

# Agenda for December

## Peer Learning - 4 sessions

Topic	Date	Presenting Team
Topic 1 – Outcome Based Learning and Curriculum Designing. Integrating HOTS	7-Jan	Dr.Geeta Sharma &Dr. Kapil Jain & Manju Sachdeo
Topic 2 – Understanding Blooms Taxonomy and Rubrics	7-Jan	Dr.Jyoti Sharma & Dr.Surendra Malviya
Topic 3 – Strategies for effective teaching –learning process	14-Jan	Dr.Kirti Mathur & Dr.Ramesh Thakur & Dr.Jugendra Dongre
Topic 4 – Understanding Student’s Diversity, their needs and ensuring learner engagement	15-Jan	Dr.Ravindra Yadav

# NEP 2020

Understanding the broad picture

# Why NEP2020?

- “Inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.
  - The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015.
- Such a lofty goal will require the entire education system to be reconfigured to support and foster learning.

New Education Policy has been adopted in India and in MP since July 2021.

# Why should “WE” be concerned about it?



Do we have a  
choice?

Change is  
**INEVITABLE**

Matter of  
existence....

Understand  
the Urgency

# NEP2020

- **Aim - To have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.**
- This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the inspirational goals of 21st century education, **including SDG4, while building upon India's traditions and value systems.**

# Grounded in Indian Value System

- *The aim of education is not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for **the complete realization and liberation of the self.***
- The pursuit of **knowledge (Jnan), wisdom (Pragyaa), and truth (Satya)** - *the highest human goal as per Indian thought*

# Key Focus areas of NEP2020

- Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System
- Institutional Restructuring and Consolidation
- Towards a More Holistic and Multidisciplinary Education
- Optimal Learning Environments and Support for Students
- Motivated, Energized and Capable Faculty
- Equity and Inclusion in Higher Education
- Teacher Education
- Re-imagining Vocational Education
- Catalyzing Quality Academic Research in all Fields through a New National Research Foundation
- Transforming the Regulatory System of Higher Education
- Effective Governance and Leadership for Higher Education Institutions



# Key Focus areas of NEP2020

- Professional Education
- Adult Education and Life Long Learning
- Promotion of Indian Languages, Arts and Culture
- Technology Use and Integration
- Online and Digital Education: Ensuring Equitable Use of Technology
- Strengthening the Central Advisory Board of Education
- Financing: Affordable and Quality Education for All
- Implementation

# Major problems currently faced by the higher education system in India

- (a) a severely fragmented higher educational ecosystem;
- (b) less emphasis on the development of cognitive skills and learning outcomes;**
- (c) a rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;**
- (d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
- (e) limited teacher and institutional autonomy;
- (f) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
- (g) lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
- (h) suboptimal governance and leadership of HEIs;
- (i) an ineffective regulatory system; and
- (j) large affiliating universities resulting in low standards of undergraduate education.**

# **Key Highlights Of The Draft Of NEP 2020**

Two Key Words

**“Holistic Development”**

**“Multidisciplinary Education”**

# Holistic Development

- 9.1.2. For the purpose of **developing holistic individuals**, it is essential that an **identified set of skills and values** will be incorporated at each stage of learning, from pre-school to higher education.
- 9.1.3. The purpose of quality higher education should be more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, **socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.**

## 9.3. A complete overhaul and re-energising of the higher education system

The policy's vision includes the following key changes to the current system:

- (a) **Multidisciplinary** universities and colleges that offer medium of instruction or programmes in **local/Indian languages**; special emphasis on **undergraduate education**;
- (b) **revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences**;
- (c) **online education**, and Open Distance Learning (ODL); and **all infrastructure and learning materials accessible and available to learners with disabilities**.

# Moving to large multidisciplinary universities and HEI clusters is 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.
  - Research-intensive Universities- those that place equal emphasis on teaching and research
  - Teaching-intensive Universities- those that place greater emphasis on teaching but still conduct significant research
  - Autonomous degree-granting College (AC) - a large multidisciplinary institution that is primarily focused on undergraduate teaching
- **Single-stream HEIs will be phased out over time**

# 11. More Holistic and Multidisciplinary Education

- good education as knowledge of the 64 Kalaas or arts; and among these 64 ‘arts’ were not only subjects has been referred to by Banabhatt and Huan Tsang
- Inclusion of Liberal Arts, STEM, Skills etc in modern education
- 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.**



# 11. More Holistic and Multidisciplinary Education

- 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.



# More Holistic and Multidisciplinary Education

- **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.

# More Holistic and Multidisciplinary Education

Curriculum to include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.

- **Environment education** will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
- **Value-based education** will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), *righteous conduct (dharma)*, *peace (shanti)*, *love (prem)*, *nonviolence (ahimsa)*, *scientific temper*, *citizenship values*, and also *life-skills*
- **Community engagement-** ; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education. opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions

- How this all will be done?

# Flexibility and inclusivity

- Flexible structure and lengths of degree programmes with multiple entry and exit options
- An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned.
- HEIs will have the flexibility to offer different designs of Master's programmes:
  - (a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme;
  - (b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and
  - (c) there may be an integrated 5-year Bachelor's/Master's programme.

Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research.

## 12. Optimal Learning Environments and Support for Students

- curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning
- Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed.

# 12. Optimal Learning Environments and Support for Students

## First support

- Autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications in order to promote creativity, institutions and faculty will have the.
- **Outcome based learning and criterion-based** grading system that assesses student achievement based on the **learning goals for each programme.**
- Mapping PO-CO –LO and Rubricks

# 12. Optimal Learning Environments and Support for Students

## Second support

- **Integrating academic plans** ranging from curricular improvement to quality of classroom transaction - into its larger **INSTITUTIONAL DEVELOPMENT PLAN (IDP)**.
- Have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, **such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc.** Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed.
- Faculty to have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides.



# 12. Optimal Learning Environments and Support for Students

## Third support

- **Encouragement and support** to students from **socio-economically** disadvantaged backgrounds to make a successful transition to higher education.
- **Set up support centres** – Should have professional academic and career counselling for all students to ensure **physical, psychological and emotional well-being**.

## **12. Optimal Learning Environments and Support for Students**

### Fourth support

- ODL and Online education to increase access to quality higher education.
- **Upto 40% courses may be offered online**

# Agenda for December

## Peer Learning - 4 sessions

Topic	Date	Presenting Team
Topic 1 – Outcome Based Learning and Curriculum Designing. Integrating HOTS	7-Jan	Dr.Geeta Sharma &Dr. Kapil Jain & Manju Sachdeo
Topic 2 – Understanding Blooms Taxonomy and Rubrics	7-Jan	Dr.Jyoti Sharma & Dr.Surendra Malviya
Topic 3 – Strategies for effective teaching –learning process	14-Jan	Dr.Kirti Mathur & Dr.Ramesh Thakur & Dr.Jugendra Dongre
Topic 4 – Understanding Student’s Diversity, their needs and ensuring learner engagement	15-Jan	Dr.Ravindra Yadav

# Reimagining Vocational Education

- Vocational courses will be available to students enrolled in all Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes.
- HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills.
- National Skills Qualifications Framework – Levels

# Professional Education

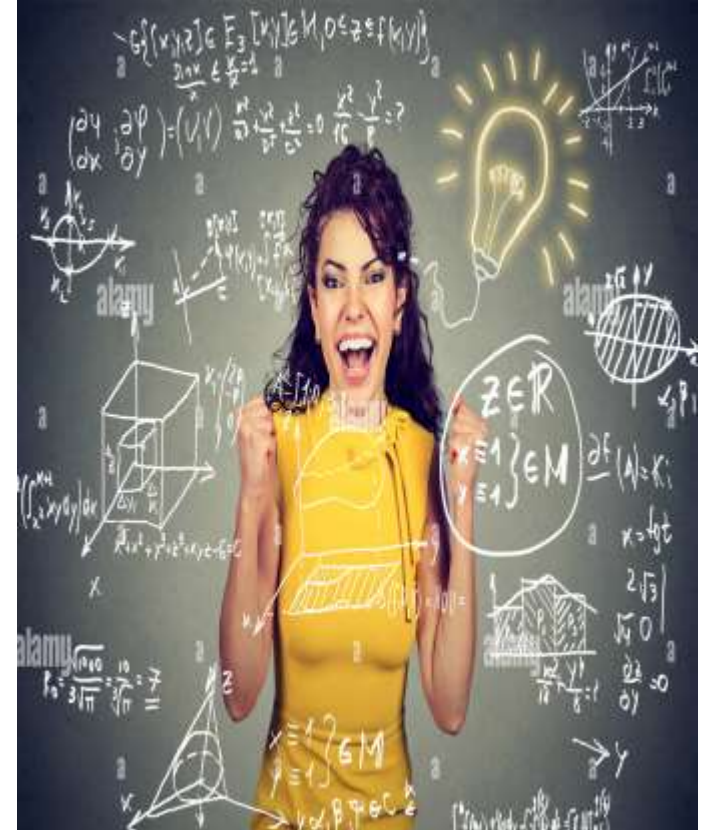
- Preparation of professionals must involve an education in the **ethics** and **importance of public purpose, an education in the discipline, and an education for practice.**
- It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. HOTS
- All institutions offering professional education will aim to evolve into institutions offering both **holistic and multidisciplinary education** seamlessly, and in an integrated manner by 2030.

# Miscellaneous....

- The **happiness/well-being, cognitive development, and cultural identity of individuals** are important reasons that Indian arts of all kinds must be offered to students at all levels of education
- *‘Ek Bharat Shrestha Bharat’, 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations*
- **offer Ph.D. and Masters programmes** in core areas such as **Machine Learning as well as multidisciplinary fields “AI + X”** and professional areas like health care, agriculture, and law.
- They may also develop and disseminate courses in these areas via platforms, such as SWAYAM.

# Teachers to be trained for

- Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable
- Learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools.
- There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other



# Implementation Initiatives by UGC

- Regulations on Academic Bank of Credits issued. ABC established. Several universities have onboarded
- Guidelines on Multiple Entry and Exit in the Academic Programmes of Higher Education Institutions
- Guidelines for Apprenticeship/Internship embedded degree programme as part of the curriculum of general degree programme
- Amendment of institutions Deemed to be University Regulations to facilitate Vocational Education to enhance Employability
- Regulations on ODL and Online Education to expand access and increase GER
- Regulations on Credit Framework for online courses through SWAYAM,2021 for recognition and integration of credits - Increasing the credit limit from 20 % to 40 %
- Guidelines for Internationalization of Higher Education
- Establishment of Office for International Affairs - one stop contact for foreignstudents
- Alumni Connect at University Level to engage with Alumni (of foreign origins and Indians living abroad)



# UGC Quality Mandate

- Faculty Induction Programme (Guru Dakshata)
- Inculcation of human values and professional ethics (Mulya Pravah),
- framework for eco-friendly and sustainable campus in higher educational institutions (SATAT),
- empowering graduates with the vital skills requisite for global employment and successful life (Life Skills),
- orientation to new students through Student Induction Programme (Deeksharambh),
- social responsibility and community engagement, industry academic linkage, development cell and start up incubation centre, divyangjan friendly physical infrastructure, translation of books/course materials for degree programmes in Indian languages.

# Journey so far.....

- MP has adopted NEP2020 from July 2021 session onwards
- Ordinance 14A has been adopted in MP universities
- DAVV expects all UG programs to be revised as per NEP 2020 from July 2021 batch
- ABC has been created and several universities have on boarded.

# Proposed Timeline for IIPS



# Agenda for December

## Peer Learning - 4 sessions

- Topic 1 – Outcome Based Learning and Curriculum Designing.  
Integrating HOTS
- Topic 2 – Understanding Blooms Taxonomy and Rubrics
- Topic 3 – Strategies for effective teaching –learning process
- Topic 4 – Understanding Student’s Diversity, their needs and ensuring learner engagement.



# Peer Learning Sessions for NEP2020@IIPS

**Date – 7<sup>th</sup> Jan 2022, Time 2.30 P.M**

## Session 1

Outcome Based Learning and Curriculum Designing, Integrating HOTS Speakers -  
Dr.Geeta Sharma &Dr. Kapil Jain & Manju Sachdeo

## Session 2

Understanding Blooms Taxonomy and Rubrics  
Speakers - Dr.Jyoti Sharma & Dr.Surendra Malviya

*Organised by – NEP implementation committee, IIPS*



# Peer Learning Sessions for NEP2020@IIPS

**Date – 21<sup>st</sup> Jan 2022, Time 3.00 P.M**

Session

**Understanding Student's Diversity, their needs and  
ensuring learner engagement**

Speakers- Dr.Ravindra Yadav



*Organised by – NEP implementation committee , IIPS*