association (ATA), USA
- Eleven Technologies for Blockchain Technology
- Times Higher Education, Singapore for International ranking initiatives and conduct of workshops
- Study Gold Coast, Australia

- University of Pittsburgh, USA to establish a network of partnerships in research and student learning initiatives
- Indo American Studies (IAS), Hyderabad
- Sports Asia Foundation (SAF), Hyderabad
- British Council
- Centre for Economic and Social Studies (CESS)

iii) *Workshops/Conferences/Summits Organised*

- One day Workshop for Universities in Telangana on “Data and Reputation Masterclass” in association with Times Higher Education - World University Rankings, Singapore held on 17.05.2018
- Workshop on “Best practices in Higher Education. “in association with British Council
- Workshop on “Higher Education Leadership” was conducted in collaboration with British Council
- Joint workshop on “Changing Paradigms in Higher Education and Skill Development” on 03.01.2019 with the Indo American Chamber of Commerce (IACC)
- Round-table on “Employment and Employability skills in Higher Education” in collaboration with British Council
- Associated with FICCI for the Global R&D summit held in Hyderabad
- TSCHE organized the First Telangana Distinguished Lecture Series in July’ 20, 2019. Prof. Jagdish N Sheth, Charles H. Kellstadt Distinguished Professor of Marketing, Goizueta Business School, Emory University, USA delivered the first Telangana Distinguished lecture on the theme “ India in the new world order : Opportunities for Telangana” leading Academicians, Policy Makers, Political elite and Intellectuals attended the program which was inaugurated by Dr.Rajiv Sharma, Chief Advisor, Government of Telangana.

iv) *Other Thrust Areas Identified*

- Filling up of vacant teaching posts in Universities in Telangana
- Half-yearly Reports to monitor the progress of Universities.
- Working Committee on the Innovation Policy and Reforms in Higher Education.
- Revamping of Curriculum
- Augmenting Internship programme
- Launch of Startup Yatra and strengthening entrepreneurial eco system in State of Telangana.
- Proposals to set up incubators in Universities under process.

- v) *The Way Ahead*: Building on the past experience, the focus in the future will be to promote excellence in teaching and learning, advancing the research profile in areas consequential to regional development, and build a strong bond with the community.
- vi) *Improve Productivity and Encourage Innovation to Optimize the Impact of Available Resources*: Along the way toward maximizing productivity and ensuring optimal utilization of existing resources, the TSCHE plans to embark on building processes that focus on outcomes; establishing measures of success for processes, actions and goals; providing development opportunities to staff; ensuring responsible stewardship of resources; increasing students' retention and graduation rates; improving student to faculty ratio; adopting technology to streamline workflow, and improve environmental footprint; improving communications between various academic and administrative entities to effectively disseminate information and materials; inviting and rewarding innovative ideas and initiatives to improve productivity; and building positive work environment to stimulate collaborative engagement and build trust.

vii) *International Linkages and Associations*

- TSCHE and British Council signed a MOU to work together on projects for enhancing the quality of Higher Education of Telangana
- TSCHE and Lakshmi Mittal & Family South Asia Institute (LMSAI), Harvard University, USA agreed to collaborate on various activities to foster Academic and Research Collaborations.
- A meeting with Ms. Savitha G Ananth, Program Manager, The Lakshmi Mittal and Family South Asia Institute, Harvard University was held at TSCHE on 18th October'2019 in the presence of Sri. Vinod Kumar, Vice Chairman, Telangana State Planning Board, Government. Both Organizations agreed to carry out cutting edge research opportunities and training of University and College faculty and outstanding researchers. Sri. Vinod Kumar appreciated the efforts of TSCHE and LMSAI, Harvard University who have shown keen interest to partner with TSCHE and assured complete support of the Government in this regard.
- An Educational Seminar was held to create awareness on Higher Education in US in collaboration with American Telugu Association (ATA), USA and TSCHE. Sri. B Vinod Kumar, Vice Chairman, Telangana State Planning Board and representatives of ATA and their Governing Board attended and spoke about the need for an increased academic collaboration with leading US Universities.
- TSCHE and British Council along with the Hon'ble Education Minister, Smt. P. Sabitha Indra Reddy and the Education Minister of Wales, Government of Wales, Ms Kirsty Williams MS, signed an Memorandum of Understanding (MoU) on November 11, 2020 to further bilateral research and education exchange between both the entities.

- Sri G. Jagadish Reddy, Hon'ble Minister for Education visited TSCHE to meet a delegation of British Council led by Ms. Janaki Pushpanathan, Director, South India, British Council who called on Hon'ble Minister for Education, Government of Telangana and interacted with Prof. T Papi Reddy, Chairman, TSCHE, Prof. R Limbadri, Prof. V Venkata Ramana, Vice Chairmen, TSCHE and Sri. O Narsimha Reddy, Member, TSCHE.
- CII and TSCHE jointly organized EDU SUMMIT on the theme "Reimagining Higher Education" in which eminent speakers from various leading Corporates participated and exchanged the Industry-University activities for Telangana. Sri B. Vinod Kumar, Vice Chairman, Telangana State Planning Board (TSPB) stressed the need for higher educational institutions to actively work with leading industry organisations like CII to bridge the gap between theory and practice.

viii) *Collaborative Activities at TSCHE*

- TSIC-TSCHE jointly launched the Telangana Innovation Yatra (TIY 2020). The poster of IDEATHON Telangana Innovation Yatra 2020 was launched on January 2, 2020 by Sri. Jayesh Ranjan, IAS, Principal Secretary to Government, IT & C Department, Govt. of Telangana in presence of Prof. T Papi Reddy, Chairman, TSCHE, Prof. R Limbadri, Prof. V Venkata Ramana, Vice Chairman, TSCHE, Dr. N Srinivas Rao Secretary, TSCHE.
- MOU signed between TSCHE and CESS for setting up a research cell in the area of education at CESS, Hyderabad and promote research in emerging and frontier areas of education.
- Telangana State Council of Higher Education Degree Online Services, Telangana (DOST) 2020-21. Admission Schedule released on June 22, 2020 at TSCHE office
- TSCHE delegation visited to ITS, Singapore to evaluate the skill based courses
- TSCHE delegation visited to Harvard University to study the best practices in the field of Higher Education and other leading Universities.
- TSCHE delegation visited to Massachusetts Institute of Technology (MIT), USA and met the Dean Prof. Anantha P. Chandrakasan to seek suggestion to improve the Technical education in Telangana State.



*Source: (TSCHE Newsletter December, 2020 – Volume 1, Issue 2 - Annexure-II [copy enclosed])*

Chairman and Vice Chairman, TSCHE handed over a cheque of Rs. 10 Crores as part of the TSCHE contribution to the Hon'ble CM Relief Fund for COVID19

- TSCHE team with Senior Deans and faculty of University of Pittsburgh, USA as part of the MoU between TSCHE and University of Pittsburgh. In continuation to the MOU entered by TSCHE & University of Pittsburgh the delegation from TSCHE visited USA and discussed the possibilities of Academic programs and setting up of UPITT – Telangana Innovation Centre.
- Review Meeting by Sri K. Chandrasekhar Rao, Hon'ble Chief Minister of Telangana

## **5. New Initiatives and Future Directions :**

- i) Common Academic Calendar.
- ii) Introduction of Biometric System and Installation of CC Cameras.
- iii) Utilization of budget and providing Infrastructure facilities.
- iv) Recruitment of Teaching Posts.
- v) Ph. D Admissions.
- vi) Use of ICT & IT Services.
- vii) Placements.
- viii) Mobilisation of resources within the Universities by extending various consultancy Services.
- ix) Introduction of New Courses and Innovative Research Projects.
- x) Faculty Development programmes.

*xi) Issues of SHEC's:*

- |   |   |  |
|---|---|--|
| 1. SHEC representation in Executive Council's (ECs) of Universities | : | A Representative of SHEC's in EC's of Universities may appointed by the State Government to better governance.   |
| 2. MHRD/UGC to involve SHEC's                                       | : | The MHRD/UGC/AICTE may involve the SHEC's in all decision making Committees for effective implementation of them at State Level.                                     |
| 3. Representation of SHEC's in RUSA                                 | : | The State SPD may disburse suitable expenditure to Council for strengthening quality and others  |
| 4. Inadequate Funding   | : | At present SHEC's mostly survive on State Government grants and other sources. The MHRD may consider a direct one time Block grant to SHEC's for better functioning. |
| 5. Infrastructure facilities of SHEC's                              | : | Mostly SHEC's are housed in leased / temporary accommodation provided by State Government. A permanent building will help SHEC's to function better.                 |
| 6. SHEC staffing pattern and strengthening of academic resources.   | : | A full complement of staff and officers are required for SHEC's unlike present system of Deputation / short term engagement of Contract staff.                       |

**National Education Policy 2020: A Note on Implementation by  
West Bengal State Higher Education Council\***

**1. Role of SHECs in Planning for Implementation of National Education Policy 2020**

State Higher Education Councils provide for a platform for all the stakeholders of Higher Education sector of a State to strive for a comprehensive, integrated and interconnected environment for advancement of Higher Education through consultative and participatory approach. Instances are in abundance in our State also. In the past the State Aided Universities joined hands to update syllabus and curriculum of UG and PG level courses, especially for science subjects, for all the universities of the State. During COVID-19 pandemic the Council played a pivotal role to take up a cohesive plan to continue with the flame of education in this challenging time.

Thus in any long term planning on Higher Education, SHECs have great potential to contribute as a coordinating and guiding agency. However, regarding New Education Policy 2020, the Government of West Bengal has expressed its reservation on certain points and formed an expert group to prepare para-wise observation. The letter of State Education Minister to the Union Education Minister highlighted the following three points:

- i) The Goals set by the NEP 2020 involves substantial financial implication. The Policy documents has no specifics on how much the implication is and how to meet this requirement and what part the states need to bear.
- ii) Although education is in the Concurrent list, the State was not consulted properly to finalise the NEP. Ours is a vast country with diverse needs and ground realities. Thus giving due importance to the federal structure of the Constitution is imperative.
- iii) The State Government expressed its concern for Bengali not being treated as a Classical Language and requested either to include it or do away with such classification. The language policy expressed in the NEP 2020 requires more consultation to make it realistic and useful.

**2. Managing Teaching-Learning During the Pandemic Period**

Covid 19 is a global societal crisis, threatening lives and wellbeing of our global society. It has impacted all spheres of our lives.

Educational institutions from lower primary to colleges and universities have been shut since mid-March 2020 due to the coronavirus induced lockdown. The pandemic has pushed the world to drastically reinvent ways of coping with the ‘new normal’. It has created a massive change in the traditional teaching-learning process. It has made all the educational institutions across the

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\* Professor Mamata Ray, Vice Chairman (Academic) and Shri Sukanta Acharjee, Member Secretary, West Bengal State Council of Higher Education, West Bengal

world to adopt teaching online. Courses are conducted online, examinations are conducted online, and assignments are submitted through email and so on.

The paradigmatic shift from the conventional modes of classroom teaching to online teaching-learning process was at first a bit difficult to adjust as there were technical and other problems. The Universities organized several training programmes and a series of webinars to appraise the teachers of the new techniques to be adopted during the online teaching learning.

- i) *Students Interaction:* Classes were conducted through online mode as per routine. Students interacted with the faculty using features available in the software used for online classes. Google Meet /Zoom App have inbuilt chat which enable the teachers and the students to communicate in real time. Students also speak directly during the class (by un-muting their microphone in Google Meet). Apart from that they send post class queries through WhatsApp, email and also over telephone.
- ii) *Online Classes:* The students attended online lectures/tutorials/Extension lectures during this period through various digital platforms. Google Meet and Zoom App have remained predominant platforms for online class delivery. Other digital platforms used are Conference Call, CISCO-WEBEX/LMS /Youtube Live/Facebook Live etc.

Apart from the above-mentioned digital platforms Community Radio was used productively used in some of the Universities located in the districts.

- iii) *Conducting Examinations:* Most of the Universities have developed an Examination Portal to conduct the examinations. Examinations were conducted by colleges and the PG departments through different web-based media. Questions were sent to the respective colleges and Departments by the University and the respective colleges sent the question papers to each student on their respective email-id. Scanned and uploaded answer scripts are sent back as an attachment as a reply to the email.

In some universities the students downloaded their Blank answer booklet with added security features like Barcode and water mark. The students also downloaded their question booklets as per the exam schedule and uploaded their answer scripts immediately after exam within prescribed time.

Nature of examination is online and hybrid.

Internal assessment of the students was regularly taken and was carried out through University Web Portal and through Email.

Submission of assignments to evaluation of answer scripts was all done online.

- iv) *Attendance:* Majority of the students in all the universities maintained satisfactory levels of attendance.

Attendance levels at two different periods of lockdown at Sidhu Kanho Birsha University, Purulia are shown below:

<b>Date</b>	<b>Semester</b>	<b>% of students attending the classes</b>
10.8.2020	PG III Sem 19-20	92%
	UG V Sem 19-20	95%
	UG III Sem 19-20	90%

<b>Date</b>	<b>Semester</b>	<b>% of students attending the classes</b>
16.12.2020	PG I Sem 20-21	85%
	UG I Sem 20-21	86%
	PG III Sem 19-20	92%
	UG V Sem 19-20	95%
	UG III Sem 19-20	90%

v) *Administration:* University administration ran following all governmental rules and regulations.

vi) *Admission/Tuition/Examination Fees Collected:* In house both in online and offline mode. Fees were collected through University's online payment system. Some students unable to pay through University's online payment system. Fees of all those students who informed inability to pay because of the economic catastrophe, were systematically waived as per resolution adopted in a meeting of the SCHE chaired by the Hon'ble MIC, Higher Education Department who is also the Chairman of the SCHE.

The switch to the online arrangement has opened up several vistas of opportunity. The teaching community wholeheartedly came forward to update themselves on the technological frontier and successfully overcame the technological barriers to effectively commence the online education process. The students also adapted wonderfully to the new teaching learning and examination arrangements. Despite a few technical glitches and minor difficulties the online education succeeded in upholding the teaching learning process during this ravaging Covid 19 pandemic since March 2020.

### 3. **New Governing Structures and the Role of SHECs**

We refrain from making any comment on the new Governing structure at this stage as details are awaited and State Government is yet to take a call on it.

### 4. **Activities Carried out by the Council in 2020-21**

#### i) *Monitoring the Implementations Plans*

- The SHEC monitored all the State-aided Universities in respect of their teaching-learning under CBCS system including examination/evaluation system (i.e. from setting of Question Papers to evaluation of answer scripts etc.). SHEC also monitored administrative affairs of the State-aided Universities including their financial discipline.

- Universities are also using SWAYAM digital platform. Universities are developing online courses and digital labs in the greater interest of the students and the faculty.

*ii) Monitoring Pandemic situation in Higher Educational Institutions*

- The SHEC and the Higher Education Department, Govt. of W.B. conducted several online meetings with Vice Chancellors of State Aided Universities and officials from the Higher Education, under the guidance and Chairmanship of Hon'ble Minister-in-Charge, Higher Education Department and issued guidelines strictly adhering to the UGC directives in this regard.
- The Choice Based Credit System (CBCS) has been productively used during the Covid-period in facilitating online teaching-learning. The WBSCHER has prepared a report on the implementation of the CBCS across the State for the pre-covid period and Post-Covid periods.

*iii) Creating and Maintaining MIS*

- SHEC has shifted to its own new administrative building at New Town which is IT enabled. At present SHEC is gathering/collecting data to be stored in its database for the entire state higher education in its MIS. However, the state of art portal of the Dept. of Higher Education, Govt. of West Bengal ([banglaruchchashiksha.wb.gov.in](http://banglaruchchashiksha.wb.gov.in)) is already functioning in a highly inclusive manner with the following features:
  - Access to documents and information
  - Quick content search and authorisation ability
  - Integration information management systems
  - Updating and adding new content

*iv) Protecting Institutional Autonomy*

- SHEC is always alert regarding Institutional Autonomy in respect of academic affairs and encouraging development of academic excellences on the basis of NAAC methodologies and NIRF key parameters simultaneously advising the HEIs to act in conformity with the UGC guidelines with academic autonomy. The global and the national ranking status of the state aided universities and colleges of West Bengal in the recent successive years amply substantiates the point.

*v) Strategic Investment in Higher Education*

- During the last few years there is a huge strategic investment in the WB Higher Education sector. There are many Private Universities, Engineering Colleges, and Self-Financing Private Colleges which have been established for strategic investment purpose in the state higher education sphere. During the last 2-3 years a huge investment was made.

*vi) Disbursing Public Fund*

- Higher Education Department, Govt. of W.B. disburse fund to the State aided institutions including Universities in a transparent manner through online mode -Internal Financial Management System Portal (IFMS) with strict adherence to financial propriety and also monitoring proper fund utilization for the purpose in which the same was disbursed.

**5. New Initiatives and Future Directions**

- i) The WBSCHE proposes to undertake education surveys which may provide directions for policy formulations at the state level. The proposed surveys will focus on inter-linkages between school education and higher education and on employability at large.
- ii) A proposal has been prepared relating to Industry-Academia Interface in various fields for enhancing employability of students in our State. A series of workshops shall be organised in collaboration with Chambers of Commerce/ Industrial houses and the Universities to enhance pre-placement skill-base of students of higher education required in emerging areas of industry and business.
- iii) The SHEC proposes to initiate a series of workshops involving University-wise affiliated colleges which will offer First time NAAC assessment i.e. colleges yet to be accredited in obtaining eligibility status and preparation of Self-Study Report.
- iv) Workshops shall be arranged for the colleges which are already assessed and accredited by NAAC and renewal of accreditation is due as per NAAC new methodologies in this regard.
- v) NAAC Workshops shall also be arranged for Teacher Education/Physical Education and Music colleges.
- vi) Orientation Programmes for Principals/Teacher-in-Charge of Colleges for running day to day administration in the HEIs of the State.
- vii) Workshops shall be arranged to address the NIRF (National Institutional Ranking Framework) parameters of rankings of the higher education institutions highlighting the need for quality focus in the present-day changing dynamics.
- viii) The SHEC also proposes to undertake Academic and Administrative Review/Audit in Colleges and Universities in order to introduce academic reforms and improve the quality of the whole system.
- ix) The Institute of Language Studies & Research (ILSR), a centre notified recently under the Council, not only as a Centre to pursue academic studies and research in language and linguistics, it is also aimed to impart necessary skill to generate employability keeping in mind the need of the new world. There is a huge scope of meeting the growing demand of language and linguistic studies and research in foreign, Indian and tribal languages. Presently barring some courses in comparative literature, there is limited scope for such studies, though this State has a glorious history in linguistic studies.

**Detailed Programme**

## Detailed Programme

**Consultative Meeting on State Higher Education Councils  
18-19 March, 2021**

**Centre for Policy Research in Higher Education (CPRHE)  
National Institute of Educational Planning and Administration (NIEPA)  
*Online, Google Meet***

<b>Detailed Programme</b>	
<b>Date and Time</b>	<b>Programme</b>
<b>Thursday, 18 March, 2021</b>	
0930-1100hrs	<p><b>Inaugural Session</b></p> <p><b>Welcome</b> Dr. Garima Malik, Assistant Professor, CPRHE, NIEPA, New Delhi</p> <p><b>Opening Remarks</b> Professor N. V. Varghese, Vice Chancellor, NIEPA, New Delhi <i>Rapporteur: Dr. Nidhi S. Sabharwal, Associate Professor and In-charge, CPRHE, NIEPA</i></p>
1100-1230 hrs	<p><b>Governance of Higher Education and National Education Policy 2020</b> Dr. Bhushan Patwardhan, Former Vice Chairman, University Grants Commission (UGC), New Delhi</p>
1230-1300 hrs	<p><b>Governance Structure and Processes in Higher Education Institutions: Findings from an Empirical Study</b> Dr. Garima Malik, CPRHE, NIEPA, New Delhi <i>Rapporteur: Dr. Malish C.M., Assistant Professor, CPRHE, NIEPA</i></p>
1300-1400 hrs	<b>Break</b>
1400-1515hrs	<p><b>Implementation of National Education Policy 2020</b> <b>Chair:</b> Professor K. Ramachandran, Adviser, Unit for International Cooperation, NIEPA, New Delhi Ms. Neeta Prasad, Joint Secretary, Department of Higher Education, Ministry of Education, New Delhi <i>Rapporteur: Dr. Anupam Pachauri, Assistant Professor, CPRHE, NIEPA</i></p>
1515-1530 hrs	<b>Break</b>
1530-1700 hrs	<p><b>Academic Bank of Credit in Higher Education</b> <b>Chair:</b> Professor Sudhanshu Bhushan, Head, Department of Higher and Professional Education, NIEPA, New Delhi</p> <p>Dr. Pankaj Mittal, Secretary General, Association of Indian Universities, New Delhi</p>

	<i><b>Rapporteur:</b> Dr. Jinusha Panigrahi, Assistant Professor, CPRHE, NIEPA</i>
<b>Friday, 19 March, 2021</b>	
0930-1030hrs	<b>Quality and Accreditation and National Education Policy (NEP) 2020</b> Dr. Latha Pillai, Former Adviser, National Assessment and Accreditation Council, Bangalore
1030-1100 hrs	<b>How Did Accreditation Help Improving Quality in Higher Education: Findings from an Empirical Study</b> Dr. Anupam Pachauri, Assistant Professor, CPRHE, NIEPA, New Delhi  <i><b>Rapporteur:</b> Mr. Vishal Roy, Junior Project Consultant, Unit for International Cooperation, NIEPA</i>
1100-1300hrs	<b>State Higher Education Councils (SHECs) and Implementation of National Education Policy (NEP) 2020</b> Presentation by Participants  <b>Chair:</b> Professor Kumar Suresh, Head, Department of Educational Administration, NIEPA, New Delhi
1300-1330hrs	<b>Discussion of future plan of activities of SHECs</b> <b>Chair:</b> Professor N.V. Varghese, Vice Chancellor, NIEPA, New Delhi  <b>Vote of Thanks</b> Dr. Garima Malik, Assistant Professor, CPRHE, NIEPA, New Delhi  <i><b>Rapporteur:</b> Ms. Chetna Chawla, Junior Project Consultant, CPRHE, NIEPA</i>

**List of Participants**

**Two Day Consultative Meeting on the State Higher Education Councils  
18 and 19 March, 2021**

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