

**Consultative Meeting on the State Higher Education Councils
16-17 March, 2022**

A Report of the Consultative Meeting



**Centre for Policy Research in Higher Education (CPRHE)
National Institute of Educational Planning and Administration (NIEPA)
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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 engage with the SHECs of different states and discuss their roles and responsibilities in implementing the NEP 2020 recommendation on Multidisciplinary Higher Education Institutions in the state. 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.

We thank our Vice Chancellor, Professor N.V. Varghese, for his leadership, support and guidance at every stage in the organisation of the meeting and preparation of the report. Special thanks to our Director, CPRHE, Professor Pradeep Kumar Misra for his support and guidance in the organisation of the meeting and preparation of the report.

We would like to thank special invitee Dr. Pankaj Mittal, Secretary General, Association of Indian Universities for sparing valuable time and for interacting with the representatives of the State Councils.

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(Garima Malik)
Assistant Professor & Convenor

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Contents

1. Introduction.....	2
2. Inaugural Session.....	5
3. Multidisciplinary Higher Education Institutions.....	8
4. How do we transform to Multidisciplinary Higher Education Institutions?.....	9
5. State Higher Education Councils (SHECs) and Implementation of National Education Policy (NEP) 2020- Presentation by Participants.....	11
6. Recommendations for State Higher Education Councils in Promoting Multidisciplinary Higher Education	13
Annexure I Notes by SHEC Representatives on Multidisciplinary Education and Multidisciplinary Higher Education Institutions as proposed by National Education Policy 2020.....	16
Andhra Pradesh State Higher Education Council.....	17
Bihar State Higher Education Council.....	24
Chandigarh State Higher Education Council.....	29
Delhi State Higher Education Council.....	35
Goa State Higher Education Council.....	44
Karnataka State Higher Education Council.....	48
Kerala State Higher Education Council.....	54
Meghalaya State Higher Education Council.....	58
Odisha State Higher Education Council.....	62
Telangana State Higher Education Council.....	65
Annexure II Detailed Programme.....	71
Annexure III List of Participants.....	73
Annexure IV NIEPA Faculty and Administration list.....	81

Report on State Higher Education Council Consultative Meeting 16th -17th March, 2022

1. Introduction

Higher education in India has expanded rapidly and reached a massification stage with a Gross Enrolment Ratio (GER) of 27.1 percent. There is diversification of higher education providers offering courses and study programmes in various modes. The Covid pandemic has further impacted the higher education system and led to a shift towards online modes of teaching and learning.

The expansion of the sector coupled with the emergence of multiple providers and modes of transactions necessitates reforms in the way higher education is governed at Central and State government levels. As a leading higher education functionary at the State level, State Higher Education Councils (SHECs) are expected to play a significant role in the reform process in the state higher education sector and help different types of higher educational institutions to achieve the goals of access, equity, and quality.

SHECs were created following the National Policy on Education 1986 recommendations. The University Grants Commission (UGC) issued guidelines to set up SHECs in 1988. According to the UGC guidelines, SHECs are entrusted with planning and coordination, academic, advisory, and administrative functions. The Twelfth Five-year plan, National Mission on Higher education 2013, has placed a greater premium on the need for state-level planning for higher education, wherein state councils for higher education are expected to play a key role. The centrally sponsored programme of RUSA relies on SHECs for the planning and implementation in each of the states.

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

NEP 2020 Recommendations on Multidisciplinary Educational Institutions

Both at central and state levels, the governments are taking multiple initiatives for NEP 2020 implementation. The plan for the overhaul of higher education is its structural reorganization into an ecosystem of large, multidisciplinary universities and colleges. NEP 2020 proposes to have only three types of higher education institutions: Research-intensive Universities, Teaching-intensive Universities, and Autonomous degree-granting Colleges. The NEP 2020 suggests that higher education institutions (HEIs) will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness. The NEP 2020 envisions restructuring the higher education system and creating world-class multidisciplinary HEIs.

The NEP 2020 envisages a new conceptual understanding of what constitutes a higher education institution (HEI), i.e. a university or a college. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high-quality teaching, research, and community engagement. NEP 2020 suggests that India needs a holistic and multidisciplinary education to step into the future. It expects arts and humanities students to learn more science and incorporate more vocational subjects and soft skills. NEP 2020 envisions that large multidisciplinary universities and colleges will offer flexibility in curriculum and offer novel and engaging course options to students, in addition to rigorous specialization in a subject. NEP 2020 also suggests that pedagogy will emphasize communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking in multidisciplinary institutions.

NEP also recommends a flexible and innovative curriculum in all HEIs to promote holistic and multidisciplinary education. NEP 2020 recommends establishing an Academic Bank of Credit (ABC) to digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded, taking into account credits earned. The move aims to help students earn credit from different disciplines and put them in the Academic Bank of Credit to get their certificates, diplomas, or degrees.

NEP 2020 suggests that every existing affiliating university will be responsible for mentoring its affiliated colleges to develop their capabilities and achieve minimum benchmarks in academic and curricular matters, teaching and assessment, governance reforms, financial robustness, and administrative efficiency. NEP 2020 proposes that all colleges affiliated with a university must aim to attain the required benchmarks overtime to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. It says that an Autonomous degree-granting College (AC) refers to a large multidisciplinary institution of higher learning that grants undergraduate degrees and primarily focuses on undergraduate teaching. NEP 2020 envisages that, over a period of time, every college would develop into either an autonomous degree-granting college or a constituent college of a university. The policy also hopes that with appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities if they aspire.

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

Earlier and Present SHECs Meeting by CPRHE, NIEPA

NIEPA has been organizing meetings of the SHECs. The first Consultative Meeting of SHECs was organized by the Center for Policy Research in Higher Education (CPRHE), NUEPA, on 25 and 26 March 2014 in NUEPA, New Delhi. The primary purpose of the consultative Meeting was to engage with the States on issues concerning the role of state

higher education councils in state-level planning for higher education. A total of 13 SHEC representatives participated in the Meeting. The second Consultative Meeting, organized on February 15-16, 2018, was attended by 16 SHEC representatives. The third consultative Meeting, organized on February 25-26, 2019, was attended by 12 SHEC representatives. The fourth Consultative Meeting was organized on March 18-19, 2021 in online mode due to the Covid pandemic. A total of 20 SHEC representatives participated in the meeting (The reports of all these meetings are available on the CPRHE website (<http://cprhe.niepa.ac.in/other-publications>)).

In this series, a fifth consultative meeting of SHECs was organized by the CPRHE, NIEPA, on 16 and 17 March, 2022, in online mode. The primary purpose of this Consultative Meeting was to engage with the SHECs of different states and discuss their roles and responsibilities in implementing the NEP 2020 recommendation on Multidisciplinary Higher Education Institutions in the state. List of participants is given in Annexure III.

Dr Pankaj Mittal, Secretary General, Association of Indian Universities; Professor K. Ramachandran, Adviser, Unit for International Cooperation, NIEPA; and Professor Sudhanshu Bhushan, Head, Department of Higher and Professional Education, NIEPA acted as resource persons for the meeting and spared their valuable time to interact with the representatives of the State Councils.

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 and assure the success of the meeting.



Speakers at the Consultative Meeting of State Higher Education Councils, 2022

2. Inaugural Session

Professor Pradeep Kumar Misra, Director CPRHE welcomed all participants in the fifth consultative meeting of the SHECs at CPRHE. He gave a brief introduction to the Centre and its activities. He stated that the annual SHEC consultative meeting is one of the significant activities of the Centre, and this is the fifth consultative meeting. Considering that State Higher Education Councils play a significant role in the progress of higher education in the states he emphasized that the meeting will contribute significantly to promoting higher education. He stated that the theme for this year is multidisciplinary education. NEP 2020 talks about multidisciplinary education from two perspectives, firstly converting unidisciplinary education institutions like teacher education institutions and law colleges, and others as multidisciplinary education institutions. Secondly, bringing multidisciplinary into the teaching learning process. He said that SHECs have to advise state governments and institutions on how to convert unidisciplinary education institutions as multidisciplinary education institutions and bring multidisciplinary in teaching and learning.

Dr Garima Malik thanked Professor Misra for the welcome remarks and introduced the program formally. She reiterated that the theme of this SHEC meeting is multidisciplinary higher education institutions. She emphasized that this year's meeting is organized slightly differently from the four in the past i.e. there are resource lectures followed by a group work on the second day. She informed that the participants from various states would be divided into different groups for group work. She thanked various states for sending their notes in advance including Andhra Pradesh, Bihar, Chandigarh, Delhi, Goa, Gujarat, Karnataka, Kerala, Telangana, Uttar Pradesh and Meghalaya. Mizoram didn't send a note in advance but joined for the meeting. Then she invited Professor Varghese, Vice Chancellor NIEPA to give his inaugural address.

Inaugural Address

At the outset, Professor Varghese acknowledged that this is the largest group participating in the Consultative meeting compared to earlier meetings. He also congratulated Professor Limbadri for assuming responsibility as Chairman of Telangana SHEC. Importantly he also introduced Professor Pradeep Kumar Misra, a reliable, renowned educationist, who has assumed charge as the new Director of CPRHE from November 2021. Professor Varghese expressed confidence that CPRHE will be growing to greater heights under Professor Misra's able and effective leadership.

Professor Varghese highlighted that in the context of multidisciplinary education one has to see it from the point of view of massification and multidisciplinary in the process of development of higher education. He highlighted that initially, universities were small entities, very peripheral to social life with very little impact on the economic growth. The contribution of higher education was not recognized to that extent in the 1950s as the contribution of higher education was less. The universities then also had a very simple organizational structure and small budgets, and mainly served the elite sections of the society as compared to today. Moreover, he discussed that the change that is taking place in the university sector in the higher education sector is because of the changing clientele group,

changing the orientation i.e. where the market orientation comes in. The major share of the expansion that is taking place is through the private institutions. When the private sector is involved, market friendly courses become their priority areas for intervention and that makes a lot of difference in terms of proliferation of disciplines in higher education sector whether it is a college or a university. However, the emergence of knowledge economy has placed a premium on knowledge. So, given the role of universities in knowledge production, research by higher education institutions and demand for educating graduates increased.

Professor Varghese said that the one word that can really reflect the major change that is taking place in higher education is the word *diversity*, the diversity of students', diversity of source of funding, diversity of organizational arrangements to provide education and diversity of curriculum studies, programs that are existing - plus diversity of the financing arrangements to continue with the higher education. So, things are systematically changing and how we address the issues of diversity are the crucial issues and multidisciplinary needs to be seen from that point of view.

Professor Varghese emphasized that the discipline as a primary unit of internal differentiation in the universities is an invention, not in the earliest stages or medieval stages but in the 19th century. He further stressed that departmentalism in academics developed and the competition was not on academic terms, but basically between different departments and many of the major disciplines had smaller sub disciplines that emerged. So, there is a proliferation that is taking place. Many a time it is said that these disciplines arose to address new social conditions and applied scientific principles distinctively with empirical research. There are debates about how do you define a discipline, how do you define a field of study, etc. and it was felt that disciplines differ from one another, and at least in three ways, when one talks about something as a discipline or a sub discipline, the area of their investigation should be clearly defined, there should be a clear distinction and definition of area of the investigation.

He also stressed that the universities perform two important functions, one is knowledge production, the other is to use the knowledge that is produced elsewhere. So, it is very important to see that how the knowledge production and knowledge sharing is taking place in the institutions. He stressed that there is a distinction to be made between knowledge production and knowledge-based production. The objective function for which the public universities are established in the initial stages has undergone a dramatic change and the private universities have added to this changing demand structure in the market aligning higher education more to the market, to the corporate sector and also to the private sector orientations. Multidisciplinary education is in response to these changes that are taking place. So, one should make a distinction between multidisciplinary and interdisciplinarity and transdisciplinarity. These are three conceptually different dimensions. Interdisciplinarity analyzes and synthesizes and harmonizes links between disciplines into a coordinate and coherent whole, which a multidisciplinary approach need not always try to do. Transdisciplinary tries to integrate natural, social and other multiple disciplines.

He highlighted that one of the unique features of higher education that is envisaged in the NEP 2020 is flexible pathways to higher learning. So previously, we used to go to the university to study, now the study programs come to our living rooms and we sit in the room and get our degrees and COVID has contributed substantially to this transition. Even those people who wanted to go to the colleges, they are not in a position to go to the colleges, so they were forced to change the course. So therefore, NEP talks about how do we arrest further fragmentation of the knowledge production process and knowledge transaction processes? And how do we transform the higher education institutions into multidisciplinary universities, colleges and clusters? He said he thinks that there are three types of organizational arrangement that the new education policy is talking about, multidisciplinary research-intensive universities, multidisciplinary teaching intensive universities and degree awarding multi-disciplinary autonomous colleges, that is much smaller than a university.

Professor Varghese stressed that flexible pathways to higher learning is the core of the message that is given by the NEP 2020 and institutional consolidation and institutional restructuring is must for this transformation. There are three approaches for institutional restructuring and making universities into multi-disciplinary institutions - One approach is that academic collaboration between institutions through higher education clusters leading to multidisciplinary education and research, colleges can be seen as a group of clusters and distance need not be a problem. The second method is merger of institutions into single institutions with other multi-disciplinary institutions. So, now when these institutions are to be consolidated into that, it poses problems. One problem is that many of these institutions are not under the same management and has different interests, then how do we go ahead with protecting the interests of those who started the institution and protecting the interest of multi-disciplinarity? So how do we address the issue of institutional restructuring in this context becomes very important.

The third method in which it can be done is that strengthening of the institutions by adding departments in the different subject areas. If the institution wants to be expanded in terms of the discipline and also in terms of the number of students, this is a different way of dealing with that. However this option is not available to all institutions, it needs additional financial investment, additional teachers, additional students, additional facilities to be created, etc. Professor Varghese stressed that the ODL systems and Swayam portal are also the different ways of doing that.

Professor Varghese ended by saying that the multidisciplinarity is in a sense, a fight against the fragmentation of knowledge production that has taken place in the universities, but there are also limitations and one shouldn't leap into this idea without understanding the difficulties of implementation of these ideas. Second, we have to see it in the context of markets, massification and multidisciplinarity. Third, we should see in the context of the development in the Academic Bank of Credits and credit transfer systems and also the National Higher Education Qualification Framework.

3. Multidisciplinary Higher Education Institutions

Dr Pankaj Mittal started her lecture by sharing that NEP is a very forward looking, innovative, students' centric policy in which the student has been taken as the main stakeholder of higher education and in this policy the student has been given all the freedom about what to study, from where to study, how to study, when to study. She highlighted that NEP basically talks about structural reforms at the higher education level.

She talked about the concept of multidisciplinary and highlighted that in India, we have domain specific universities, for example, agricultural universities, law universities, technological universities, etc., for which the National Education Policy has said that these universities inhibit the student from pursuing different subjects. Dr Mittal stressed that the policy says that these domain specific universities basically curtail the right of the student for a holistic development and they also curtail the choice of the students because they are not able to choose the subject which they want to learn. She stressed that we should be having large multidisciplinary universities where the size of enrolment in a university campus should not be less than 3000. She further highlighted that the policy says that the affiliation system will be abolished in future and every affiliated institution will be a standalone institution which will be giving the degrees on its own or will become constituent colleges of a university or they will become a cluster of colleges.

Dr Mittal talked about how there should be a clarification about what is a multidisciplinary university in terms of number of disciplines or faculties or the departments or the programs which will constitute a multidisciplinary University. She highlighted that when you talk about multidisciplinary in addition to having more and more disciplines, the rigidity between the disciplines have to go, as the student will be constrained by the courses which are in the single basket. She further talked about the concept of IDP (Institution Development Plan) in the National Education Policy and how it will determine whether the institution wants to become a research university or a teaching university and what steps need to be taken in order to reach there. She further talked about the objectives and approaches of multidisciplinary higher education institutions, one is that the single stream institutions will have to be converted into multidisciplinary for providing holistic education to the student and second, the existing multidisciplinary universities will be strengthened further in terms of infrastructure and in terms of multidisciplinary education as well as research. First approach is academic collaboration between higher education institutions, second approach is merger of single stream higher education institutions in multidisciplinary institutions and third is adding departments to make the institution multi-disciplinary.

Dr Mittal further explained about the features of multidisciplinary higher education institutions, such as student induction programs, Academic Bank of Credit (ABC), multiple entry and exit, online education. She stressed that ABC is a very important concept for introducing multidisciplinary because through ABC, the student is able to do multiple courses in multiple disciplines from multiple universities and at a time period which is not constrained to any particular period of time but the implementation of ABC is not easy. Dr Mittal also talked about online education, Swayam platform which is the India's MOOCs

platform that have more than 2000 curriculum-based courses; ePGPathshala, which is an open educational resource developed by UGC in terms of four quadrant approach which are video, text, learn and self-assessment. She also talked about the issues with the online education and how the universities are contributing to Swayam. She also highlighted how the quality of courses has to be further improved by capacity building of the teachers, training of teachers to produce quality E-content and training for changing the teaching pedagogy in such a manner in which a lot of technology is used for something called flipped classroom model. She highlighted that a lot of stress has been given on academic collaboration between institutions leading to multi-disciplinarity as there will be an award of dual major degrees. She explained that if a student pursues various courses in different colleges, then the degree can be given by a new entity called cluster of colleges. She explained the three methods - dual major, dual degree and cluster of colleges. Dr Mittal highlighted that in every multidisciplinary university and college, one education department should be there and the standalone education institutions will slowly phase out.

Dr Mittal also talked about the concept of multidisciplinary research in higher education clusters and stressed that the fourth year of the four-year undergraduate program can also be devoted to research. She highlighted that the research at the undergraduate level has to be multidisciplinary, interdisciplinary, and transdisciplinary because the research cannot be limited to only one department. She further explained that for multidisciplinary research, capacity building has to be done and collaborations between higher education institutions in students projects should be done.

Dr Mittal also mentioned about one initiative of AIU, Anveshan, which is a project in which the students submit their research projects and AIU has five zonal innovation programs and one national innovation program where they promote and encourage students by giving them some prizes. She explained that this is a collaboration between higher education institutions, students, research projects, and collaboration of higher education institutions with industries and NGOs.

Lastly, she talked about the role of the university and the government. The role of the university especially for the colleges will be to identify potential colleges for forming a cluster, constituent colleges and independent autonomous colleges and the state government will help some institution in developing as multidisciplinary institutions. Once that multidisciplinary institution is developed, then the other good colleges can be sort of attached to a good multidisciplinary institution where the good institution can do the handholding of those small institutions and slowly the small institutions also become big multidisciplinary institutions and then they also attach further colleges with it which can help introducing multidisciplinary very fast in all these institutions which will benefit the students the most.

4. How do we transform to Multidisciplinary Higher Education Institutions?

Professor Ramachandran highlighted that the fundamental principles guiding the policy is to identify, recognize and nurture the unique capabilities of each individual student to promote holistic development. He explained that holistic development means development of human capacities in all domains of development i.e. intellectual development, aesthetic development,

physical development, social development, emotional development, ethical practices and moral development in an integrated manner. Professor Ramachandran shared that we cannot have holistic development of a student only by learning one branch of knowledge or instruction or learning, we need multi-disciplinary approach to that, that is why the policy talked about a multi-disciplinary approach to education. He emphasized that holistic development can be achieved only through multi-disciplinary learning and that is the reason the policy is talking about transforming existing domain specific standalone institutions into multi-disciplinary institutions in a phased manner. Differentiating between multidisciplinary, interdisciplinary and transdisciplinary, Professor Ramachandran highlighted that multi-disciplinary draws the knowledge from different disciplines but stays within the boundaries whereas interdisciplinarity means analysis, synthesis and harmonization of the links between disciplines into a coordinated and coherent whole. Transdisciplinary integrates the natural, social and other aspects of sciences, in the humanities context and transcends traditional boundaries. He further emphasized the need to introduce a multidisciplinary program at the undergraduate level with the multiple exit and re-entry options. To enhance the employability skills of those who may exit, a 10-credit employment enhance program with a six-credit devoted to internship or apprenticeship needs to be introduced.

Professor Ramachandran explained that a multidisciplinary education program means courses cutting across the arts, the natural sciences, the social sciences, the humanities, the vocational program and so on, at the undergraduate level. He highlighted that the kind of multi-disciplinary courses the institutions offer will determine the kind of expansion of the college, from a unitary or standalone domain specific college to a multidisciplinary one. He further stressed that once the program is designed, it will help decide what would be the faculty composition and how long this will take. Professor Ramachandran shared the idea of a well-prepared institutional development plan for every college, every university with the help of the State Council of Higher Education at the state level where the institutions will decide by what time they want to convert their college into a multidisciplinary institution. He also shared the idea of multidisciplinary programs through collaboration or cooperation between institutions. Professor Ramachandran discussed about the collaborative approach. He also stressed that if an institution cannot be changed to multi-disciplinary institution for the next 10 years, we can explore the option of gradually moving towards a meta-University, a concept promoted nearly a few years ago, universities in Delhi can come together and can offer courses for different universities. Therefore, he emphasized that resource sharing to offer multidisciplinary programs can also be looked at and how these programs can be designed in a phased manner.

Professor Ramachandran talked about attaining some parameters through the implementation of a multidisciplinary approach to learning i.e. student excellence, academic excellence, faculty excellence, excellence in multidisciplinary education and research, non-teaching staff excellence, excellence in terms of international experiences, excellence in governance, leadership and management. He emphasized that the four-year undergraduate program may take new shape now where the first three semesters will be for liberal education or multidisciplinary and semester four to eight focusing on in-depth knowledge, for example a

student may major in economics and may minor in physics or mathematics or may minor in a vocational program. He further emphasized that the decision of what course to take will depend upon what major a student opts for in the fourth semester.

Professor Ramachandran said that the transformation of institutions into multi discipline institutions will depend upon the kind of courses offered and the first beginning will be introduction of a four-year undergraduate program, which will be multidisciplinary in nature and taking care of the holistic development of a student.

Professor Ramachandran highlighted the need of a systematic institutional development plan, how to implement it and target setting by 2030. Also, he explained how the policy envisages tremendous flexibility as we don't expect all moving with a single point of view because diversity is also very important. He further highlighted that the multidisciplinary approach to education also goes with autonomy to the institutions in designing courses, teaching courses, and assessing students. He explained that multidisciplinary essentially means taking care of depth and breadth, breadth during the first three semesters of an undergraduate program, and depth during the remaining semesters.

5. 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 discussing NEP 2020 with a focus on preparing a plan for transformation towards Multidisciplinary Educational Institutions.

The CPRHE had requested all the representatives of the SHECs to come prepared for a presentation on their respective SHECs. Representatives of State Councils of Higher Education made presentations about their respective Councils. The session was chaired by Professor Pradeep Kumar Misra, Director, CPRHE and Professor Sudhanshu Bhushan, Head, Department of Higher & Professional Education, NIEPA.

Summary of the Presentations

Andhra Pradesh SHEC highlighted that they had formulated strategic plans for transforming the existing universities into Multi-discipline Education and Research Universities (MERUs) in a phased manner. APSHEC is developing a master plan to convert all HEIs in a phased manner and also extending support to the government HEIs for making them model institutions. Challenges in transforming standalalone HEIs as multidisciplinary HEIs were also pointed out during the presentation.

Bihar SHEC highlighted that they have set clear targets for higher GER and promotion of

Multidisciplinarity in Higher Education Institutions. The SHEC is developing an Institutional Development plan that contains specific plan and action for increasing participation. They also stressed that a State mission for mentoring shall be established with a large pool of outstanding senior faculty /retired faculty including those with ability to teach in Indian language and willing to provide short term mentoring/paternal support to the teachers in Multidisciplinary Institutions. SHEC also pointed out few challenges in implementing the scheme like lack of financial support, quality of academic research, and lack of student participation etc.

Chandigarh SHEC highlighted that they have initiated floating the idea of Multidisciplinary and holistic education. The SHEC is discussing various modalities involved in its implementation and getting suggestions from stakeholders so that the process of transition from existing system to multidisciplinary education is smooth. SHEC also discussed the challenges faced in implementing Multidisciplinary and Holistic Education.

Delhi SHEC shared that they are evolving strategies to convert the institutions to Multidisciplinary Education Institutions. DSHEC highlighted that in collaboration with Government they are working on the modalities for converting affiliating institutions as degree-awarding multidisciplinary autonomous institutions. The SHEC highlighted that institutions may opt to work alone or collaborate with nearby institutions to form clusters or become a constituent part of a university. Delhi SHEC also discussed the new initiatives and proposed activities of Guru Gobind Singh Indraprastha University.

Goa SHEC highlighted that they have a single State University (Goa University), and all Colleges are affiliated to Goa University. Offering of multidisciplinary choices to students either on the campus of Goa University or any of the affiliated colleges will be challenging. However, initially, one of the ways this can be implemented is by offering multidisciplinary course choices through online courses including SWAYAM. Also, it was shared that Govt. of Goa has developed another online platform called DISHTAVO which can be used for blended learning as well as for offering multidisciplinary choices for various degree programs.

Kerala SHEC highlighted that to ensure quality and access and to meet the growing demand for higher education, more Higher Education Institutions (HEIs) of national importance in teaching and research of a multidisciplinary nature have to be established in the state with the help of the centre. Kerala SHEC also shared that they have taken several initiatives like establishing state assessment and accreditation centre and faculty development centre, introducing Erudite scholar in residence program and Kerala institutional ranking framework, KALNET, and building up database on Keralite- academic diaspora around the globe and a digital repository.

Karnataka SHEC stressed that understanding of multi and interdisciplinary approaches is essential in implementing the multidisciplinary and interdisciplinary higher education institutions. KSHEC shared that they will suggest regulatory provisions to state government to build multi-disciplinary institutions as per national guidelines and will organize training for leadership and faculty of higher education regarding different aspects of building

multidisciplinary institutions, and promoting multidisciplinary teaching-learning experiences. KSHEC is also looking forward to develop a model multidisciplinary institution.

Meghalaya SHEC gave a good glimpse of the status of higher education in the state and informed that they have maintained gender parity. It was shared by the SHEC that North-Eastern Hill University, Shillong has constituted a committee at the university level headed by a Chairperson (Senior Professor) to look into the activities which would enable the implementations of recommendations of NEP 2020 in the state. The committee has conducted various rounds of discussions, workshops and seminars with various stakeholders to sensitise them with the recommendations of the NEP 2020. The SHEC also stressed upon the significance of regional languages in promoting multidisciplinary education.

SHEC Mizoram shared that the state government of Mizoram has formed a task force regarding implementation of NEP 2020 and to promote multidisciplinary higher education institutions. SHEC Mizoram also highlighted that they are piloting a few clusters. SHEC Mizoram also discussed challenges such as a smaller number of students and faculty, less resources, and issue of distance in promoting Multidisciplinary Higher Education Institutions in the state of Mizoram.

Telangana SHEC shared that they held a series of meetings/with different stakeholders to discuss and deliberate about the various issues and changes proposed in the NEP 2020. They highlighted the specific measures taken up by SHEC such as offering flexibility of courses, emphasizing accreditation, in raising enrolment in colleges, enabling credit transfer, and encouraging new, emerging and in-demand disciplines in HEIs, etc. TSHEC also highlighted that how they will move towards multidisciplinary and holistic education focusing on the integrated development of the individual.

Odisha SHEC highlighted the activities carried out by the state to implement multidisciplinary education in higher education institutions as per NEP 2020 recommendations. The SHEC is working on a scheme to permit formal MOUs and twinning arrangement amongst various HEIs including technical and professional HEIs to share facilities and faculty expertise both online and off line. SHEC has also highlighted that they are working to prepare a basic curriculum having foundational course and multiple electives including vocational as well as courses on value education, ethics, character building, professionalism, patriotism, good citizenship, sustainable development etc. This will be a part of curriculum for all students.

At the end, Dr. Garima Malik presented a synthesis of all the state presentations and gave an overview of multidisciplinary and multidisciplinary HEIs as discussed in the NEP 2020.

6. Recommendations for State Higher Education Councils in Promoting Multidisciplinary Higher Education

The participants were divided into two groups on the second day of the meeting. The task of these groups was to discuss the role and responsibilities of SHECs in transforming standalone institutions into multidisciplinary institutions and promoting multidisciplinary education in respective states. The following recommendations, based on the discussions and subsequent group presentations, emerged:

- SHECs will initiate a participatory process where the principal of colleges and the faculty members are invited to discuss issues related to multidisciplinary education like the shortage of teachers, shortage of infrastructure, the pedagogical orientation of faculty etc. Accordingly, they will formulate the best possible plan to promote multidisciplinary education in a phased manner.
- The SHECs will guide and mentor HEIs on two aspects i.e. invoking multidisciplinary through institutional restructuring and consolidation and bringing curricular changes for promoting multidisciplinary teaching and learning.
- The model from SHEC Chandigarh was seen as feasible as it insists on bringing multidisciplinary in two or three years and taking it as a one-year activity or phenomenon. The SHECs agreed to follow a similar approach.
- All the SHECs agreed to guide HEIs in their states to have joint and collaborative research, joint teaching, and joint publications to promote multidisciplinary and interdisciplinarity.
- SHECs will check that institutions should not add courses mechanically to show multidisciplinary. SHECs will help institutions understand that the core of whole multidisciplinary is developing multicultural understanding and a critical mind and it is not a permutation and combination nor a mechanical and mathematical activity for putting different disciplines together.
- The SHECs may also think of promoting multidisciplinary through an online platform such as DISHTAVO by Goa State. These platforms will offer a variety of online courses from different disciplines, but SHECs must evolve a mechanism to ensure the quality of the offered courses.
- SHECs decided to devise a model or an elaborate action plan to make the higher education institutions multidisciplinary.
- SHECs will organize training programmes and workshops for leadership and faculty of higher education on the nuances of building multidisciplinary institutions and multidisciplinary learning experiences.
- SHECs will develop alternate models for clustering institutions. These models will include guidelines for developing model multidisciplinary education institutions, indicative budgets, and timelines, and developing multidisciplinary and interdisciplinary teaching, learning, and research ecosystem.
- The SHECs will begin from focusing on multidisciplinary education programs instead of building multidisciplinary institutions, because institutions in the long-term are tied up with logistics, land, funding, and state government and central government liaisoning.
- SHECs will form a core group in their respective states to define the threshold condition for multidisciplinary education to become multidisciplinary. At this juncture, it has a lot of vagueness as all state universities in India are by definition multidisciplinary. The

clarity on this issue will help in promoting twining, clustering and collaboration arrangement among HEIs.

- SHECs were of the view that this consultative meeting is multidisciplinary. People from different disciplines work together, each drawing on their disciplinary knowledge but keeping the disciplinary knowledge intact. Accordingly, SHECs will guide HEIs to conduct similar meetings to discuss multidisciplinary and then interdisciplinary approach in integrating knowledge and methods from different disciplines.
- SHECs agreed that, after multidisciplinary, their next move would be towards interdisciplinarity where institutions will look to integrate knowledge and methods from different disciplines.
- The transdisciplinary is the ultimate point where the disciplinary boundaries no longer create a unity of intellectual framework beyond the disciplinary perspective. State higher education councils will organize workshops, training programs, and seminars to empower teachers to think beyond and embrace this perspective.

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

Annexure-I

Notes by SHEC Representatives

National Education Policy 2020: A Note on Implementation of Multidisciplinary Higher Education Institutions by

Andhra Pradesh State Higher Education Council*

The Andhra Pradesh State Council of Higher Education (APSCHE) came into existence w.e.f. 20.05.1988 through Act 16 of 1988. The primary function of APSCHE is to advise the Government in matters relating to Higher Education in the State and to oversee its development with perspective planning and for matters connected therewith and incidental thereto.

The Andhra Pradesh State Council of Higher Education, the first of its kind in the country, was set up as per the recommendations of the National Education Policy 1986. It is primarily a coordinating body between the University Grants Commission (UGC), the State Government and the Universities of the State. It is 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.

APSCHE was established in 1988 with six conventional State Universities and its growth has continued for 33 years. During the saga, APSCHE played a pivotal role in outlining the scope, structure, and funding pattern and succeeded with the establishment of 10 Conventional State Universities, 19 Specialized Universities, 02 State PPP mode Universities, 08 State Private Universities, 03 Central Universities, 08 Central Institutes and 05 Deemed to be Universities catering to the needs of nearly 20 lakh students. Before 1995, the role of the Council was to send the recommendations to the Government to accord permissions for starting Private Degree Colleges, permissions to start MBA, MCA, PGDCA, M.A, M.Sc., and M.Com courses, and enhancement of seats in Engineering and Degree Colleges of the state. After 1995, with the power delegated by the Government, APSCHE was empowered to accord approvals to start Private Unaided Degree Colleges, Law Colleges, Private Oriental Colleges, and corresponding contemporary courses. Under Government Orders, APSCHE has been conducting surveys annually to identify the grey areas and initiating educational establishments by inviting applications from private agencies desirous of starting new private colleges and UG and PG courses through press notification and extending the accessibility to the students of underserved areas.

In the light of experience gained over the years, APSCHE introduced Common Entrance Tests (CETs) for admission to various professional courses to endeavour justice to merit and social equity, a milestone in the Higher Education of Andhra Pradesh. APSCHE adopted a 'conveyor-belt' system for the process of registration and verification of certificates for the admissions in Engineering & B.Ed. courses through online counselling. To prevent delays in

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

admissions and to save the time of the students, Single Window (SW) Counselling and Web-Based Counselling were introduced by APSICHE. APSICHE initiated the Olive Data Base Project with the help of the Government in consultation with the Software Technology Park of India (STPI) and the validity of degrees (both the professional and post-graduation) of the students of Andhra Pradesh has been lifted to national and international standards. APSICHE constituted a High-Power Committee to evolve common performance parameters for self-assessment of the Universities to improve the quality of Higher Education in the state.

APSICHE evolved model guidelines for the preparation of format for University Annual Report, Annual Administration Reports of the Universities, and Agenda for Boards of Management meetings to make them uniform, more purposeful, meaningful, and insightful. The Council initiated Industry-Institution relationship at the University level to encourage employability of the students. To achieve excellence, freedom has been given to autonomous colleges to frame the curriculum, evolve more effective methods of teaching and learning, and undertake other specific programmes. The Council initiated the timely revision of the syllabus in all courses as per the requirement of stakeholders and conducted refresher courses for the teachers. APSICHE is playing a crucial role in academic and administrative reforms in Universities and Colleges across the state of Andhra Pradesh. APSICHE strives for achieving high standards of quality with student centric approach by coordinating with all the Higher Education Institutions (HEIs) and timely suggesting the government to initiate appropriate measures for strengthening the system further.

Part I: APSICHE's Perspective on Multidisciplinary Higher Education Institutions

1. Meaning of Multidisciplinary Higher Education Institutions and Holistic Education as Envisaged in National Education Policy (NEP) 2020

Multidisciplinary HEIs are those institutions where students' intellectual horizons are exposed to subjects other than their disciplines and multidisciplinary learning is facilitated. Their duty isn't just to hand over a certificate to students but to handhold, nurture and care for students. The true meaning of multidisciplinary and holistic education is to transform a student from an individual to an all-around personality where his/her horizons are expanded socially, intellectually, scientifically, and spiritually. This education should liberate oneself into a fully functioning individual who is a socially productive and successful person in all spheres of life. To sum up, multidisciplinary HE is expected to ensure students not only acquire domain skills in their respective area of study but also in other faculties. This can happen when universities create strong verticals in all 360 degrees. Multidisciplinary learning can easily be augmented through peer interaction and interdisciplinary research efforts.

2. How did you Implement Multidisciplinary HEIs in your state

APSICHE has formulated strategic plans for transforming the existing universities into MERUs in a phased manner. 6 Universities in AP viz., Andhra University, Sri Venkateswara University, SPMVV, JNTU Kakinada, JNTU Anantapur, and Sri Padmavathi Visvavidyalayam are selected to transform as Multi-discipline Education and Research Universities (MERUs) with global standards in the first phase and Acharya

Nagarjuna University and Sri Krishnadevaraya University in the second phase. All other state universities will be converted as MERUs in the third phase. JNTUs are technological universities imparting quality technical education. It is envisaged that new programmes spread to other disciplines of Arts, Science, Commerce, etc., and create strong verticals in these areas too.

3. What is the Envisioned Role of SHECs in Implementing Multidisciplinary HEIs

- Sensitizing HEIs about the need to transform as Multidisciplinary institutions.
- Extending all possible help in the process, particularly in the policy framework.
- Development of a master plan to convert all HEIs in a phased manner.
- Extending support to the government HEIs and making them model institutions.

4. What are the Challenges in Implementing Multidisciplinary HEIs

- Mobilization of financial resources.
- Development of quality teaching resources.
- Development of infrastructure facilities.
- Creating interest among students in faculties other than STEM.

Part II: Activities Carried Out by APSCHE in 2021-22 and Future Plans

5. Activities carried out by APSCHE in 2021-22

APSCHE has carried out the following activities in 2021-22:

- For the first time in the country, a State Level Quality Assurance Cell (QAC) was established to enhance the quality standards in all HEIs of the State and to extend qualitative support to make them ready for assessment and accreditation by NAAC, NBA, and for participation in NIRF, QS, Times International rankings. The advisory committee is constituted of experts from the Universities, autonomous colleges, and industry besides members of the Education Department and APSCHE.
- For the first time in the country, Quality Assessment Cell was established to conduct an academic audit in the Colleges and further set up Internal Quality Assessment Cells in all the Universities and Colleges for better accreditation status and also National Level Rankings.
- For the first time in the country, State Research Board was established 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.
- For the first time in the country, Andhra Pradesh Higher Education Planning Board (AP HEPB) was established involving Vice-Chancellors/Directors of State Universities and Central Universities/Institutions in the state to share ideas, resources, and infrastructure for the promotion of mutual interest and to achieve resource efficiency. APHEPB was established to strengthen inter-institutional relationships and

bondage irrespective of the status as a central or state institute. Two meetings of the Board were conducted till now. The Board has created five *Regional Cluster Groups* in Andhra Pradesh involving central and state universities to promote collaborative and inter-disciplinary research. The five *Regional Cluster Groups* are the Visakhapatnam cluster, Godavari cluster, Guntur cluster, Tirupati cluster, and Anantapur cluster. The Board has resolved to constitute an inter-institutional team of researchers in each cluster group to identify the social problems in their region and to help the local administration to solve them and to explore opportunities to take up collaborative research projects. APSCHE appointed a Nodal Officer for every regional cluster group. Multiple meetings were conducted by each regional cluster group and they identified critical local problems to work upon.

- For the first time in the country, Community Development Board (CDB) was established to establish synergy between educational institutions and the society, to identify the felt needs of the society, and advise the government on matters affecting community development.
- Developed Learning Management System (LMS) to enhance blended learning and to supplement the face to face classroom learning and for practicing Flipped Classrooms. Program coordinators of different universities identified the content generators and content is being placed on the portal.
- Mandatory English as a Medium of instruction is introduced to enhance the employability of graduates. For easy transition from Telugu medium to English medium, Bilingual Text Books, Skill Steps Workbook for Communicative English, and Podcasts (Audio Lectures) were prepared and introduced.
- Established 517 Entrepreneurship, Incubation, and Startup centers (EISCs) in universities and colleges to nurture and support creativity, innovation, and entrepreneurship amongst students, faculty members, and other aspirants, and to facilitate technology-oriented incubation to the potential entrepreneurs. APSCHE is also conducting boot camps for student entrepreneurs and also conducting competitions among students for innovative start-up ideas and for establishing start-ups.
- Under the able leadership of Hon'ble CM, the government has initiated the project of Microsoft Future Ready Skills Solutions for 1.62 lakh students free of cost to equip them as a modern workforce. 40 skill courses have been identified in productivity, IT, Data Science, AI, Cyber Security, Data Analysis, Networking, IoT, etc. 8600+ Additional LinkedIn Learning courses and 1800+ MS Learn Services were provided to the students with Microsoft Certification. For the implementation of the project, the Government of AP released Rs. 30.7 crores. This project is the first of its kind in the country.
- Initiated "Talk the Book" programme on 23.04.2021 being telecast every Friday to inculcate book reading habits among the students. The book is reviewed and explained in Telugu and English languages on alternate Fridays. Initially, the book was reviewed by eminent personalities. In some editions, students reviewed the books

and shared their thoughts on the books. In total, 44 editions (22 in English & 22 in Telugu) of Talk the Book were conducted to date.

- APSCHE in association with German Varsity for Advanced Studies and Indo Euro Synchronization has created a platform to address the topic of Higher Education between India and Germany. “German – AP Forum on Higher Education” has proposed a round table action plan for 6 months (every 1st Friday) to improve the education standards and international opportunities for the students of Andhra Pradesh. The forum was inaugurated on 05 November 2021 and four round table discussions were conducted till now.
- APSCHE initiated “Erudite – A fortnightly discussion” to create a platform for generating expert views, opinions, and ideas for the development of the Higher Education system, India in general, and Andhra Pradesh in particular. This forum facilitates discussion on contemporary issues happening in Higher Education and tries to come up with solutions for the problems faced by HEIs. This forum aims to explore opportunities for the enhancement of quality standards and promote excellence, values, and ethics among students, and transform them as global citizens. It also explores the opportunities for industry and society to connect of HEIs and promote healthy practices among HEIs. The inaugural session was conducted on 16.12.2021 on the topic “Social Responsibility of the HEIs”. To date, seven editions of Erudite were conducted by inviting eminent personalities across the country.
- APSCHE in association with Reading Right launched “Smarticles” on December 20, 2021, for the students of Andhra Pradesh via a webinar (Zoom platform). Reading Right is providing this app free of cost for one year for the students of Andhra Pradesh. This “Reading Right” app can be downloaded from Google Play Store (Android version) and App Store (iOS version) and the web version is available at web.readingright.in. Smarticles are noetic (intelligence-driven) news articles taken from newspapers/periodicals/journals written by experts which are explained in the most simplified and detailed manner.
- Prof. K. Hemachandra Reddy, the Chairman of APSCHE commenced his field visits i.e. “Need to Change, Change is Inevitable and Let’s Change” to interact directly with students and faculty at the district level. Five students from every college in the district are invited for the interactive session as Brand Ambassadors and Change Agents to advocate change throughout the district. These interactions will act as a medium to take APSCHE’s initiatives across the length and breadth of the state and bring quality to the higher education ecosystem. The Chairman visited Kurnool on 19.02.2022, Kadapa on 25.02.2022, and Ananthapuramu on 04.03.2022 & 05.03.2022 to interact with all the Students, Faculty, and Principals of the University & affiliated colleges. There has been huge applause from students and faculty for the commencement of his field visits.
- Collaboration with French and foreign universities of various countries.

- The Quality Assurance Cell (QAC) of APSICHE organized webinars on “Interaction of Mentor and Mentee Colleges for Assessment & Accreditation by NAAC” with all the districts of Andhra Pradesh on 20.05.2021, 21.05.2021, 24.05.2021 & 25.05.2021.
- The QAC of APSICHE organized two webinars on “DVV Validation and Verification” & “Assessment and Accreditation by NAAC – The Process and Road Ahead” on 19.05.2021 & 22.05.2021 to promote and enhance the NAAC accreditation of all the Universities and HEIs in the state of Andhra Pradesh.
- The QAC of APSICHE conducted a two-day faculty training programme on “E-content Preparation” with all the subject experts identified for e-content preparation at JNTU Anantapur on 17.07.2021 & 18.07.2021 and at JNTU Kakinada on 24.07.2021 & 25.07.2021.
- To promote the one-year Transformative Reforms under National Education Policy (NEP) 2020, APSICHE conducted eight webinars with the themes namely Equity and Inclusion, Multidisciplinary and Holistic Development, Skill, Entrepreneurship Development and Employability Challenges and Opportunities, Effect of NEP on Youth Empowerment and Sports Development, Indian Knowledge System, Languages, Arts and Culture, Quality Education, Accreditation and Teacher Development, Research, Innovation and Rankings, Effect of NEP on Youth Empowerment and Sports Development and Use of Technology in Education with eight AP State Universities on 12.08.2021, 13.08.2021, 14.08.2021, 16.08.2021, 17.08.2021, 18.08.2021 & 20.08.2021.
- APSICHE in association with the Atal Incubation Centre of Sri Krishnadevaraya University organized a webinar on “Academic partnerships with incubation centers at various HEIs to create innovation and start-up eco-system” on 12.05.2021.
- APSICHE in collaboration with JNTU Kakinada organized a brainstorming session on “Role of Teacher in Enhancing Communication Skills of Students for their Career Growth” in the Senate Hall of JNTU Kakinada on 24.07.2021.
- On the occasion of World Entrepreneurs Day, the QAC of APSICHE in association with the Indian Institute of Management, Visakhapatnam and Atal Incubation Centre of Sri Krishnadevaraya University, Anantapur organized a webinar on “Strategies for Entrepreneurship Development in Higher Educational Institutions in Andhra Pradesh” inviting all the AP State Universities and the Principals/ EISC coordinators of the HEI’s in the state of Andhra Pradesh on 20.08.2021.
- The QAC of APSICHE in association with Sri Padmavathi Mahila Visvavidyalayam (SPMVV) organized a one day workshop on “Ensuring Operational Effectiveness of IQACs in Universities” at SPMVV, Tirupati inviting all the IQAC coordinators of State Universities and one professor who is actively involved in the activities of IQAC in the Universities on 29.10.2021.
- The QAC of APSICHE in collaboration with Global Consulting Services organized a one-day workshop on “Performance of Universities in Global Rankings” on virtual

mode on 15.12.2021. All the AP State Universities, Autonomous Degree, and Engineering Colleges have participated in the workshop.

6. New initiatives and future activities of APSICHE in 2022-23

APSICHE is planning to carry out the following activities in 2022-23:

- Implementation of Phase – I plan of State Research Board activities
- Implementation of Phase – I plan of Community Development Board activities
- Implementation of Phase – II plan of Entrepreneurship development activities
- NAAC Provisional accreditation to all colleges
- NAAC accreditation to non-accredited colleges
- Introduction of 5-year integrated PG programmes
- Reforms in the evaluation system with an aim to introduce continuous evaluation
- Establishment of Skill University and 30 Skill Colleges

**National Education Policy 2020: A Note on Implementation of Multidisciplinary Higher Education Institutions by
Bihar State Higher Education Council***

Part I: BSHEC's Perspective on Multidisciplinary Higher Education Institutions

1. Meaning of Multidisciplinary Higher Education Institutions and Holistic Education as envisaged in National Education Policy (NEP) 2020

- Enable fusion of different streams through Academic Bank of Credit, CBCS.
- It is the best option for promotion of Indian Language and Culture.
- Can be easily implemented through Technology tools, for integration.
- To ensure curbing of commercialization of education.
- Will provide hand holding support for promoting research in multi disciplinary, inter disciplinary and intra-disciplinary areas.
- Will enable creative combination of various disciplines for study.
- Ultimately Departments in Language, Literature, Music, Philosophy, Ideology, Arts, Dance, Theater, Education, Mathematics, Artists, Pure Applied Science, Sociology, Economics, Sports, Translation and Interpretation and other subjects which are of Multidisciplinary nature, stimulating Indian Education and Environment will be established and strengthened at all HEIs.

2. How to implement Multidisciplinary Higher Education Institutions in State and role of SHECs in implementing Multidisciplinary Higher Education Institutions?

- Institutional Re-structuring and Consolidation.
- Elevation of maximum no. of HEI in Bihar to the status of Autonomous Colleges by ensuring the NAAC A+ Accreditation rating.
- Moving to HEI cluster for reaping the maximum benefits within the Institution with handholding support to each other.
- Universities in Bihar will initiate the same for their constituent Colleges.
- Making a uniform policy for Academic Bank of Credits.
- Provision to run online programme by universities will increase GER in Bihar from the present 14.5 to 50 by 2050.

3. Role of SHECs in implementing Multidisciplinary Higher Education Institutions

- Set clear targets for higher GER and promotion of Multidisciplinary Higher Education Institutions.
- Liasoning with the Government for ensuring implementation of Multidisciplinary institution in an effective manner.

**Professor Kameshwar Jha, Vice-Chairman, Bihar State Higher Education Council, Bihar prepared this Note*

- Develop and support technology tools for better participation and learning outcomes in co-ordination with the Higher Education Department of the Government of Bihar.
- Develop Institutional Development plan that contains specific plan and action for increasing participation.
- Support to the Multidisciplinary Institutions to provide socio-cultural support.
- A State mission for mentoring shall be established with a large pool of outstanding senior faculty faculty/retired faculty including those with ability to teach in Indian language who would be willing to provide short term mentoring/paternal support to the teachers in Multidisciplinary Institution.

4. What are the Challenges in implementing Multidisciplinary Higher Education Institutions?

- Financial support from the Government for implementing the same.
- Need of Motivated, Energetic and capable faculty.
- Ensuring Student participation
- Catalyzing Quality Academic Research.
- Transformation of the Regulatory system of Higher Education.
- Effective Governance and Leadership.
- Promotion of Indian language, Arts and culture (Student/Faculty).
- Technology Tools and Integration.
- Augmenting Online and Digital Education by Ensuring tools of Technology.
- Address the digital divide.
- Online assessment and evaluation.
- Blended models of Learning.
- Laying down standards.
- Institutional Restructuring and consolidation.
- Providing optimum learning Environments.
- Archaic mindset
- Vocational/professional/career courses fail since uniform law in that respect is yet to be framed providing talented technical staff and faculty.
- University laws need to be amended to provide autonomy to affiliated colleges and constituent degree colleges.

Part II: Activities Carried Out by BSHEC in 2021-22 and Future Plans

5. Activities Carried Out by BSHEC in 2021-22

Implementation of NEP

BSHEC has formed 5 sub committees to provide a state perspective roadmap plan for implementation of the NEP in Bihar. The committees were as follows

- Academic Reforms Committee in light of NEP
- Committee for Implementation of National Education Policy
- Committee on Quality Assurance
- State NAAC Committee
- Committee for Implementation of IT & ICT in light of NEP

Opinions on Ordinance/Regulations/Statutes

- The Governor Secretariat of Bihar has sent more than 120 proposals to seek the opinion of BSHEC regarding Ordinance/Regulations/Statutes pertaining to the Universities in Bihar.
- BSHEC has given its inputs in preparation of Statutes for UGC Regulations on Minimum qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2018.

Unified Management Information System (UMIS)

The BSHEC, has initiated the work of developing and implementing a Unified Management Information System (UMIS) to create a Single platform for Data Collection & Management of all HEIs. Below are the features of the UMIS:

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

Project Management Unit (PMU)

The BSHEC, has initiated the work of establishing a PMU with experts for Educational Planning, Governance and Administrative activities in critical areas for HEIs. Below are the objectives of PMU:

- Development of Digital Architecture that will support teaching and learning activities along with providing reliable data on programs and policies being

implemented.

- Development of abridged digital curriculum, employability linked content and full digital curriculum in coordination with Universities and Colleges.
- Provide training material for capacity building and upskilling of Teachers.
- Strengthening and augmenting the existing facilities of Nalanda Open University that will help to start ODL courses across the state.
- Upgrade existing digital systems in Higher Education.
- Design strategy for multimodal access - across devices types and distribution channels namely TV, mobile, computer etc.
- Digitization of diverse content and learning materials as per quality standards prescribed in SWAYAM.
- Strengthening quality through an indigenous Bihar State Institutional Ranking Framework (BSIRF).

Implementation of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Program

RUSA is catering to the needs of the states by involving them as partners and utilizing their regional and local approach. Bihar is one such state that has benefitted from this decentralized approach and has offered newer horizons for the students enrolled in higher education in the state. In light of the RUSA the BSHEC 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.

Other Activities

- Supporting State Government in Conceptualizing and implementing academic reforms.
- Creating and Maintaining MIS of NAAC, AISHE, HEIs.
- BSHEC presented the roadmap to achieve the target of GER of 50% in the state. For AISHE survey year 2020-2021 provide overarching support to ensure increase in GER from 14.5% to 18% (approx).
- Successfully Organized Workshop on Implementation of new procedures under PFMS for RUSA on operating Institutions Account in PFMS under revised procedures.
- Launched RUSA Monitoring Portal and a daylong Training on RUSA Monitoring Portal was organized for all RUSA beneficiaries Institutions.
- Submitted plan to make NAAC accreditation mandatory for institution getting govt. aid.
- Recruitment of expert staff for BSHEC office.

6. New Initiatives and Future Plans of SCHECs in 2022-2023

- Creation of BSIRF Framework covering the criteria of National Ranking/Accreditation Bodies like NIRF, NAAC, NBA and Global Ranking like Times Higher Education, QS Ranking etc. with focus on research, publication, diversity of faculty and students etc.
- Training plan preparation for faculty members from Bihar on digital content creation.
- To suggest an Action plan to introduce ODL programme in all Universities and

Autonomous Colleges to make Education access to more beneficiaries.

- Free Wi-Fi Scheme in colleges is already being implemented by GoB and BSHEC roll out plan for Digital Library and Digitalization of Library in all HEIs in a phased manner.
- Encouraging Students to opt for Industry demanding course in SWAYAM.
- Activating and Setting up Career Guidance Cell in the HEIs.
- Nalanda Open University to open its Study Centre in all the Blocks of Bihar with basic Digital Infrastructure Support.
- The use of MOOCs is being encouraged in all the HEIs
- BSHEC will suggest a plan to GOB to distribute Interactive Flat-Panel Display (IFPD) Board to all HEIs in the State in a phased manner which will ensure the learning is accessible to all students along with providing access to quality technology Education for both teachers and students.
- To develop plans and advice government for implementation of Academic Bank of Credit (ABC), CBCS, Multiple entry and exit system in a phased manner in light of NEP.
- Organize training for capacity building of HEIs to get Accreditation from NAAC.
- Ensuring maximum number of HEIs to undergo Provisional Accreditation for Colleges (PAC).
- All subcommittees have submitted their report to Directorate of Higher Education to implement it in light of NEP.
- Consultative meeting on NEP-2020 was organized in which Education Minister also participated.

National Education Policy 2020: A Note on Implementation of Multidisciplinary Higher Education Institutions by Chandigarh State Higher Education Council*

Part I: CSHEC's Perspective on Multidisciplinary Higher Education Institutions

1. Meaning of Multidisciplinary and Holistic Education

The concept of Multidisciplinary and holistic education has its origin in ancient Indian Knowledge system as was practiced in Takshashila, Nalanda, Vikramshila and Vallabhi. These higher learning centres helped in shaping the overall personality of the learners –to make them valuable citizens in true perspective. *Shri Rama, Shri Krishna, Acharya Panini, Patanjali, Charaka, Sushruta, Aryabhatta, Varahamihira, Chanakya* and lot of other historically well-known personalities were the products of a holistic education system. That is why it was said

**“एतद्देशप्रसूतस्यसकाशादग्रजन्मनः I
स्वस्वंचरित्रंशिक्षेरन्पृथिव्यांसर्वमानवाः” II**

i.e. the whole people of this world should have the knowledge about their behavior and duties from the scholars born on Indian land. Actually, in India, the education has been considered for the welfare of humanity

**“विदिआवीचारीतांपरुपकारी”
(Vidhya Vichari Ta Parupkari)**

To reboot that rich legacy of multidisciplinary education, NEP 2020 has proposed the division and revamping of all aspects of the Education structure-its approach, its regulation and governance. This entire revolution aims to create a whole new system of education which on one hand is aligned to the inspirational goals of 21st Century education and on the other hand remaining consistent with India's traditions and value systems. The objective of the policy is to emphasize creative potential of every individual. It is based on the principle that education must develop

- cognitive capacities and higher-order cognitive capacities
- foundational capacities of literacy and numeracy
- critical thinking, problem solving
- social, ethical, emotional capacities and dispositions
- the art of living which is of much greater importance now-a-days to lead a happy and satisfying life.

*Professor Raj Kumar, Chairman, State Higher Education Council, UT Chandigarh and Vice Chancellor, Panjab University, Professor Latika Sharma, Department of Education Panjab University, Chandigarh, Professor Lakhvir Singh, Additional State Project Director, Chandigarh and Professor Punam Aggarwal, Principal, Nodal Officer, Chandigarh prepared this Note

At present, the knowledge is organised into clearly defined, subject-specific ‘boxes’, which in fact, acts as a limiting factor in harnessing the creative potential of the students. Education cannot be made limited to a particular discipline or aspect. As we know, every problem has multiple dimensions and solving it from one perspective will lead to sub optimal solutions as there is lot of knowledge that falls between these discrete categories of disciplines. Studying different subjects can therefore bring a different perspective to many issues and their solution will be more pervasive and practical. For example, climate change can be examined through a range of different subject ‘lenses’ and then when a final document is developed, it will cover wide range of issues as well. Accordingly, the NEP 2020 rightfully advocates Multidisciplinary and holistic education in HEIs.

Multidisciplinary education is a unique educational approach that allows the students to learn & explore distinct subjects or curriculum from various disciplines. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic. Therefore, we understand and agree that Multidisciplinary approach will help in curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic. Such an approach broadens the perspective of the learner.

Also, in today’s hyper-competitive world, limitless learning, a unique educational system that promotes a multi-disciplinary approach to help students follow their passion is a need of the hour. Further, the multidisciplinary/interdisciplinary approach will certainly be helpful for the students to adjust better in the system of education abroad which is already aligned to our proposed system of multidisciplinary and holistic education system.

2. Implementation of Multidisciplinary education in HEIs of Chandigarh

Within the broad framework of Draft Guidelines of UGC for transforming HEIs into Multidisciplinary Institutions, the State (UT Chandigarh) will initiate implementation of NEP 2020 as follows:

- Floating the idea of Multidisciplinary and holistic education, discussing various modalities involved in its implementation and getting suggestions from SHEC members so that the process of transition from existing system to multidisciplinary education is smooth.
- Holding of multiple meetings with stakeholders in a time bound manner to create awareness about the Multidisciplinary education and its impact on stakeholders.
- Holding collaborative meetings with industry through industrial associations like CII, FICCI etc to understand the needs of the industry and accordingly suggest inputs to be incorporated in the curriculum to make youth employable.
- In the light of recommendations of stakeholders, academic bodies in the university will draft the guidelines for Multidisciplinary education in their respective faculties.
- The draft proposal will be circulated among stakeholders and affiliating institutions to get constructive feedback from each one of them.

- The Academic bodies/institutes to highlight the challenges in implementing the Multidisciplinary education like infrastructure requirements, shortage of qualified staff, faculty development programmes, orientation of students, upgrading library resources and sharing of resources/equipment/labs and other infrastructure.
- Finalising the curriculum and other components
- Final approval and implementation w.e.f session 2022-23.

3. Role of SHEC in Implementing Multidisciplinary Education

- The SHEC Chandigarh is an Advisory body which came into existence in April 2015 with Vice Chancellor Panjab University as its Chairman and other members from various walks of life having distinguished achievements in their relevant field of knowledge. Since the beginning, SHEC is involved in the planning for promoting higher Education in Chandigarh including the implementation of RUSA scheme in Chandigarh. SHEC played an important role in supporting HEIs in their transition from physical to online mode of teaching learning during the current pandemic.
- Many awareness activities relating to NEP 2020 were held in all HEIs of Chandigarh under the aegis of SHEC during 2020.
- SHEC is active in suggesting, supporting and coordinating the activities of HEIs in Chandigarh. Similarly, for NEP 2020 also, SHEC will contribute in developing an effective and practical plan for the implementation of NEP 2020 uniformly across all the HEIs in Chandigarh.

4. Challenges in implementing Multidisciplinary and Holistic Education

- Non availability of Infrastructure for vocationalisation of education
- Lack of Qualified faculty in most of the HEIs (currently the HEIs are working with 65-75% of their requirement of staff)
- Non-availability of literature especially in science and computer Science in vernacular languages
- Lack of Funding for Research, Student and faculty exchange programmes
- Non availability of Funds for Up-gradation of resources like smart class rooms, increased band width, power back up and other ICT tools for developing MOOCS
- Lack of opportunities and funds for continuous faculty development programmes
- Lack of internship and field trainings options in developing curriculum
- Minimum collaboration between Industry and Institutes leading employability gaps.
- Non availability of finishing schools for the up-gradation of employable skills of the learners.
- Non -Integration of technology in higher education.

Part II: Activities carried out by CSHEC in 2021-2022 and Future Plans

5. Activities carried out by the CSHEC in 2021-2022

As per virtual meeting held on 25th June, 2021 the following initiatives have been carried out by the State Higher Education Council (SHEC)

- Admission process and enrolment during 2020-21
- NEP activities carried by UT Colleges
- Status position of Physical progress made under RUSA phase 1 and phase 2.0
- Status position of financial progress made under RUSA phase 1 and phase 2.0
- Monitoring of online learning process during COVID-19
- Strengthening of ICT infrastructure in HEI's
- Providing details about appropriate COVID behavior
- RUSA journey Newsletter in respect of RUSA beneficiaries institutions
- Status of Accreditation of UT Colleges amidst COVID-19 Pandemic
- Providing details of highlights of the Gross Enrolment Ratio of UT, Chandigarh as per AISHE report 2019-20
- Release of the E-Abstract book on Institutional Values and Best Practices as per NAAC guidelines

It is pertinent to mention here that initially when SHEC came into existence in 2015, the objective was to implement the RUSA scheme of the GOI, but with the passage of time, apart from the above-mentioned activities the State Project Directorate is involved in multidisciplinary activities as follows:

- As per the direction from Higher Education Department, Chandigarh Administration celebrating days of National importance and carrying out activities under Bharat Ka Amrit Mahotsav 75 years in the HIEs of Chandigarh
- Holding activities under Swachh Bharat Abhiyan
- Conducting webinars and online competitions on topics of relevance
- Awareness programmes regarding Voter's Right, giving instruction regarding COVID-19 protocol and conducting classes in Hybrid Mode
- Continuous up-gradation of office website for all circulars and notifications issued by MoE, NAAC, UGC and Chandigarh Administration.

Collection of data relating to:

- Total enrolment in Chandigarh HEIs (male, female and reserved categories)
- Information relating to Best Practices in HEIs
- Status of RUSA 1.0 and 2.0 schemes in HEIs
- Sending various information to MoE and NitiAyog
- Coordinating with officials of Higher Education Department for promotion of faculty under CAS,

- Sharing information regarding NAAC status of HEIs, finalizing the faculty status in all Govt Colleges so that the information can be sent to MHA for filling vacant faculty positions and sanction of additional faculty positions can be done by the Ministry.
- Constitution of NEP 2020 committee for implementation of NEP 2020 in HEI's of Chandigarh
- Submission of Concept paper (NEP 2020) for Chandigarh HEIs to the Coordinator of the Region/Zone and so on.
- Holding COVID 19 tests with the collaboration of Health Department, Chandigarh regularly free of cost for the staff and students in HEIs and also holding vaccination camps in HEIs for staff, students and neighbourhood.
- Regarding registration of unorganized workers on e-shram Portal

6. New Initiatives and Future Plans of CSHEC in 2022-23

SHEC in Chandigarh has held almost 20 meetings during these last 6 years on various agenda issues ranging from RUSA implementation, awareness about NEP 2020 to supporting HEIs during pandemic. Future activities of SHEC include:

- Provision of smart class rooms and high speed internet speed in HEIs
- Approval for sharing of resource/equipment/labs/faculty sharing to ensure their optimum utilisation.
- Recommending to Panjab University for implementation of ABC, CBCS, Multiple entry and exit system in a time bound manner and phased manner
- Recommending to Panjab University that the existing system and new CBCS run in parallel to ensure smooth transition from current to new NEP 2020 provisions.
- Approval by Panjab University –ODL and online courses so that the learners can earn credit from these courses.
- Approval for change of Nomenclature from Courses to Programmes.
- Common entrance examination for all PG programmes.
- Approval for additional benefits/credits to learners for their community outreach activities as in case of NSS certificates.
- Sharing of Best Practices among all HEIs
- Recommendation and motivation pertaining to all Govt Colleges in Chandigarh be covered under Cluster scheme.
- Strengthening of Research and Innovation in UT, College
- Integration of Skill Education in the curriculum
- Strengthening Entrepreneurship Development Programme
- Incubation activities and Internship programmes
- 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).

- Establishment of Institution Innovation and Skill Council in every HEIs to promote innovation and startups within the HEI campus.
- Revamping infrastructure for promoting access of DIVYANG in the HEIs and implementing the guidelines strictly.

**National Education Policy 2020: A Note on Implementation of Multidisciplinary
Higher Education Institutions by
Delhi State Higher Education Council***

Part I: DSHEC's Perspective on Multidisciplinary Higher Education Institutions

The State Higher Education Council is the advisory body to the state Government on all policy matters related to Higher Education in the State. State Higher Education Councils play a significant role in the reforms process in the state Higher education sector and help different types of higher educational institutions to achieve the goals of access, equity and quality. According to the UGC Guidelines, SHECs are entrusted with planning and coordination, academic, advisory and administrative functions. SHECs prepare the state higher education plan, gather state institutions inputs, coordinates between apex bodies, regulatory institutions and government.

1. Multidisciplinary Higher Education Institutions and Holistic Education as envisaged in National Education Policy 2020

A holistic and multidisciplinary education aims to develop all capacities of learners - intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such education will help develop well-rounded individuals that possess critical 21st century capacities in the fields across arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational disciplines. Such a holistic education shall be the part of the all undergraduate (professional, technical, and vocational disciplines). The policy envisages education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. NEP 2020 intends to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities and colleges, each of which will aim to have 3,000 or more students. The higher education system is thus desired to have multidisciplinary institutions of higher learning that offer undergraduate and graduate programmes, with high quality teaching, research, and community engagement. All higher education institutions have to move towards becoming large multidisciplinary institutions with programmes across disciplines and fields, offered either in their institutions or through higher education institutions clusters. The need for promotion of holistic education for well round development of students is the desired impact of the NEP 2020.

2. Implementation of Multidisciplinary Higher Education Institutions in Delhi

Delhi State Higher Education Council (DSHEC) will develop an action plan to evolve strategies to convert the institutions to Multidisciplinary Education Institutions.

- Awareness and sensitization programs will be organised in different HEIs of Delhi.
- Conduct of conferences for collecting policy inputs for compilation, analysis and dissemination of the findings to cover all stake holders.

**Professor (Dr.) Mahesh Verma, Chairman, State Higher Education Council and Vice Chancellor, Guru Gobind Singh Indraprastha University, Delhi prepared this Note*

- Present policy papers to the Delhi Government and work in collaboration with Government to facilitate and propagate its aim.
- Gather the infrastructure and other resource requirements for adoption.
- Work out an action plan for implementation with specific targets and timelines.
- Monitor the implementation of the Action plan.
- Identify innovative practices for sharing with all HEIs.
- DSHEC in collaboration with Government will work on the modalities for converting degree-awarding multidisciplinary autonomous institutions, either alone or through collaboration with nearby institutions in the form of clusters or to become a constituent part of a university as envisioned in NEP 2020.
- Necessary steps will be taken for Registering HEIs in Academic Bank of Credits to enable credit mobility which is a platform under a Digi locker Framework.

Delhi State Higher Education Council will work for bringing improvement in Higher Education sector.

3. Envisioned role of SHECs in Implementing Multidisciplinary Higher Education Institutions

SHECs are responsible for planning and coordinating development of higher education in the State and to foster sharing of resources between universities. State Higher Education Councils ensure high academic excellence, transparency, efficiency, accessibility, quality and equity in higher education. National Education Policy 2020 is also aligned to ensure inclusive and equitable quality education and promote lifelong learning opportunities to all. SHECs can

- conduct intensive consultations with HEIs for the implementation of NEP 2020 in order to obtain feedback of the stakeholders who will be actually translating the futuristic vision of the policy into action.
- provide inputs to state government in formulating an action plan for implementing NEP 2020 (in phase manner).
- suggest the state HEIs for stimulating the academic environment to improve quality of teaching learning and research in light of NEP 2020.
- promote quality and equity standards in all the HEIs in vision to endorse India as a global destination for quality education.
- have a better coordination with the Directorate of education in the state so that the initiatives from higher education council should also be aligned with the state.
- 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.

4. Challenges in Implementing Multidisciplinary Higher Education Institutions

- Arranging financial resources for infrastructure. This issue will be the big challenge as more resources in terms of smart class rooms, laboratories, faculty rooms, seminar rooms, audio visual rooms are required.
- Appointment of faculty (NEP 2020 suggests Target of Teacher-Student Ratio 1:10) (HEIs needs financial support from the state and central Governments).
- Digital connectivity
- Implementation of NEP in affiliated institutions with limited infrastructure and resources
- Extramural funding, augmentation of research output and more external linkages
- Limitation of compliance with requirement of statutory bodies like Medical and Law.

Part II: Activities Carried by DSHEC in 2021-2022 and Future Plans

5. Activities Carried by Guru Gobind Singh Indraprastha University in 2021-2022

Guru Gobind Singh Indraprastha University is poised to be a pioneer in becoming the **first Multi-disciplinary Education and Research University (MERU) and the University of Excellence – a Meta University** in the region catering to both the rural and the urban population of outer Delhi and surrounding areas by 2030.

- University level Task Force committee have been constituted to review and monitor the implementation of NEP-2020.
- The curriculum of degree courses has been revised in line of NEP thoroughly with the following features:
 - i) Outcome based curriculum design (POs, PSOs, COs defined)
 - ii) Introduction of Entrepreneurial Mind Set, Human Values and Ethics and Environmental Science adopted as mandatory courses at UG level and Optional Courses at PG level.
 - iii) Introduction of skill development courses with choices
 - iv) Mandatory internship including Community service project
 - v) CBCS implemented in all programs except Medical Courses
 - vi) Multiple entry and exit implemented in scheme of some programmes such as that of BBA, BBA (CAM), BBA (B&I), B.Com.
 - vii) 12 Value Added Courses Started
 - viii) Two (2) credits for NCC/NSS/social activities for students from the Academic Session 2021-22.
- FDPs and Webinars in Light of NEP 2020 were organized.
- Skill development through Industry internships and University Interaction Cell (IUIIC) linkages with industry.

- Blended mode of education provided.
- All faculty provided with internet connectivity for increasing their access to online teaching learning and the use of Moodle.
- MOOCs are adopted in five Departments.
- Atal Incubation Centre is being constructed by a grant of Rs.10.00 crores by NITI Aayog
- “Indraprastha Incubation and Innovation Foundation” has been registered as a Section 8 Company.
- ATAL-Idea lab, and DST-iTBI are in pipeline.
- Indraprastha University Industry Interaction Cell (IUIIC) is establishing linkages with industry and facilitates training and placement of the students. Soft skill workshops are being organized.
- 15 MoUs signed with Academia/Industries/Organizations for Internships, Research, projects, training etc.
- Auditorium with a seating capacity of 750 is under construction.
- Support to Economically weaker section students is a regular activity of the university.
- Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, were extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners.
- Conduct of online CET/Proctored Examination/Counseling. Cloud Web Server procured from NIC to host University results (Semester, Annual, CET Results) for students.
- Research promotion by financial aid to faculty and students (Faculty Research Grant Scheme (FRGS) and Seed Money Grant.
- NSS Cell established to promote social activities, personality development and nurture holistic personalities and created 73 Units with 7300 Volunteers. Empaneled Training Centre” being created by Ministry of Youth Affairs and Sports, GOI to train the NSS Program Officers of Delhi NCR.
- Participated in Republic Day Parade 2021 & 2022 at Janpath.
- NSS Volunteers participated in 3 National Integrated Camps at Himachal Pradesh-2020, Assam-2020 and Tamilnadu-2021.
- NCC Cell established and has 04 Units (two boys senior division (2DAB) and two girls senior wing (4DGBN)) with 54 cadets in each Unit and one Open Unit of Air Wing with 10 cadets. Naval wing of NCC is being established in the University.
- NCC Cadets participated in PM Rally-2022 and got award.
- Participation in ranking surveys is being done by NIRF Ranking. NAAC under process. NBA being planned.

Activities Carried out in 2021-2022 in Netaji Subhas University of Technology

Adoption of Multidisciplinary in Programme design, Curriculum and Institution

- MBA-IEV integrated course with multiple entry/exits through business blaster projects of government.
- MA English, MA Psychology, BBA, B. Arch. & Planning, B. Design in Fashion Tech, M.Sc.in Physics and Chemistry already started
- CBCS adopted in university.
- Provision for acquiring credits through on-line courses (SWAYAM/NPTEL) is available. Students (UG, PG, PhD) have the option to complete the course requirement through MOOC.
- Achieved 'AAA' rating for using online NPTEL platform.
- MoU with N+1 France having consortium of 50 Universities. (Offering of programme yet to start)
- A Professor is nominated as Director and Office of International Affairs is functional.
- 57 New Faculty has been appointed.
- Smart classrooms with a capacity of 1500 (in blended mode) have been constructed.
- Sanskrit course through NPTEL Design skill certificate course in English and Hindi is offered.
- Elective courses related to Value -based education in UG and PG are offered.
- 9 MoUs signed with Academia/Industries/Organizations for Internships, Research, projects, training etc.

6. New Initiatives and Future Plans of Guru Gobind Singh Indraprastha University

- A Higher committee of experts from reputed national institutions is proposed with a detailed plan to suggest measures for effective implementation of the recommendations of NEP-2020
- A new School of Liberal Arts to be established with B.A. (Hons.), M.A. (Dual Degree) 4+1 year with major in History, Sociology & Political Science. Another Course B.Sc, M.Sc (Dual Degree), 4+1 Year with major in Physics, Chemistry, Mathematics, Biology planned. Introduction of disciplines of Gender Studies, Theatre, Fine Arts, Music and Psychology.
- Transformation to 4-year Undergraduate Programmes and One-year Masters
- More international collaboration for Higher Education Institutions in Aligning to the NEP-2020 recommendations
- Merit based recruitments based on the quality parameters. (For both teaching and non-teaching)
- More Faculty Development Programmes
- More FDPs, Workshops, trainings, seminars, Awards, Incentives for the faculty and Staff.

- Organisation of Live sessions with alumni for the placements and internships.
- The Academic Bank of Credits will be adopted as per the defined guidelines of the Ministry of Education, Government of India.
- Mobilisation of resources within the Universities by extending various consultancy Services.
- Upgradation of existing Infrastructure/equipments
- Introduction of New Courses and Innovative Research Projects

From Academic Session 2022-23:

Bachelor of Design (Industrial Design), Bachelor of Design (Interaction Design), Bachelor of Design (Interior Design), Master of Design (Industrial Design), Master of Design (Interior Design), MBA (Analytics), M.Ed. Special Education (Intellectual Disability)

New Courses in pipeline from future Academic Session:

M.Sc. (Bioinformatics), M.Sc. (Molecular Diagnostics), M. Pharm., Diploma in Regulatory Science

- The University proposes to start BA/MA Programmes in History, Sociology, Political Science, BA/MA Programmes in Fine Arts/Arts/Music/Theatre/Literature /Psychology/Film Studies, Ph.D. in History, Sociology, Political Science, BS/MS in Physics, Chemistry, Mathematics, Biology

New Initiatives and Future Activities of Netaji Subhash University of Technology

- Registration of Academic Bank of Credits in coming Years
- Provision of ODL and Online Programs are already in Act. Waiting for AICTE policy to start ODL programs.
- Starting of more incubation Centres.
- Student centered curriculum according to their interest and ability
- Incentive to meritorious and financial weaker students --SEDGs through “Chhatra Vittiya Sahayta Evam Protsahan Kosh (CVSPK)
- Hackathon with different organization, More sports facility and activity Centre.
- Merit based recruitments based on the quality parameters.
- More FDPs, Workshops, trainings, seminars, Awards, Incentives for the faculty Members.
- Construction of New Academic Blocks
- Upgradation of existing Infrastructure/equipments
- Organisation of Live sessions with alumni for company -related new coding skill and management skill so that students shall be ready for the placements and internships.
- Design of Curriculum according to the requirement of Industries / Markets.
- More sports Facility, Activity centres, Construction of New Hostels.

One-week online Faculty Development Programme
organized by
University School of Education,
Guru Gobind Singh Indraprastha University, Delhi
from 25 October to 31 October
Theme: National Education Policy: A Roadmap for Future India





IPU Innovation & Incubation Foundation Guru Gobind Singh Indraprastha University, Delhi

IPU Innovation & Incubation Foundation was incorporated as section 8 Company under Companies Act 2013 by Guru Gobind Singh Indraprastha University on 18th November 2021. The objective of the company is to provide 360-degree incubation support new, promising and innovative technology-based start-up companies in the areas of IT/ITES, Clean Technology, Renewable Energy, Education, Health, Hygiene, Sanitation, Environment, Waste Management, Agriculture and Food Technology, Pharma, Biotechnology, Electronics and Telecommunication, Cyber Security, Social Incubation etc.



To fulfil the objective IPU IIF is in the process to establish Atal Incubation Centre and DST-iTBI. IPU IIF has also successfully submitted and presented the application to establish IDEA Lab to AICTE. The IDEA lab shall provide the facility to give hands-on experience in the area of manufacturing. IPU IIF has also identified seven team for establishment of start-up at university.



**National Education Policy 2020: A Note on Implementation of Multidisciplinary Higher Education Institutions by
Goa State Higher Education Council***

Part I: GSHEC's Perspective on Multidisciplinary Higher Education Institutions

1. Meaning of Multidisciplinary Higher Education Institutions and Holistic Education as envisaged in National Education Policy (NEP) 2020

- A multidisciplinary HEI implies a higher educational institution offering course choices for students in any discipline, and offering degree programs from Undergraduate to PhD level, ideally in a single campus. As long as the students are able to satisfy all the requirements for a degree program, he/she shall be allowed to take courses of his/her choice.
- Such type of choices will truly provide an opportunity for students to get holistic education. The consequence of this system will be that every student will be able to perform at his/her best.

2. How to Implement Multidisciplinary Higher Education Institutions in the State.

- The State of Goa being among the smaller States, in terms of population as well as land area, it has unique challenges in the implementation of NEP 2020. Goa has a single State University (Goa University), and all Colleges are affiliated to Goa University. Offering of multidisciplinary choices to students either on the campus of Goa University or any of the affiliated colleges will be challenging. However, initially, one of the ways this can be implemented is by offering multidisciplinary course choices through online courses including SWAYAM.
- Govt. of Goa has developed another online platform called DISHTAVO, which is an online E-content platform offering video lectures pertaining to the syllabus of UG courses in Arts, Science, Commerce, Music, Law, Agriculture, Home Science, and Education. Currently, DISHTAVO contains more than 15000 video lecture modules in the above disciplines. This resource can be used for blended learning as well as for offering multidisciplinary choices for various degree programs.

3. What is the Envisioned Role of SHECs in Implementing Multidisciplinary Higher Education Institutions

Active role in improving the quality of higher education by focusing on

- high quality research even at UG level for faculty and students,
- ensure participation of HEIs in the World rankings,
- provide continuous training for faculty on Outcome-based education,

**Shri Prasad Lolayekar, Director, Directorate of Higher Education, Goa and Dr. Vithal Pandurang Shet Tilvi, Professor for Research Development and Innovation for State Higher Education Council, Directorate of Higher Education, Goa prepared this Note*

- provide timely feedback to all HEIs on effective implementation of strategies that allow students access to world-class education.

4. What are the Challenges in Implementing Multidisciplinary Higher Education Institutions

- In the State of Goa, as majority of the Affiliated Colleges are run by the private managements, it is not clear how the Assets & Liabilities of Affiliated Colleges would be handled. Furthermore, it is not yet clear what the role of private management will be when converting from affiliated to Constituent Colleges.
- One solution could be to merge all the Colleges under the same management or different managements, which are in the proximity, to form a HEI cluster and run as a multidisciplinary HEI. Eventually, this Cluster of Colleges can evolve into a full fledge university.
- Currently, the State of Goa has a single State university (Goa University). To develop Goa University into a Multidisciplinary Research University requires introduction of new UG programs in various disciplines including engineering, music, etc. Therefore, this will require additional infrastructure as well as human resource.

Part II: Activities carried out by GSHEC in 2021-2022 and Future Plans

5. Activities carried out by the GSHEC in 2021-2022

- *Establishment of Research and Teaching Departments:* Established Research, Development and Innovation Departments and Teaching, Learning & Education Technology Departments in all Govt. Colleges in the first phase. The idea is to promote activities that are related to research even at the Undergraduate level. The Teaching, Learning & Educational Technology departments are responsible for implementation of new technologies in the classroom teaching, and new pedagogies in everyday teaching.
- *Partnering with industries for Job and skill Oriented Program for Undergraduate students:* The primary objective of this collaboration with industries is to create a talent pool of Industry-ready graduate students, and creating an ecosystem to provide value and skill training to students/learners.
- In the first phase, Goa SHEC partnered with industries to engage UG students from Commerce discipline. Through this initiative, areas like Business Process, Services Industry at large and in the areas of Banking, Financial Services, Insurance, Capital Markets, Market Research & Retail Consumer Packaged goods and Finance & Accounts are being targeted.
- The Outcomes of this training will be (i) develop industry-ready students (ii) Improve quality of teaching faculty and (iii) Improve behavioral and technical capability with Innovation mind set. We have identified two Government HEIs and three aided colleges, in the first phase. The Commerce UG students from these 5 colleges will participate in the pilot training from academic year 2022 onwards, and followed by other colleges, based on the success of this program. The partnered industry is imparting these skill based courses to students free of cost.

6. New Initiatives and Future Plans of GSHEC in 2022-2023

- *Energized and trained faculty for Outcome based Education (OBE):* To impart high quality education in HEIs in Goa, State Higher Education Council and the Directorate of Higher Education has planned a comprehensive and state-wide faculty orientation programme focussed on OBE. Through this programme more than 2000 faculty from 35 colleges will be trained on 'Outcome Based Education'. In order to assess and evaluate the effectiveness and progress of the teaching-learning process, a centralized digitally repository will be generated. Through this unique initiative we aim to achieve the following five objectives: (i) Programme, Course and individual student attainment, (ii) Improvement in NAAC accreditation (iii) Higher ranking in NIRF, (iv) Providing high quality education in line with the NEP recommendation, and (v) Creating an ecosystem of motivated faculty and students. This is the first time through such initiative all faculty from HEIs are being trained for high quality Teaching - Learning practices.
- This unique state-wide initiative is already in progress. At the end of the academic year 2022, a comprehensive analysis on the success of this initiative is also planned.
- *Placement drive (Off-Campus Recruitment program) for Undergraduate students with partnerships with various industries:* In collaboration with a few industries, we have conducted an Off-Campus recruitment drive for Undergraduate students in Bachelor of Computer Application and Bachelor of Science (general) graduates from Goa for Operations Executive role for the year 2019, 2020, 2021 and 2022 batches.
- For successful students, the expected compensation offered for this role is INR 2.22 lakhs per annum and an additional benefits which include a health insurance of INR 4 lakhs per annum and a life cover of INR 30 lakhs per annum. Such placement drives will strengthen the Industry – Institute Interactions and enable employment among students who have taken Science and Computer courses from various colleges in Goa.
- *Research Training to Faculty and Researchers:* Research, being the key driver of all top world economies, developing human resource capable of working in frontier research areas is critical. In order to develop such world-class researchers, we are in the process of training faculty, researchers, and students via regular research writing workshops, seminars, and conducting training sessions on publishing in high-impact international research journals.
- *Development of own MOOCs courses:* Massive Open Online Courses (MOOC) Project with an objective to create world-class learning resources in higher education, the Directorate of Higher Education (DHE), Goa, intends to design, develop and host Massive Open Online Courses (MOOC), following the worldwide MOOCs standards.
- For this purpose, in the first phase, DHE is in the process to develop five MOOCs, consisting of faculty from various Colleges in Goa, and Goa University, from various disciplines which include Geology, Analytical Chemistry, Microbiology and Music. DHE is facilitating development of MOOCs in all aspects pertaining to creation and development of the complete MOOC course. The subsequent hosting of the MOOC courses is to be done on Study Webs of Active Learning for Young Aspiring Minds

(SWAYAM), the global online MOOC platform recommended by University Grants Commission (UGC). In this way the courses will be available to any learner at the national/international level and for credit transfer.

**National Education Policy 2020: A Note on Implementation of Multidisciplinary Higher Education Institutions by
Karnataka State Higher Education Council***

Part I: KSHEC's Perspective on Multidisciplinary Higher Education Institutions

1. Meaning of Multidisciplinary Higher Education Institutions and Holistic Education as envisaged in National Education Policy (NEP) 2020

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

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education

Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;

Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;

Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education.

A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement.

Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university.

By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities

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

Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters, in order to enable and encourage high-quality multidisciplinary and cross-disciplinary teaching and research across fields. Single-stream HEIs will, in particular, add departments across different fields that would strengthen the single stream that they currently serve.

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

2. How to implement Multidisciplinary Higher Education Institutions in your State?

Understanding of multi and interdisciplinary approaches is essential in implementing the Multidisciplinary education.

Multidisciplinary: People from different disciplines working together, each drawing on their disciplinary knowledge. (Additive) Multidisciplinary curriculum is studying a topic from the viewpoint of more than one discipline and solving a problem(s) using a different disciplinary approach.

Interdisciplinary: integrating knowledge and methods from different disciplines, using a real synthesis of approaches. (Integrative). The term *interdisciplinary* is applied within education and training pedagogies to describe studies that use methods and insights of several established disciplines or traditional fields of study.

“Interdisciplinary thinking is defined as the capacity to integrate knowledge of two or more disciplines to produce a cognitive advancement in ways that would have been impossible or unlikely through single disciplinary means.”

Two ways in which multi-disciplinarity can be brought into curriculum:

- System’s thinking
- Problem Solving

Multi-disciplinary learning ecosystems may be provided by one or more of the following:

- to offer freedom to students to choose courses from disciplines other than their core disciplines
- encouraging institutions of good standing to add missing disciplines
- bringing in Arts and Humanities into STEM institutions
- clustering (tight relation) / cooperatives (loose relation) of mono-disciplinary institutions in the neighbourhood.

3. What is the envisioned Role of SHECs in implementing Multidisciplinary Higher Education Institutions?

- Suggesting regulatory provisions to state government to build multi-disciplinary institutions as per national guidelines
- Training for leadership and faculty of higher education on nuances of building multi-disciplinary institutions, multi-disciplinary learning experiences
- Developing alternate models for clustering of institutions
- Help develop model multi-disciplinary institutions

4. What are the Challenges in implementing Multidisciplinary Higher Education Institutions?

- Inadequate resources to fulfil the requirements
- Presence of large number of mono-disciplinary institutions
- Disciplinary silos developed over a period of time among the members of faculties
- Lack of understanding and experience of multi-disciplinary knowledge and skills
- Lack of experience of designing multidisciplinary learning experiences

Part II: Activities carried out by KSHEC in 2021-2022 and Future Plans

5. Activities carried out by the KSHEC in 2021-2022

- Monitoring state private universities
- RUSA 1.0 and 2.0
- Implementation progress of National Education Policy 2020 in the state of Karnataka for Higher Education as on 31 Dec 2021

The Karnataka State Government well before the NEP report was accepted, had constituted a Task Force on March 04, 2020, under the Chairmanship of Shri S.V. Ranganath, Former Chief Secretary, Govt. of Karnataka and then Vice Chairman of Karnataka State Higher Education Council along with other members, to suggest an Implementation Framework for NEP-2020. It had also constituted the following subcommittees:

- On School Education
- Curriculum Reforms in Higher Education,
- Transforming Governance and Regulation in Higher Education

The Task Force and the Sub-Committees have submitted their reports

The Task Force has developed an implementation framework for NEP-2020 in terms of Governance and Curricular reforms in School & higher education. Karnataka is one of the first States in the country to develop an implementation framework to realize the vision and goals of NEP-2020.

It forms basis for the planned implementation of the NEP 2020 in the State.

The Implementation Plan presents actions based on critical aspects such as - legislative actions, structural transformations & governance and administrative transformations along with academic reforms

The State Government has accepted the action plan and has taken steps to implement NEP-2020 comprehensively, as per the Implementation Roadmap suggested by the Task Force. To begin with it is implementing curricular reforms.

Regulatory Reforms:

- Karnataka Shikshana Ayoga Bill – An apex body at state level to offer integrated vision and implementation efforts for both schools and higher education is being proposed. The work is under progress. This body paves way for two commissions, one for school education and the other one for higher education. The proposed higher education council will have three verticals viz. regulatory, grants and research and innovation.
- Karnataka State Higher Education Institution Bill – This bill is aimed at replacing several independent university acts by a single one as per NEP 2020. It has several other reforms as articulated in NEP 2020 as part of it.

Academic Reforms:

A. Model curriculum as per NEP 2020:

- Eight faculty wise committees had been constituted to give shape to the model curriculum framework faculty wise, based on which model General Programme Structures have been formulated, in consultation with all the Vice Chancellors and experts.
- Then about 40 Subjects wise Experts Committees were constituted involving the faculty from all the universities and representatives of Autonomous and Affiliated Colleges in the state. These committees in consultation with the Chairpersons of the respective Boards of Studies in their subjects, from all the universities, have worked out the Curriculum Framework in their subjects and designed and drafted the curriculum contents of their subjects. The same have been passed on to all the universities and Autonomous Colleges to adopt them with suitable modifications to suit their requirements. All the universities have either approved the same or in the process of accepting them with suitable modifications. HEIs are free to change, modify and refine them to suit their situation and implement them.

B. Skill Courses through collaborations

- Technology based skills courses: Karnataka being the hub of IT in India, the state wishes to continue to lead digital transformations and contribute to skilled workforce. Accordingly, KSHEC has collaborated with NASSCOM to offer the following three courses through MoUs between NASSCOM and respective universities:
 - Digital Fluency for first year degree students (all non engineering disciplines)
 - Artificial Intelligence for second year degree students (all non engineering disciplines)
 - Cyber Security for third year degree students (all non engineering disciplines)
- These three courses are designed by NASSCOM and are aligned to National Occupational Standards of NSQF. Each course has two credits weight and has a practicum component Faculty Development Training to teach Digital Fluency course is underway.

- Financial Literacy course: This course is aimed at developing understanding of money, its value, raising, managing and growing it. The course is being designed and offered in collaborations with National Stock Exchange Academy.

C. Empowerment and Outreach

Leadership of higher education

- Higher Education Minister's Meeting series with VCs of Universities to connect and collaborate
- KSHEC – British Council Round Table Policy Dialogue Series on themes of importance for implementation of NEP 2020

Faculty members

- Regional Research Symposium on PBL (RRSPBL 2021) in collaboration with UNESCO Centre for PBL and Sustainability, Aalborg University
- University level NEP Awareness Workshops for faculty members of universities and affiliated colleges

D. Collaborations

- KSHEC – PASSHE (Pennsylvania State Hub for Higher Education)
- MoUs between 05 Universities of Pennsylvania state and 07 from the state of Karnataka.
- KSHEC - British Council – Empowering Leadership
- Round Table Policy Dialogue series
- NASSCOM: Making Digital Technology Skills Courses available to students through access to Future Skills Prime platform.
- National Stock Exchange Academy: Making Financial Education available through the knowledge base of NSE. It includes research as well. We are designing a course on Financial Literacy for all students of UG degree program.

E. Monitoring of NEP Implementation

- A state level taskforce to monitor implementation of NEP is planned.
- All state public universities in the state have constituted University level task forces to implement NEP. They are advised to work in three dimensions:
- Implementation at University level – regulations, research, faculty development
- Implementation for autonomous colleges
- Implementation for affiliated colleges

F. Others

- Vice Chancellors' conference was hosted by Rajbhavan, Karnataka at Higher Education Council on December 27, 2021. Hon.Governor of Karnataka reviewed the progress of NEP implementation of state public universities. 33 state public universities were represented by their respective Vice Chancellors.

6. New initiatives and Future Plans of SHECs in 2022-2023

- Developing monitoring and mentoring systems for implementing NEP
- RUSA activities including preparations for RUSA 3.0

**National Education Policy 2020: A Note on Implementation of Multidisciplinary Higher Education Institutions by
Kerala State Higher Education Council***

Part I: KSHEC's Perspective on Multidisciplinary Higher Education Institutions

1. Meaning of Multidisciplinary Higher Education Institutions and Holistic Education as envisaged in National Education Policy (NEP) 2020

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

2. How to implement Multidisciplinary Higher Education Institutions in your State

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

3. What is the envisioned Role of SHECs in implementing Multidisciplinary Higher Education Institutions?

Advisory Role for Higher Education Council

4. What are the Challenges in implementing Multidisciplinary Higher Education Institutions?

- Out of the Sixteen State Universities in Kerala, eleven of them are discipline based universities. Hence there is need for appointment of more teachers and admission of students in these institutions to make it Multi disciplinary.
- Need for large scale devolution of funds from the centre to the state for developing Multidisciplinary HEIs.
- The affiliated colleges are also functioning in their disciplinary silos, and transforming them into Multidisciplinary institutions requires more time and funds.

**Professor Rajan Gurukkal, Vice Chairman, Kerala State Higher Education Council, Kerala and Dr. Rajan Varughese, Member Secretary, Kerala State Higher Education Council, Kerala prepared this Note*

Part II: Activities carried out by KSHEC in 2021-2022 and Future Plans

5. Activities carried out by the KSHEC in 2021-2022

State Assessment and Accreditation Centre (SAAC)

The primary objective of the SAAC is to assess and assign state level accreditation and grades to all higher education institutions in the state including universities, government and aided colleges, autonomous colleges and self financing institutions/colleges. The Council had incorporated the establishment of SAAC as a major initiative in our plan proposal for 2019-20 and accordingly, the Honourable Governor declared the decision of the Government to establish the Centre under KSHEC. The Council conducted several district wise programmes for colleges pertaining to various aspects of SAAC.

Apart from the seven criteria for assessment proposed by NAAC, three state specific core values of SAAC have been adopted through measurable criteria-framed metrics. They are: (1) Ensuring Social Inclusiveness, (2) Striving for Equity & Excellence, and (3) Fostering Scientific Temper and Secular Outlook.

Bishop Moore College Mavelikkara was the first higher education institution in the state to be accredited by the SAAC with A grade (CGPA 3.21).

Faculty Development Centre (FDC) & its programmes

The Faculty Development Centre (FDC) in the Kerala State Higher Education Council was formed as per various provisions in Section 4 of the Kerala State Higher Education Council Act 2007 with the aim to enhance the quality of teaching-learning activity in the State Universities and the affiliated institutions by providing advanced training Centres –Online/Offline with the help of experts from the field of pedagogy, and other disciplines of higher education.

All Kerala Higher Education Survey

The report of All Kerala Higher Education Survey (AKHES) 2020 prepared by the Council contains useful information on various aspects of Higher Education in Kerala. It covers details of teaching and non teaching staff, programmes conducted under various faculties, student enrolment, scholarships, examination, accreditation and infrastructural facilities in Higher Education Institutions and provides data for evidence based decision making and planning. This is the first report prepared by the Kerala State Higher Education Council since the Government of Kerala designated the KSHEC as the nodal agency for establishing the Kerala State Unit of the All India Survey on Higher Education (AISHSE). The report has been prepared based on information collected online through the KSHEC portal wherein most of the institutions of higher learning in the state have registered themselves and uploaded information in the Data Capture Format. The research team of the KSHEC also collected data directly on a number of parameters. It covers details of teaching and non teaching staff, programmes conducted, students enrolment, scholarships, examination, accreditation and infrastructural facilities in HEIS.

Erudite- Scholar in Residence Programme

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

6. New initiatives and Future Plns of SHECs in 2022-2023

Kerala Institutional Ranking Framework (KIRF)

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

Building Up Database on Keralite-Academic Diaspora around the Globe

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

Kerala Academic Library Network (KALNET)

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

Kerala Academic Libraries Network (KALNET) brings on a common platform the collections of all the libraries of the HEIs of the State which would be accessible to all researchers.

KALNET links Library data from various university libraries. at present 11 universities, 147 libraries and 15 lakh titles of books and journals are brought under a single search interface.

E-Journal Consortium

The Governing Body of KSHEC resolved to establish a consortium of e journals in the State to cater to the needs of the academic community in wake of the rising costs of subscription to e journals and the paucity of funds faced by the universities. The KSHEC acts as the nodal agency of the consortium for which the state government has earmarked Rs.10 crores in the state budget for 2021-22.

Digital Enablement of HEIs in Kerala (*Let's Go Digital* initiative)

This plan is in response to the call of the Government to 'Go Digital' in teaching/learning in higher education. The intention is to establish Moodle Learning Management System (LMS) in all the higher education institutions in the state, especially colleges and universities, in 100 days. The plan proposes the implementation of a centralized model that is resource-frugal, easier, quicker, and less expensive. The Council with technical collaboration of Digital University of Kerala has already provided the free services spare to host the Moodle LMS of the college.

IT Infrastructure Survey of HEIs

In the context of Covid-19 lockdown and emergence of blended learning, Kerala State Higher Education Council initiated a survey is to assess IT infrastructural facilities and the Technology-Enabled Learning environment prevailing in the Universities and colleges in the state. The primary aim of this survey is to assess the Technology-Enabled Learning environment including availability of digital devices, online accessibility, and affordability of the same in the Higher Educational Institutions (HEIs) in the State. The questionnaire tries to gauge the ground reality of the online mode of the teaching – learning process in the Higher Education sector. The survey will also be useful for policy formulation especially in the context of the efforts of the state Government to bridge the digital divide and the implementation of the Digital Enablement of HEIs in the state. The data is collected at the institutional, Faculty and Student levels.

E-Learning Hub for MOODLE-LMS

The Kerala State Higher Education Council has been entrusted by the government of Kerala to implement the digital enablement drive of higher education institutions in the state under the banner of the programme "Lets go Digital" focusing on MOODLE based Learning Management System (LMS) in association with the Digital University of Kerala. The programme has trained more than 3500 faculty members in the state and training has been conducted at the institutional level for selected colleges of the state in the first phase.

Online Digital Repository of course materials of UG/PG programmes

Kerala State Higher Education Council provides a dedicated portal for students to access online study materials on various courses in UG/PG programmes in different subject disciplines of the state universities in its website www.kshec.kerala.gov.in under the title 'Online Study Materials 'this repository has been developed in association with faculty members of government, affiliated colleges and universities in the state. A wide range of study materials for B.Sc./B.A./B.Com./B.B.A. and M.Sc./M.A./M.Com. programmes, are available. Students can easily choose it according to their interest and demand as the website provides user-friendly windows for search, view and downloading. The material is supplied in the form of pdf documents, power point presentation and videos formats. The council does the preliminary screening of the learning material received from the faculty members.

**National Education Policy 2020: A Note on Implementation of Multidisciplinary Higher Education Institutions by
Meghalaya State Higher Education Council***

Part I: MSHEC's Perspective on Multidisciplinary Higher Education Institutions

1. Transformation towards Multidisciplinary Educational Institutions

By 2030, one large multidisciplinary college in every district - this was a headline that one could not miss when the National Education Policy 2020 was announced. The headline encapsulates the bold reforms that will be implemented in the Indian education and higher education system.

The focus on making education multidisciplinary is a significant step that will benefit the students, and one that will have far-reaching effects. The Government of India has done a tremendous job in creating an enabling ecosystem for offering multidisciplinary education to flourish and making a difference to students, who in turn will make an impact on the future of our country.

Liberal education can unlock all inherent capacities of human beings — intellectual, aesthetic, social, physical, emotional and moral — in an integrated manner, writes Viraj Kumar. A key pillar of the National Education Policy (NEP 2020) is liberal (“holistic and multidisciplinary”) education, which sensitises students to the fundamentally interconnected nature of all human knowledge and enquiry.

Given the tradition of single-disciplinary undergraduate education over the past seven decades since independence, why NEP 2020 takes a contrary stance requires explanation. Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. Research is also improved and enhanced through a holistic and multidisciplinary education approach.

Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus removing currently prevalent rigid boundaries and creating new possibilities for life-long learning. Graduate-level, master's and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry.

**Professor Prabha Shankar Shukla, Vice-Chancellor, North-Eastern Hill University, and Vice Chairman, State Council of Higher Education, Meghalaya and Dr. Davidson Pyngrope, Public Relations Officer, North-Eastern Hill University, Shillong, Meghalaya prepared this Note*

2. Creating a viable opportunity to form a national network of policymakers from the states for sustainable knowledge building

The policymakers should keep in mind the importance of language. The role language plays change the dynamics of the society. A concept has to be translated into different languages so as to increase the reach to people which would convert this concept into a technology which will be in usable form.

Therefore, utmost importance has to be given to mother tongues. A lot of concepts developed by people with international or national languages donot get translated to the mother tongue of many communities and therefore, these people remain in dark about the use of such technologies. Same may happen with the concept or technologies developed by the indigenous community who do not know how to translate their work to national or international languages and hence the technologies developed by them do not get widespread recognition.

Therefore, it is important to start at the ground level and teach people the importance of mother tongue, then the national language and then the international language which would enable the work of local people to get widespread publicity and also to translate the works of other people into local language.

The school education also plays an important role in any society and hence NEP 2020 gives extra importance to school education. Following are the points which should be kept in mind for successful implementation of NEP 2020 with regards to school education:

- Ensuring Universal Access at all levels of school education.
- Early Childhood Care & Education with new Curricular and Pedagogical Structure.
- Attaining Foundational Literacy and Numeracy.
- Reforms in school curricula and pedagogy.
- Multilingualism and the power of language.
- Equitable and Inclusive Education.

The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2040.

To achieve such goals, teachers will have to play an important role. Sensitisation of teachers with respect to the concepts of NEP 2020 is very important and necessary. Teachers should be given constant opportunities for self-improvement and to learn the latest innovations and advances in their profession.

NEP's biggest impact will be on how students learn. The policymakers should focus on ensuring students 'learn to learn' and advocate moving away from the rote-learning based system currently in place to a more activity-based, experiential learning methodology, with an increased emphasis on choice for students in the secondary grades. This will allow the education system to shift to a more personalised, student-centric model and adopt new curriculum and technology solutions that will enhance this process.

NEP has recommended a change in curriculum and pedagogy to ensure students are developing higher order cognitive skills, 21st century skills, mathematical and computational thinking, critical thinking skills amongst others. The development of these skills will result in a future ready workforce, with an increased ability to meet the changing needs required for future jobs.

One of the key impact areas of the NEP is that all teachers will be professionally trained or certified by 2030. If implemented, all teachers from anganwadi levels up to secondary school will have the necessary professional qualifications and will meet a common set of professional standards, which is a significant change from the current system. Therefore, training of teachers from anganwadi level to higher secondary level to achieve such goals is of utmost importance and should be given top priority by the policymakers.

Part II: Activities carried out by MHEC in 2021-2022 and Future Plans

3. Activities carried out by MHEC regarding implementation of NEP recommendations in 2021-22

The state of Meghalaya has one central university namely North-Eastern Hill University, Shillong and few private universities. The North-Eastern Hill University has played a major role in the implementation of NEP 2020 in the state of Meghalaya in 2021-22 which are listed below:

- North-Eastern Hill University, Shillong has constituted a committee at the university level headed by a Chairperson (Senior Professor) to look into the activities which would enable the implementations of recommendations of NEP 2020 in the state of Meghalaya.
- The committee has conducted various rounds of discussions, workshops and seminars with various stakeholders of the education system to sensitise them with the recommendations of the NEP 2020.
- The Covid pandemic has opened a new opportunity for the teachers and learners to use online methods of education. The Meghalaya SHEC has been promoting this new medium of instruction in the state which has opened doors to include learners in the education system who are unable to go for conventional method of education.
- The role of ICT is being promoted by the University as well as different colleges affiliated to the university for imparting knowledge to the learners.
- Internal assessment of the students were carried out regularly to monitor the all round growth of the students.
- Most of the examinations were carried out in online mode owing to the difficulties faced during the pandemic.
- Discontinuation of M. Phil courses in the university.
- Starting of Open Courses which could be taken up students of any department to promote multi-disciplinary education.
- Setting of committees to look into Academic Credit Bank

- Setting up of centre like DIC and skill development to hone the skills of students and to encourage them for entrepreneurship.
- The University also started many MoUs with different universities, organisations, research institutes and industries to enhance the skill of the students.
- Setting up of infrastructure to facilitate blended mode of studies.
- Organised discussions with the affiliated colleges on how to start the work on implementation of recommendations of NEP 2020

4. New Initiatives and Future Plans:

- Use of ICT tools and encourage Online Teaching-Learning process
- To promote of Research and Innovation in university and affiliated colleges
- Inclusion of Skill Education in the course curriculum of different branches of studies.
- To promote entrepreneurship development and to encourage start-ups.
- Academia – Industry tie-ups for training, apprenticeship and placements.
- Setting up of Incubation centres to encourage development of new ideas and technologies
- Starting and encouraging Internship programmes
- To set up goals to start Multi-Disciplinary Education in affiliated colleges as per vision of the recommendations of National Education Policy, 2020.
- Given the need for online E-platform, Meghalaya SHEC plans to develop MOOCS online courses.
- Collaborating with more universities (national and international), research organisations and industries and signing MoUs to improve overall quality of Higher Education in Meghalaya.
- Implementation of CUET.
- Utilization of budget and providing Infrastructure facilities.
- Recruitment of Teaching Posts
- Conducting Faculty Development programmes.

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

Part I: OSHEC's Perspective on Multidisciplinary Higher Education Institutions

1. Multidisciplinary and Holistic Education

1. Issues to be implemented:

- The existing separation amongst Curricular, extracurricular and co-curricular activities will cease to exist.
- The erstwhile separation between science, humanities, management, engineering, liberal arts, law, education and other professional subjects will be replaced by strong linkages in the curricular framework.
- Basic curriculum will have foundational course and multiple electives including vocational as well as finishing courses
- New courses on value education, ethics, character building, professionalism, patriotism, good citizenship, Sustainable development etc. will be part of curriculum for all.
- Experiential learning, internship in industries, critical thinking, inquiry based, discussion based, discovery based learning
- Background learning of history as well as cultural heritage of India

2. Implementation Strategies:

- Within the CBCS framework and modifying the scope of the criteria and developing curricula based on UGC framework
- Permitting formal MOUs and twinning arrangement amongst various HEIs including technical and professional HEIs to share facilities and faculty expertise both online and off line
- Reform of Examination, assessment and evaluation philosophy and approaches
- Expansion of Online mode and strengthening of digital and internet infrastructure across the state
- Incentivising student and faculty creativity, innovation. Strengthening faculty trainings.
- Mechanism for effective Industry Academia knowledge sharing partnership

** Professor Asoka Kumar Das, Vice Chairperson, Odisha State Higher Education Council, Odisha prepared this Note*

3. Role of OSHEC:

- The OSHEC is vest with the responsibility of effecting reforms in higher education sector in the state. All the above are part of the reform being carried out.

4. Challenges in Implementation:

- Timely and proper framework from UGC or Centrally authorised agency. This is yet to be clarified since the entire NEP is a complex interwoven fabric of many facets.
- Financial resources Faculty strength as per NEP specified P/E guideline

Part II: Activities carried out by OHEC in 2021-2022 and Future Plans

5. Activities of OHEC in line with Spirit of NEP-2020

Access:

- Massive increase in hostel seats for tribal and girl students and model colleges in aspirational districts

Financial incentive in terms of scholarships, Loans, fee waivers and laptop for EWS

- Promoting Language study through Scholarships
- Common State Portal for Scholarships
- Common admission Portal for UG and entrance cum admission portal for PG
- Video Content and e books available freely through Virtual Tutorials

Quality

- Basic CBCS implemented across all HEIs in the state since 2016, revised and updated in 2019; due in 2022. Need to modularise, make them outcome based and bring in finishing courses.
- New AECC course on Ethics, Values, Disaster management, survival skills included
- Two tier faculty training covering all college teachers involving Institutions of Eminence (Induction, Refreshers, Leadership)
- Reforming Examination, setting up question bank system and aligning examination with most of student outcomes
- Introducing Academic Audit and NAAC/NIRF facilitation with a panel of academicians through hybrid mode.
- Proctorial system, guided self learning system and freely downloadable video lectures by expert faculty for UG courses.
- Providing e-Journals, books and other research content centrally as library resource to all universities and leading Colleges.
- Propagating Indian Knowledge system through Language and culture universities as well as centres of excellence in Ethno medicine, Corpus development of Sarala Mahabharat, Digitisation of Palm leaf Pothis etc.

- Establishing Platforms for Research Ecosystem through Odisha University Research and Innovation Incentivisation as well as Odisha Higher Education Plan for Excellence and Equity for smooth implementation of objectives of NRF.
- Establishing Common Research Guidelines supplementing UGC policy and Utkal Innovation Centre for Incubation as well as entrepreneurship Development.

6. Future Readiness

- A structural consultative structure called Vice Chancellor's Conclave that work on a common quality and governance upgradation agenda.
- Digitisation of Examination and admission process through Student Academic Management System through which both Undergraduate admission and Post graduate entrance, merit list and admission are done in a transparent manner.
- Establishment of Odisha State Higher Education Council to assist, help and guide HEIs towards excellence.
- Supporting Universities in Development of sports and innovation through special meetings.

National Education Policy 2020: A Note on Implementation of Multidisciplinary Higher Education Institutions by

Telangana State Higher Education Council*

Part I: TSHEC's Perspective on Multidisciplinary Higher Education Institutions

1. Meaning of Multidisciplinary Higher Education Institutions and Holistic Education as envisaged in National Education Policy (NEP)2020:

Multidisciplinary education is a unique educational approach that allows the students to learn and explore distinct subjects or curriculum from various disciplines. For instance, a student of Engineering can take a subject from humanities. It is a “buffet style” approach to education where students can choose what they want to learn.

One of the benefits of a multidisciplinary approach in education is to get a more holistic understanding of the world. Rather than looking at individual departments and their subject matters separately, a multidisciplinary approach integrates parts of each department into the study programs of the other. A multidisciplinary team approach brings professionals with different skills and expertise together to solve a problem. By bringing a wide variety of team members together, it can broaden the conversation, solve problems and realize faster outcomes. It develops abilities that can facilitate the process to find solutions to complex problems from several perspectives. It brings curriculum integration which focuses primarily on the different disciplines. It brings diverse perspectives which illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline.

Gist of NEP 2020, towards multidisciplinary and holistic education

- A multidisciplinary education will focus on the integrated development of individual including - social, physiological, emotional, social and moral.
- All the disciplines including professional, vocational or technical of undergraduate programme will experience the methodical execution of such comprehensive learning.
- There will be no rigid boundaries between the learning of science, arts and humanities. All institutions will accommodate professional and soft-skills courses.
- The all-inclusive approach in curriculum will ensure the flexibility in courses and academic pathways thus would promote Multiple Entry Exit System.
- All Higher Education Institutes (HEIs) will encourage the foundation of all departments including Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc.
- Students will be their own degree maker as NEP offers certificate after completing one year of professional or discipline course, diploma if one completes two years, a

* Professor R Limbadri, Chairman, Telangana State Council of Higher Education and Professor V. Venkataraman, Vice Chairman, Telangana State Council of Higher Education, Telangana prepared this Note

Bachelor's degree after the completion of three years and the undergraduate degree with research if one completes the preferred duration of four years.

- Students will be their credits holder too with the initiative of Academic Bank of Credit (ABC) to create a digital account of their earned credit from various programs or institutes which can be considered to award the degree
- Exclusive Multidisciplinary Education and Research Universities (MERU), aiming to the best quality education at par with global standards will be established for holistic and multidisciplinary education.

2. How to implement Multidisciplinary Higher Education Institutions in your State?

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

3. What is the envisioned Role of SHECs in implementing Multidisciplinary Higher Education Institutions?

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

i. Flexibility of Courses

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

ii. **Credit Transfer**

for taking up courses available in other colleges/universities should be allowed.

iii. **Accreditation**

Colleges should be encouraged to get accreditation to improve quality in Higher Education. In order to ensure this, the scholarship fees reimbursement from State Government should be given only for students in accreditation colleges from Academic year 2019-20 to provide three years window to the colleges to get accreditation.

iv. **Low Enrolment Colleges**

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

v. **Course duration**

The course duration needs to be done away with and award of certificate/diploma/degree should depend on number of credits earned by the students. However, to prevent over burdening the students, a limit of 30 credits should be imposed.

vi. **Faculty Services**

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

vii. **Foreign Students**

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

viii. **Thrust on New, Emerging and in-Demand Disciplines**

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

4. What are the Challenges in Implementing Multidisciplinary Higher Education Institutions?

- i. Availability of Faculty
- ii. Resources
- iii. Proper Frame Work
- iv. Proper Implementation planner

Part II: Current Activities carried out by TSHEC in 2021-2022 and Future Plans

5. Activities carried out by TSHEC in 2021-2022:

- **MOU's Signed with National and International some of them are:**
 - MoU between Telangana State Council of Higher Education and British Council to work on Curriculum Development projects with Universities of UK, OU & KU.
 - MoU between Telangana State Council of Higher Education and TCS, the largest IT solution provider in developing the Data Science Course.
- **New Courses introduced:**
 - Data Science,
 - Business Analytics,
 - BA Honours,
 - Political science and Economics etc.
- Multi-disciplinary and inter disciplinary through bucket system, student will have more choice in flexible mode in BSc.(Economics), BA (Mathematics) making a choices wider.
- Introducing cluster system to share the resources among the colleges.
- Credit transfer system with MOOCS, Swayam online courses.
- Made admissions into various under graduate courses offered by Private, aided and Government Colleges in the State through DOST (Degree Online Services of Telangana).
- Academic and Financial Audit in all professional and Degree Colleges in the State.
- Preparation of Private un-aided Degree colleges for NAAC Assessment:
- The NAAC Assessment helps to know about the create awareness about the strengths and weaknesses of the institutions and resolve inter institutional comparison. The Telangana State Council of Higher Education has taken up the responsibility of motivating and brining awareness among the private un-aided Degree Colleges to go for Accreditation to maintain quality in Educational Institutions. The TSCHE helping all the colleges with a financial support of Rs. One lakh for those colleges which are going for NAAC.
- Initiated steps to re-design the academic programmes, reforming curricula involving Senior Academicians, representatives of industry concerned so as to prepare our students to suit the requirements of the fast changing sectors of the Industry.
- Webinar meetings held with different organizations during pandemic period.
- Introducing standards and quality norms in online testing at Universities towards Aural and Oral skill for effective communications
- Monitoring the reliability, validity, authenticity and desired impact of the formative and summative aspects of the assessment and evaluation of the Communication skills course.
- Faculty Exchange programmes initiated.
- In the present situation of COVID-19 pandemic all the educational institutions and Universities are implementing ONLINE classes and preparing e-Office system.

6. New Initiatives and Future Plans of TSCHE in 2022-2023:

Academic:

- Develop online short courses and customize the curriculum to make student employable.
- Student mentoring system to be established.
- Undertake faculty appointments.
- Streamline teaching responsibilities and also ensure proper coordination with faculty in Universities.
- Developing performance indices for faculty.
- Improve the quality of teaching through constant upgradation of curriculum.
- Improve classroom facilities like projects, LMS and onscreen evaluation/projectors.
- Timely announcement of examinations and maintaining a strict academic calendar and discipline.
- Collaboration between Universities and industry partners for developing new courses.
- Sharing of academic resources between Universities and Colleges.
- Capacity building for faculty
- Strengthening the Teaching-Learning practices and bring in accountability.
- Facilitation by Universities to teachers to explore/apply for National / International funding agencies.
- Develop courses with integration of AI/ML/3D/IOT interface and linkages.
- Introduce emerging technical subjects in Engineering. Science Arts and Humanities
- International accounting practices.
- Global Communication practices, Exposure to a foreign language
- Enhanced understanding of application of IT tools and Techniques in Teaching-Learning methodologies

Research:

- Focus on multidisciplinary research which is specially relevant and need based and globally significant.
- Improve laboratories with additional funding to conduct basic research and development.
- Establish Research and Development cell and create IP cells to facilitate faculty and students to file patents.
- Encourage patent filing and organize periodic workshops on developments in areas of patents, protection and commercialization of laboratory findings.
- Provide “Plug and Play” incubation, innovation facilities to foster an entrepreneurial culture and involve multiple disciplines to work on research topics/themes.

Faculty Development:

- Faculty development programs with periodic refresher course – once in 2 years with field/industry immersion activity to build capacity and expose to new and emerging areas of study.

- Develop joint Faculty exchange program between Universities and Industry through active collaboration with industry/scientific organisations.
- Joint and sharing research papers, journals and the facilities amongst Universities to adopt a collaborative and interdisciplinary approach.
- Provide access to latest journals/periodicals and publication to enhance the body of knowledge amongst faculty
- Inclusion of Artificial Intelligence as course in Engineering Colleges in Telangana State Universities.
- Fund Raising – International, National, Alumni and Industry connect
- 'Institutional Development Plan' (IDP) - Short term / Long term plans.
- TSCHE in collaboration with TSCOST (Nodal agency of DST GOI) wishes to organize a meeting to discuss the road map for Strengthening the Science Technology and Innovation (STI) Ecosystem of the Telangana State through Center-State Collaboration for improving the performance and for benefitting our Student and Teaching community in R & D area and also for tapping the intellectual knowledge resources available from in and around established National Institutions.

Annexure II



**Consultative Meeting on State Higher Education Councils
16-17 March, 2022
Centre for Policy Research in Higher Education (CPRHE)
National Institute of Educational Planning and Administration (NIEPA)
Online, Google Meet**

Detailed Programme	
Date and Time	Programme
Wednesday, 16 March, 2022	
0930-1030hrs	Inaugural Session Welcome Professor Pradeep Kumar Misra, Director, CPRHE, NIEPA, New Delhi Introduction to the Programme Dr. Garima Malik, Assistant Professor, CPRHE, NIEPA, New Delhi Opening Remarks Professor N. V. Varghese, Vice Chancellor, NIEPA, New Delhi
1030-1200 hrs	Multidisciplinary Higher Education Institutions Dr. Pankaj Mittal, Secretary General, Association of Indian Universities
1200-1315hrs	How do we Transform to Multidisciplinary Higher Education Institutions? Professor K. Ramachandran, Advisor, Unit for International Cooperation, NIEPA
1315-1400 hrs	Break
1400-1515 hrs	State Higher Education Councils (SHECs) and Multidisciplinary HEIs in National Education Policy 2020: Presentation by Participants Chair: Professor Sudhanshu Bhushan, Head, Department of Higher and Professional Education, NIEPA, New Delhi
1515-1530 hrs	Break
1530-1700 hrs	State Higher Education Councils (SHECs) and Multidisciplinary HEIs in National Education Policy 2020: Presentation by Participants Chair: Professor Pradeep Kumar Misra, Director, CPRHE, NIEPA
Thursday, 17 March, 2022	
0930-1000 hrs	Brief on SHEC Presentations and Multidisciplinary Higher Education Institutions in NEP 2020 Dr. Garima Malik, CPRHE, NIEPA

1000-1200hrs	Group Work and Presentations on Multidisciplinary Higher Education Institutions in NEP 2020
1200-1300 hrs	Discussion of Future Plan of Activities of SHECs Chair: Professor Pradeep Kumar Misra, Director, CPRHE, NIEPA Vote of Thanks Dr. Garima Malik, Assistant Professor, CPRHE, NIEPA, New Delhi

Annexure III

Two Day Consultative Meeting on the State Higher Education Councils 16 and 17 March, 2022

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