Implementing NEP 2020 Issues and Challenges
Webinar Proceedings

E. Revathi and Venkatanarayana Motkuri

Research Cell on Education

*Research Cell for Studies in Education Policy, Planning and Governanc*e (RSEPPG) in Telangana State at the **Centre for Economic and Social Studies** (CESS) is set up in July 2020 with the support of **Telangana State Council for Higher Education** (TSCHE). The predominant objective of the *Research Cell on Education* (RSEPPG) is to comprehensively study the gamut of issues and challenges in the education system/sector at all levels in a holistic perspective while *focusing on higher education* in the state and in the country. Research studies are thematically organized around five dimensions or foundational pillars of education system: *Access, Quality, Equity, Affordability and Accountability*. The impact of *state policy*, *funding*, *regulatory framework, educational standards* and *governance* on achieving these five dimensions of education system would be the focus of research studies. The Research Cell while providing policy inputs and support derived from evidence-based policy-oriented research output, assists the *TSCHE* and thereby the *Telangana State Government* in their endeavor for educational development in the state.

Activities:
- To organize seminars, workshops, discussions and conferences on topical issues related to Education;
- To conduct research studies focusing on education policy, funding, and governance;
- To conduct assessment and evaluation studies on initiatives and programmes with respect to education development; and
- To bring out research reports, policy briefs, and working papers along with research publications

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Proceedings of CESS-RSEPPG's Two Webinars on State Level Implementation of NEP 2020 in Higher Education

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This document presents the proceedings of two webinars on S*tate level implementation of NEP 2020 in higher education: Issues and challenges* organized by Education Research Cell (RSEPPG) at CESS. It consists of four sections: the first section gives the background note for the webinar and second section presents the summary discussion of the two Webinars. The third section is the detailed proceedings of the national webinar held during 11-12 May 2021 and the fourth section presents the proceedings of the state-level webinar held on 20th April 2021. *The state level webinar held prior to the national webinar, highlights examination of state level issues of concern for the states across the country.*

I Background Note

Context

Educational development is critical for social and economic development. This is important from the perspectives of human capital and human development along with that of human rights. Education improves the productivity of labour, earnings of individual and plays a key role in diffusion and adaptation of technology. It is crucial for the emerging knowledge-based economies and societies that are gearing up for the fourth industrialization with a fusion of science, technology, information, digitalization and bio-technology.

National Education Policy (NEP) along with actionable strategies is critical to gear up the education system of the country to meet the challenges in its educational development. The third NEP 2020 of India in this context is timely in meeting and addressing developmental challenges of the country in general and that of educational development in particular. The first national education policy (NEP 1968), intended to revitalize education system and its development, but the poor implementation could not accomplish the objectives of the policy. The second national education policy (NEP 1986), intended to rejuvenate the education system to achieve educational development in the country. The policy and its plan of action (PoA) with strategies and actionable points especially that was rolled out in 1992 and implemented across states has resulted in considerable progress in school education in the country. The programmes following the policy for

elementary education like OBB, DPEP and SSA, had a remarkable impact on expansion of school education across states in the country.

The progress during the last three decades in the country in respect of quantitative expansion of education (primary to higher level) is noteworthy. Despite such development of education system, it needs to be further expanded and strengthened to meet the developmental challenges of 21st Century and emerging knowledge-based globalized economy of the country. Quality of education, sub-optimal learning achievements or outcomes, low employability of graduates, inadequate funding of public education and growing commercialisation of private education are predominant issues faced currently. The NEP 2020 in this context is intended to overhaul the education system, infuse dynamism, vitality and make changes as required in reinvigorating it.

The national level achievements, gaps, limitations and/or shortages in respect of educational development are an aggregation of the same at the state level in a country like India with a federal structure. The Constitution of India categorized education as a state subject but subsequent amendment in 1976 made it into a concurrent subject where the Union and state government share the responsibility of educational development across states and at the national level. State governments are the main stakeholders in implementing the national policy at the state level. With varying levels of economic and social development, there is a huge variation across states in their educational development. While policy implementation necessitates the adequate funding and proper governance system to be in place, these vary across states resulting in differences in their educational development. One of the challenges is how to ensure convergence across states in educational development while implementing the national policy.

Higher Education in India

India made a reasonably good progress in higher education since Independence. Although the expansion in higher education during first four decades of the post-Independence period was much better than the past, the pace of expansion is remarkable during the last three decades (since 1990s). There are almost thousand universities and more than 40 thousand colleges along with more than 10 thousand standalone institutions in the country. The enrolment in these institutions is more than three crore students. The gross enrolment ratio increased from less than one percent in early 1950s and less than 5 per cent in 1980s to 26 per cent in the recent past. Globally, India is one of largest countries in terms of higher education along with USA and China.

However, although access and equity are improving, the dimensions of the quality of higher education, affordability and accountability are the causes of concern. Deteriorating quality and standards reflecting in employability quotient of the graduates shows difficulty of their transition to labour or job market. With restricted public finance allocations for education in general and higher education in particular, which is not matching with growing demand and hence increasing privatization, affordability related issues and challenges have arisen. Moreover governance related issues especially the autonomy and accountability are pertinent to higher education institutions all over India across the states. Autonomy and accountability are two critical aspects that have

implications for the quality and overall performance of the higher education. Addressing all these issues and challenges in laying a roadmap towards improving the higher education system across the states is pertinent especially in the context of NEP 2020 where the Union Government is attempting to capture more regulatory power with a lesser financial support to state governments.

The National Webinar on "State-level implementation of the NEP 2020" is important in this context as the policy stated many of the above mentioned issues and challenges and proposed certain remedies through policy changes.

Objective of the National Webinar

The objective of the National Webinar on NEP 2020 was to initiate a discussion on implementation process and challenges of NEP at the state level and document the issues, challenges, ideas and solutions for existing challenges. State governments are the main stakeholders in implementing the national policy. A state level perspective in implementing the policy is important. The webinar focused on the implementation processes and challenges in **Higher Education** in the country. For the purpose the states were organized into six regions to focus on the state-level implementation issues and challenges faced in the process of implementation.

Issues focused

- Consolidation of and restructuring of the Higher Education Institutions (HEIs) into larger institutions - in size of enrolment, Multi-disciplinary in nature and Quality Institutions by standards
- Establishment of one Multi-disciplinary Education and Research University (MERU) in each district
- Governance and Management of HEIs in the state
- Mechanisms to assess the Quality and standards of HEIs in the state
- Financing the Public higher education institutions
- Privatization and Private Expenditure
- Issues of Teaching and non-Teaching staff
- Student Support Programmes
- Curricular and Pedagogic Issues
- Autonomy and Accountability
- Implications of centralized 'Regulatory Authority' with Union Government with decreasing financial support to states

II Emerging points for implementation of NEP in Telangana State

The Research Cell on Education (RSEPPG) at CESS has organized two Webinars: National Webinar on State-level Implementation of NEP 2020 (11-12 May 2021), and a State-level Webinar specific to the issues of Telangana state (20th April 2021). The effectiveness of any policy depends on its implementation. Here, the states' readiness, state level conditions and coordination between the Centre and states are critical factors. The action plan for the implementation of the NEP in the State that emerged from the discussions in the two webinars is as follows.

Interdisciplinary courses in Multidisciplinary higher education institutions: The discussions in the webinar resulted in a clarity that the thrust of the NEP is on introducing the inter-disciplinary courses in Multi-disciplinary Higher Education Institutes (HEIs), while the NEP document had some ambiguity on this aspect.

Inter-Institutional Interdisciplinary Courses: The requirement of 'interdisciplinary courses in multi-disciplinary HEIs' need not be fulfilled by imposing multidisciplinary features of instituting intra-institutional interdisciplinary courses for every HEI. There can be a flexibility of interdisciplinary courses across different institutions. For instance, a student from NALSAR which is a specialized institution for legal studies, can take some secondary or electives course (economics, music or some other) from the other institutions like IIIT, IIT, and Osmania University and so on. A flexible institutional environment needs to be established in the state. This requires coordination between institutions with mutual understanding, cooperation and trust. This can be taken up on a pilot basis with a few HEIs in the state with active coordination on part of the TSCHE.

Perspective Plan Framework with Short, Medium and Long Term Goals, Strategies and Action Plan in Implementing NEP 2020 at State level: A state-level perspective framework plan can be prepared while taking into account all the possibilities or feasibilities based on the state level conditions, to implement NEP 2020. Revision of curriculum and assessment tools for assessing HEI performance can be taken up as immediate *short term goal* in implementing NEP 2020. *Medium terms goals* can focus on the student support programmes for improving the performance of students especially those lagging behind. *Long-term goals* can be to create develop large multidisciplinary HEIs including granting graded autonomy to colleges and to establish district level MERUs (Multi-disciplinary education and research centres).

Language of Instruction: The discussion revolved around the language of instruction - mother tongue or the common language of English. Common belief is that teaching and instructions in local language or mother tongue makes it easier for the students to understand the concepts and acquisition of the knowledge. Documentation of accumulated knowledge and textbooks are mostly available in English language. Further, given the diversity of lingua franca of regions and population in India, it is herculean task for the translation into local languages. Local language and mother tongue as a language of instruction may create hurdle in the mobility of intra and inter-state students not only between institutions within the state but also across different regions and

institutions across states. For all HE courses offered in Telugu/Urdu in the state the required curriculum and reference books have to be made available in these languages with the support of institutions like the Telugu Academy and Urdu Academy.

Teaching Methods and Pedagogy: This discussion on the quality of higher education focusing on teaching methods and pedagogy brought forth the alternatives methods of *heutagogy* (student-centred and/ or self-determined learning) and *andragogy* (methods and practices of teaching adult learners). The curricula design and teaching and learning process in higher education must take into account flexible methods. Adequate research into these practices is a pre-requisite for adopting the alternate methods.

Technology-mediated teaching and learning: The technology-mediated teaching-learning have emerged as critical to be useful tools in education. In the context of health emergency of Covid-19 and its containment measures, it is found to be useful mitigation method for containing loss of learning. Nevertheless the technology-mediated teaching learning must be complementary but not substitute to physical classroom teaching. Technology driven distance education began in the undivided state of Andhra Pradesh, this can be taken forward to expand higher education in the state. Dr BR Ambedkar Open University can be the appropriate institution for taking this forward.

Academic Bank of Credits (ABC) and Transfers: One of the flexible pathways for higher education that NEP 2020 has envisaged is the Academic Bank of Credits and Credit Transfers across higher education institutions. Concerns raised in this regard are equality of credits acquired across institutions and their transferability because of two major factors. One, differences in standards, performance and quality across institutions. Two, the language of instruction also brings in difference if there is no common language of instruction as some institutions adopt the local languages or mother tongue and some others adopt English. Local language is a hurdle for student mobility across institutions within the state and across states. It also needs national framework and a Committee on Academic Credits set up by Ministry of Education, Govt. of India to bring forth the national level guidelines and procedures for effective operationalisation of the policy.

Revision of Curricula and setting standardized Academic Credit for each programme and/or Course: The discussions in two webinar also brought forth the revision or redesign of academic curricula of each programmes and courses in the higher education in line with changing scenario of social and economic development and labour market. Also, the reforms and flexibility principles for learning proposed in the NEP 2020 requires setting standardized academic credit for each programme and/ or course. These academic credits must be transferable or portable across institutions.

Restructuring and Consolidation – Private and Public HEIs: One of the recommendations of NEP 2020 is consolidation and restructuring of HEI into large multidisciplinary quality institutions. A minimum of enrolment as the policy document envisaged is 3000 students. As most of the higher education institutions are smaller in size of enrolment, it needs consolidation involving, mergers

and acquisitions or closures/shutting down some of the smaller ones. As this is a challenging task, it may be started with government institutions especially colleges, which are all under the same management. Even for government institutions it may be difficult because many of them are serving in rural and remote areas, closure of these institutions may create access problem for under-served areas and communities. One of the suggestions was negotiation with managements of (private) institutions, by creating awareness among them on the future benefits for the institutions and managements for restructuring.

Cluster Approach: Given the small size colleges and mono-discipline institutions, transforming them into large multidisciplinary HEIs is a challenge wherein cluster approach may come handy to begin the process of transforming the higher education institutions.

Centralization of Regulatory Framework versus Decentralised Implementation burden: One of the features of NEP 2020 that was most discussed in the webinars is the 'centralized regulatory framework' that the policy document has brought forth. There must be effective discussion between Centre and States on features requiring coordination of both in implementation of NEP.

Filling-up required Professional Human Resources in the HEIs: One of the short comings of higher education system in the country and across states is the inadequacy of professional human resources i.e. teachers or faculty in each of the disciplines in the institutions. Filling-up of the vacancies through recruitment of qualified professionals is discussed in the webinar as a necessary condition for quality of higher education. This has to be taken up as a priority by the State.

Improving the quality of School Education for quality higher education: To improve the quality of higher education, it is a necessary condition that there is improvement in quality of school education. School education prepares the students in terms of their capacities and understanding for higher education. Any deficits in foundational level knowledge, skills and competence is carried forward and accumulated deficits in each level of the school education adversely affects the quality of education. The quality of school education affects quality of school teachers. To come up with the solution to enhance quality in market mediated massification of higher education assessment tools have to be developed for assessing and monitoring quality of education in the HEIs.

Strengthening the public institutions: A strong point emerged from discussions is that public institutions in higher education must be strengthened.

Public Financial Resources for Higher Education: Another sharply articulated point was about the public finances for higher education. There is shortage of funds against the demand in the country and across states. In the context of NEP 2020, the Centre and states must increase the resource allocation for higher education to ensure the proposed reorientation of the system to improve the quality of education.

Privatization and implications for equity and affordability: Discussions have pointed out the inevitably undeterred and indiscriminately growing private higher education institutions. Deliberations have made a point that privatization has its implications for equity and affordability. A ranking framework can be developed by the TSCHE to rank the HEIs.

Autonomy and Accountability: Autonomy of higher education institutions was strongly articulated. Autonomy and accountability are necessary for developing and creating institutions of excellence. Autonomy without accountability has to be avoided.

Making use of Technology: Besides the use of technology in teaching and learning process, it can be made useful for governance and management of education systems.

Action of States on Implementing NEP 2020: The Government of Andhra Pradesh has rolled out some of the action points of NEP 2020 like introducing the four-year degree programme. The Government of Karnataka has set up Taskforce which has submitted their recommendations which are accepted but yet to roll out the recommendations. Similarly the Government of Maharashtra and Government of Punjab are also in the process of consultations.

The Government of Telangana can set up the Task force Committee to come out with recommendations for the implementation of the NEP 2020 in the State.

Detailed Report

III ICSSR-Sponsored National Webinar on State-Level Implementation of NEP 2020 in Higher Education – Issues and Challenges *(held during 11-12 May 2021)*

The two-day National Webinar is organised into 6 sessions, 3 each in two-days along with a brief session for concluding remarks at the end of the second-day. Each session had one-and-half-hour duration for the deliberations. Speakers in the session spoke for about15-20 minutes each. Chairpersons of the sessions also had 5 to 10 minutes to give their point of view on the subject of discussion at the beginning of the session. Of the six sessions, one was a general session and the rest five sessions were organised based on indicative regional grouping of states assuming that the speakers would reflect on NEP 2020 from any of these states' perspective. But due to Covid-19 related exigencies, some of the speakers in some sessions could not participate, and the first two sessions (of two indicative regions) were combined into a single session.

Day-One-Forenoon Session (11th May 2021 Tuesday): *Welcome Address and General Session along with Northern Region (UP, Bihar, Delhi, Himachal Pradesh and J&K) and Central Region(Madhya Pradesh, Chhattisgarh and Jharkhand.)*

Prof. E. Revathi (Director, CESS) welcomed all the invited participants and said this webinar was being organized by the CESS- RSEPPG (Research cell on Studies in Education, Policy, Planning and Governance) supported by the ICSSR. The RSEPPG was established in July 2020 with the financial support of the Telangana State Council for Higher Education (TSCHE). The objective of RSEPPG is to *comprehensively study the gamut of issues and challenges in the education system at all levels in a holistic perspective while* focusing on higher education *in the state and the country*. Research studies are thematically organized around five dimensions or foundational pillars of the education system: *Access, Quality, Equity, Affordability and Accountability.* The Cell aims at providing evidence-based policy inputs to the State Council for Higher Education (TSCHE) and thereby the state government of Telangana in their endeavor for educational development in the state.

The TSCHE & RSEPPG have been conducting the meetings and panel discussions on the new education policy, a compilation of which is in draft form, and also discussions are ongoing on the implementation strategies- issues and challenges in implementing the NEP 2020. The RSEPPG has organized a *state-level webinar* specific to Telangana focused on the status of higher education in the state (see *Proceedings in third section in this document*). There were some leads in implementation models from specialized institutions like NALSAR, NIT, IIT, IIIT, and Agriculture Universities. The objective of the National Webinar on the National Education Policy (NEP) 2020 is to initiate discussion on the implementation process, challenges, ideas and solutions. State governments are the main stakeholders and state level perspectives in the implementation of NEP,

2020 are important. That is why RSEPPG has planned this Webinar with the three dimensions of participants like academicians who are experts in education research, policymakers (State Councils for higher education), and officials from the education department (bureaucrats), from the five regions of the country.

While discussing the importance of the state in the education system, she pointed out that education has been a state issue despite it was made as concurrent subject since 1976. The central government has been continuing to regulate the education systems of the states through various policies and regulations. Hence, state policy is important for the education system in determining educational development, mobilizing resources, and implementing the policies and budget allocations. The salient features of NEP 2020 were put before the respective invited speakers for discussion.

Prof. D. Narasimha Reddy (Visiting Professor, IHD, New Delhi) Chaired the first-session and addressed the speakers and participants on the key features of NEP-2020, the timeline for implementation, and the current challenges and issues that have solutions in the new national education policy. Some of the issues highlighted in his talk are as follows: the NEP, 2020 is a very ambitious policy, implementing the policy is important especially in the time of crisis such as the current pandemic, but its implementation is too challenging for the stakeholders. The main objective of the New Education Policy, 2020 is to deliver equity and inclusive high quality education. The policy also talks about the structural reforms focused mainly on the structure of the institutions. The main target is to transform the higher education institutions into multidisciplinary institutions by the year 2030. Institutional expansion in terms of internationalization of higher education is one way to expand Indian education into international competence: India would be a destination for higher education and would become *Viswa Guru*. The NEP-2020 strongly recommends a single regulatory authority in higher education, in terms of it being light (trouble-free) but tight. The objective of this particular seminar is to know the processes and state level expectations and present status of the education system in the country.

Prof. N. V. Varghese, (Vice-Chancellor, NIEPA) the key-speaker of the first-session, said, NIEPA organizes annual meetings comprising of chairpersons from different state councils discussing the issues related to higher education. His talk focused on four important issues – flexible pathways to higher learning, institutional restructuring, diversity in higher education and the role of state governments to fill up numerous vacancies. He talked of a shift in the eco systems of education from public to private. He said earlier policies (1968 and 1986) were implemented when the whole system was controlled by public universities. But it is not the case at present as nearly 78% are private institutions. It is the first policy to focus on expanding higher education while earlier policies spoke about consolidating higher education. Central allocation to higher education has declined compared to the previous budget: state involvement is also declining.

Important Issues/Changes relevant to Telangana Context

(i)   ***Flexible pathways to higher learning***: NEP-2020 proposed that higher education will have to be universalized by 2035 (50% GER). But, he said, there are substantial differences in acquiring degrees at different levels and state level achievements of GERs. Telangana is the first state to come up with a distance education (Open University). When programmes are technology-mediated, most higher education institutions moved to the technology-oriented way of the teaching-learning process. Online courses have brought variation in teaching methods. It is important to see how state governments will act on this account. A ***Credit Transfers Committee*** has been set-up for the **Academic Bank of Credit** (ABC).A student can acquire credits from different courses in different universities/institutions. A student must accumulate at least 50% credit from a single university to attain a degree. This is how flexible pathways will be arranged in higher education.

Technology driven distance education becomes important for the State to expand into higher education.

(ii) *Institutional restructuring*: The NEP-2020 envisions 3 types of institutions: research-intensive, teaching-intensive and autonomous institutions. It is necessary to identify potential universities to provide adequate resources. Another challenge is a college should have a minimum of 3000 student enrolment. But in Telangana, there are ***numerous colleges with less than 1000 enrolment***. Also, there are many ***mono-discipline institutions***. How can all these institutions be merged and what role the state government plays in this regard is a pertinent question. This becomes difficult for the policymakers. The affiliation system is going to disappear which will affect financial health of the parent university as affiliation is a source of income for the universities.

(iii) *Diversity in higher education*: India has diverse groups of people by language and socio-economic status. The disadvantaged people and people from remote areas should have access to higher education. Language and medium of instruction are important to these groups. Many states have already opted for teaching in regional languages. But most of the teaching is in English in HEIs. If there is inter-state mobility, the problem is manifold and magnified because of diverse languages adopted as local medium of instruction. Many of the teachers are from the advanced background while students are from disadvantaged backgrounds. This creates problems in higher education institutions. An expanding system with widening social and regional inequalities in student enrolment is emerging. Quality in higher education cannot be expected in the absence of adequate number of quality teachers. Therefore, how the state governments identify and address challenges posed by inequalities and diversity assumes critical importance.

Prof. Shantha Kumar (Professor, Azim Premji University, Bengaluru) highlighted three major implementation challenges faced by higher education in India. *Quality dimension*: enrolment numbers and enrolment rates are increasing but the quality of education is not improving, especially in school education. Expansion in higher education and quality of teachers at this level must come from expansion and quality of school education. Unequal distribution of quality across institutions poses challenge to the implementation of credit transfers across such institutions. There is a need to bring substantive quality improvement to teachers' education. The national government has not increased resource allocation to education significantly. Deteriorating quality of education with rapid quantitative expansion of higher education needs to be understood with the politics of inclusion. India is short of wherewithal of required resources and mechanisms to maintain quality standards along the lines of rapid quantitative expansion of high education. There is an unequal distribution of quality and financial resources. The kind of regulation envisaged in higher education may not always improve quality. A new equilibrium of quality can arrive when most of the people are coming from the non-elite background. Demand for quality is driven by the majority of participants.

Dr. Manoj Kumar (Joint Secretary, UGC, SERO) emphasised importance of the synchronized coordination required between states and centre for the successful implementation of NEP-2020. Also, he reminded that the Clause 27 of NEP-2020 has stressed that the effectiveness of any policy depends on its implementation. A lot of efforts and activities need to be implemented to see the policy towards the logical end. Besides, there is need for regulation and legal framework along with financial and human resources for implementation. State governments have to set up subject-wise committees consisting of academia, government personnel and student representatives. Much of the education takes place in the purview of state governments. There is a need to focus on colleges and state universities to enhance GER to 50% by 2030. There is also need for a reality check of universities/institutes at the regional level with regard to technical facilities, funds, investments by philanthropic agencies and industry, future requirement of funds, as well as the constraints, and push and pull factors for the hassle-free implementation of NEP-2020. The policy comprises nine key focus areas under *multidisciplinary, equity & inclusion, innovation in ranking, quality, capable faculty,* and *integrated higher education system.* Governance and regulation focusing on accountability and responsibility, reduced involvement of central government, the importance of art and culture, use of technology at all levels of higher education and the use of regional languages is crucial. States have to focus on implementing the policy in a phased and systematic manner in terms of short, medium and long term goals.

Short term goals are *immediate revision of curriculum and assessment tools* by the institutes themselves. More than 50,000 colleges in India have less than 500 enrolments; many of them are single discipline ones and most of them are affiliated to a university. The state governments should start *mapping the colleges to have proper data for future merger or clubbing* to achieve the ***goal of large higher education institutions***. Multiple Entry and Exit options should have more operational clarity, coordination between state and centre and promoting use of mother tongue at all levels of education. Internationalization of higher education where foreign students are enrolled, integration

of school education and higher education, extensive use of technology, budgetary allocations by centre and state, capacity building of faculty have to be emphasized. *Medium-term goals* include facilitating mobility of students at all levels, innovative government initiatives and adult education. *Long term goals* are achieving multi-disciplinary colleges, granting graded accreditation to colleges, establishing at least one higher education institution (MERU) in a district/backward areas.

Dr. Rahul Banerjee (Researcher and activist based at Indore), talking about language issue in higher education, said policy becomes impractical without state support. During 1980, the GDP of India and China was more or less the same, but now China is way ahead. This major gap in India may be due to low priority for education and health along with superstitions and religious beliefs. Madhya Pradesh, Chhattisgarh and Jharkhand are tribal-dominated states. Tribal students from these states for instance, are at disadvantage for learning the syllabus in Sanskritised Hindi which is different from their mother tongue. The difference between medium of instruction and the mother tongue affects the ability to understand "concepts" by the tribal students. This issue is not addressed at all in the NEP-2020. Besides, what is taught in schools is in no way linked to higher education. There is no connectivity between school education and higher education.

Discussion (Day-One: First Session): Prof D.N. Reddy, Chairperson of the session while summing up the presentations said that Prof. Varghese has provided a comprehensive framework highlighting the contextual framework to implement the NEP-2020. He said the dominant role is of the private sector as two-thirds of students are in the private management and this is a major challenge to promoting equity and preserving diversity. Marginalisation and exclusion of some sections is the challenge with the question of privatization. Those who were neglected for generations, find difficult to get through private sector which is predominantly driven by market forces. The question of flexibility is addressed by some measures to build flexibility in terms of courses offered and transfer of credits. But the challenge comes from the diversity of different languages in higher education. The national academic credit bank system's ambition is to transfer credits from one to another university that accommodates diversity but brings forth the issue of regional languages in higher education. In addition, there are interrelated issues and challenges in higher education like as faculty vacancies, low budget allocation, and quality education. However, the process must move forward by overcoming these challenges. The domain of quality is linked to the local languages as pointed in the presentation on vernacular language and its impact on education. It is not a problem of a single state; all the states are facing these problems. Teaching in mother tongue for tribal communities with their distinct language, will have better opportunity in understanding the knowledge like the mainstream communities learn in their mother tongue. He suggested that the state has to give autonomy to the local governments and local panchayats to design the kind of educational curriculum so that they would learn in their language which becomes a standardized local language. The final solution depends on making available substantial resources to aid these states to overcome this kind of barriers and challenges.

Prof. Thimme Gowda has sought two clarifications from Prof. Varghese. One, are there any recent developments regarding the National Higher Education Qualification Framework (NHEQF)? Whether, we are currently following the awarding of degree as per UGC, which is being continued since 2014 with some modifications. Two, according to NEP-2020, a *four-year undergraduate program* has to be introduced now in higher education. How to design a course/programme with a minimum of course credits to award a (UG) degree in a specific discipline? If this is not specified, it would be very difficult for higher education, and how states would crystallize the higher education program. Prof. Varghese has ***clarified*** that the "National Skill Qualification Framework" (NSQF) is developed for higher education, published in 2013. It has been approved by the Ministry of Education (Govt. of India). Despite many requests for the new NHEQF it is not progressing as expected. We at NIEPA did some initial framework and shared it with the Committee which was constituted to look into issues related to the NHEQF. Essentially higher education has to move away from qualifications based on years of study to a system based more systematically on skill and competence, he said. According to the reorganization of higher education, the National Academic Credit Bank System (NACBS) is likely to bring some problems when a student is transferred from one institution to another. Universities are likely to have their specific credit system based on teaching or students' marks. Some international educational institutions have developed a credit system to evaluate the students based on how many hours a student has studied, how much knowledge they have gained through it, and how much the teacher has taught them, and how well the student understands it. However, with a focus on students, skills, and abilities, the NACBS needs to develop a single comprehensive, parallel, and specific framework that fits to all universities. Hopefully, the Committee will move forward on that, which will result in a comprehensive NHEQF.

Prof. R. S. Deshpande while appreciating the speakers gave some clarifications on their deliberations. The way education was put in the concurrent list it is necessary to understand the implication for the states. He exemplified by comparing NEP-2020 policy with a cloth stitched that everyone can wear it. This amounts to making the states to follow the NEP without taking into account their diversities. It doesn't take into account the differentiation in the education system and the terrible hierarchical system that exists within the university and between the universities. Educational institutions in the country should be freed from hierarchical and casteist approaches. Lack of experience among several states in expanding the higher education and lack of adherence to standards is a concern. He questioned how many government colleges and universities a state has started over a period of time and reminded that selection process of Vice Chancellors is not proper where VCs of twenty universities were selected in two days, from thousands of applicants. He raised a question on the tradition of following pedagogy, a teaching method for the children, in higher education. A move towards andragogy (method of teaching adults) and heutagogy (student-centered or self-directed learning) is emphasized now. When students go to college, it takes a much different form of learning methodology rather than teaching methodology (Pedagogy). The policy document did not give clarity on this. Explaining the right match of learning and teaching methodology that ought to change with the age and level of education, he reminded that the first level of learning from 3 to 6 years of age a child is encouraged to play, and learning is voluntary by

avoiding super-imposing on the child. However, the NEP entirely super-imposes what should be done rather than allowing the people to understand how to learn it. Therefore, implementation will be a terrible bottleneck. Every institution has a different kind of learning capabilities and implementation capabilities and possibilities. That is why education was shifted to concurrent list because one must have thought about the complex and diverse contexts in which education takes place.

In the discussions that followed the presentations, Prof. Revathi asked Prof. Shantha Kumar how do we reconcile access and quality in higher education and is there any conflict between access and quality? Prof. Shantha Kumar answered that theoretically there is no conflict, but practically yes. Practically it becomes complicated because of a very long period of historical deprivation of education to the majority and because of the historically accelerated phases of expansion of education. These dimensions create operational difficulties. Expansion in education was started in 1947 but not sorted out some of the quality problems. This expansion was very much innovative, the effectiveness began in 1990. That created a kind of disjuncture between quality and access. Policy and activism can make a differentiation. We can sort it out with a lot more attention to these. There is a need for more resources to be used for improving the quality of education for children who are coming from vulnerable social groups. Governments are not allocating resources with that kind of prioritization as it requires. The quality simply looks at it from the supply side in terms that it does not always provide better quality schools and infrastructure, he said. It can also be a demand-side issue, wherein many parents may not see the kind of potential benefits from education. So prioritization matters.

Prof. Varghese added his comments to the reconciliation of access and quality in higher education. He argued that after independence all the conceptions and perceptions of higher education were very elitist in nature. The idea that quality is affected if we expand higher education comes from that 'elite' attitude. This kind of problem did not arise when the education system expanded in developed countries (USA GER expanded 85% and UK GER is 75%). When India's expansion of enrollment in higher education takes place 5% to 10%, the issue of quality is raised, that the quantity is going to have an adverse effect on quality. In higher education today, market operations and approaches have different perceptions to quality. Many management and professional institutions proliferated in some of the southern states. Government budget allocation was made for financial support to students joining such private colleges and the government has identified irregularities in reimbursement scheme and shut down less enrolment and low-performing colleges. So how to manage this market-mediated massification with quality is a big challenge for higher education in the country. Prof. Shanta Kumar has said that market has some capability to bring in a certain notion of quality. But in general the market has some limitations in terms of improving the quality of education. The market expects or values degree or qualification as a *signaling device* or as a *screening device* for the job market. The market interaction with education is through an imperfect pathway and this will reduce the ability of the market to connect educational institutions.

Dr. Gurudarshan Singh Brar raised an issue that how we can put the multiple exit and multiple entry as short-term goals? Whether it needs a lot of collaboration within and the inter-institutional coordination? Dr. Manoj Kumar answered the question of multiple entry and exit as a short term goal, that once national curriculum framework is finalized by the end of this year it could be included in the operational guideline for multiple exit and multiple entry. Short term in the sense, it may take about two years. The time taken may differ from institution to institution in various states. Dr. Brar has also brought forth some technical issues on how merging of institutions can happen (private & public) in view of the location and size of the institutions. Another challenge is how to focus on *reorganizing multidisciplinary institutions from specific single domain institutions*? How the state will overcome the additional budget for the provision of resources and infrastructure.

Clarifying the issues, Prof. Varghese said emerging institutions are likely to go against certain policies of the government in terms of extending access to the public. There is a need to *negotiate with the management of institutions* to bring in new policy recommendations. The fact that there are more private management institutions than government institutions is not a problem of one-state but a problem of many states. Accordingly, merging two institutions into different divisions is a challenge, but it can be overcome by creating *awareness of future benefits among the institutions and management*. The sizes of the intuitions in terms of more than 3000 students in one institute may not be impossible for all colleges. Also, there is a stagnation point in the enrollment according to the age-group population. Enrollment of students beyond that point of stagnation is not possible. So there is a need to rethink it. Central financial allocations for education are declining gradually, so states have to focus on this issue.

Day-one-Afternoon Session (11th May 2021 Tuesday): *Western Region* – Gujarat, Rajasthan, Punjab, and Haryana

Prof. S. Mahendra Dev (Director and Vice-Chancellor, IGIDR) chairing the second session of the Webinar, spoke about the problems and challenges of the education system in India, highlighting some issues of social sector in general, and the health and education sectors in particular that have historically been problematic in India: low levels of human development indicators; low human development rank in India; low progress in Human Development Indicators; significant regional and social disparities particularly in education and health; slow growth in public expenditure for education and health and Poor quality in the delivery system in social service sectors; and Public and private sector issues-whether public funding and private funding. Further, he mentioned discussion on NEP- 2020 must include six issues viz., Multidisciplinary approach, quality, governance and management, finance, collaboration with foreign universities, teaching and non-teaching staff, private spending, engaging with stakeholder, student programs and higher education universities/ institutions (MERUs) in each district. Given these curriculum teaching issues are some of the problems that need to be discussed under the Higher Education of NEP-2020. The main thrust of the policy regarding higher education is to end the fragmentation of

higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters and also the aim of 3000 or more students' enrolments in institutions, multidisciplinary department and centres, impact and outcome of policy recommendations. He cited example of his institution (IGIDR) and some other organizations as focusing on the importance of NEP's recommendations for higher education institutions heading towards large multidisciplinary universities, and discussed action plan and timeframe as per the NEP recommendations with reference to the short, medium, and long-term goals.

Prof. Mahendra Dev further discussed issues of multidisciplinary approach and NEP implementation. STEM courses like engineering, biology, and mathematics and physics are age-old binaries, while non-STEMs are in accordance with the multidisciplinary approach. A clear concept of multidisciplinary should be taken into account since multidisciplinary has different concepts such as interdisciplinary and cross-disciplinary. He explained the implementation complexity in multidisciplinary courses including subject combinations in IGIDR. With regard to **research and teaching,** he said –all the institutions (autonomous and undergraduate institutions) including universities should focus on teaching as well as research. In the same way, research-intensive institutions should also have some kind of teaching because both are complementary. "Teaching helps research, and research also helps teaching," he added. With regard to **funding** – to meet the needs of academic, human and infrastructure resources, Prof. Dev highlighted the NEP's recommendation that educational institutions should become some kind of self-financed institutions along with its public funding. About **employment**, he stated that the academic degrees should have skills appropriate to the employment. He drew attention to the **equality of opportunities** wherein -students face difficulties in getting an equal opportunity in the education system owing to their socio-economic background. In this regard, he gave an example of the unavailability of digital devices amid the COVID crisis for the students who are from rural and marginalized sections. Finally, he raised the issues of **higher education clusters**, with regard to linking with another institution within and outside India and the importance of UN-SDGs concerning education. He concluded by saying that the NEP-2020 has many positive aspects to improve higher education and there is a way (short-term, long-term, and medium-term goals) to implement and reach the goal.

Dr. Dhanraj Mane (Director, Department of Higher Education, Govt. of Maharashtra) has briefed the merits and demerits of NEP-2020. He highlighted the curriculum restructuring, modification of pedagogy, age-group of students in concerned academic (5+3+3+4 design) levels and their development stages. While discussing the examination system under the NEP-2020 he mentioned that a National Assessment Center is envisaged to be set up. This agency is responsible for prescribing guidelines for the assessment and evaluation of students to all recognized school/ institution boards, including state boards, on which central control is required to be exercised. National Testing Agency (NTA) offers "high-quality aptitude tests" twice a year.

He discussed higher education strategies of NEP-2020 such as multiple entry and exit, flexibility is given to select the subjects, award certificate to students after completion of 1year/ 2year/ 3 years of course. He said that state universities must allow setting up of high-quality international institutions in their policies. The Centre needs to set-up strong regulations on the role of foreign universities, since this new policy reform is going to witness global universities establishing their off shore campuses in India. India's new policy (NEP-2020) recommending a single regulatory authority for higher education can be considered too well. He said increasing government investment in education to 6 per cent of GDP was a good development and added that the allocation was recommended by the Kothari Commission (1964-66) but had not yet been implemented. Good results can be achieved in the governance of HEIs by phasing out affiliated colleges in 15 years through establishing independent boards with academic and administrative autonomy.

Referring to the implementation of NEP-2020 in Maharashtra State, he said the government of Maharashtra formed a task force committee and meetings are going on to decide the plan of action for implementing NEP-2020. All universities are conducting seminars and webinars; and that department of education received 12339 suggestions from this series of deliberations by the committees and subcommittees constituted for the purpose. He informed that the Maharashtra government is going through these recommendations to develop a well-planned procedure for restructuring institutions also by boosting educational institutions under the private and public sectors to achieve a gross enrollment ratio of 50% in HEIs.

Dr. Vimal Trivedi (Associate Professor, CSS, Surat) presented the Gujarat model and some other studies to highlight the strengths and weaknesses of higher education system as a whole in India. The NEP-2020 is a perspective plan and may take time to be adopted by the educational institutions. The implementation is the biggest challenge to the states and union territories. The newly formed RUSA and Knowledge Consortium (KC) of Gujarat have been facing many difficulties in their implementation in the state due to the complexity of the challenges and also lack of infrastructure and financial constraints. He stated that the measurable improvement was observed in the research under RUSA, in addition to resource adequate facility. Nurturing a culture in research has been neglected for the past ten years. Furthermore, he opined that the multilingual framework giving priority to the mother tongue, a change in the curriculum will be possible through the NEP regulations and the Indian languages could surpass the western language. However, the translation of books is the biggest challenge. The majority of students are from rural areas and are taught in the regional language. He highlighted that the policy incorporated a comprehensive framework from elementary education to higher education as well the expansive vocational and skill education from the sixth standard. He said that private educational institutions are giving false reports about placement and they are giving false reports of enrolling more students in their institutions. Some institutions and universities have introduced a number of professional and vocational courses without minimum infrastructure and adequate faculty. The implementation of higher education policy will not be possible without a clear roadmap on private

institutions, he said. He questioned how this new concept reconciles with the non-availability of teaching faculty. He suggested to frame a standard regulation for a system because affiliation will be forced out in 15 years and colleges will be given greater autonomy and power to grant the degree as the status of deemed university ends. He brought up some issues from their study at Centre for Social Studies (CSS, Surat) and evaluation of self-financed courses. Except IIM & some engineering colleges, most of the institutions do not report to the public about student recruitment.

He pointed out the issues of the '*Vanbandu Kalyan Yojana Scheme*' for the development of youth in the tribal areas of Gujarat. Many private training institutions have sprung but their performance is very poor. Very few students have benefited from placements through these institutes and they have not received proper salaries where they are appointed/ placed. They have been employed in different companies and jobs that are not at all related to the training program they underwent. He said that the study reports found that institutions and their reporting are not genuine. Further, he discussed the situation of professional courses, like engineering in particular, in Gujarat state. There are a total of 184 colleges in Gujarat, 2/3 of which are in private management and only 42 are government colleges. These institutions are expensive for the students, hence many students might have lost the opportunity to study in these colleges. Private institutions are raising tuition fees every year, despite the High Court's recommendation on fee hikes every three years. He questioned digital aid in higher education as it is one of the biggest challenges because of students from rural areas and low socio-economic backgrounds. How do these students study without basic digital help and internet facility. NEP-2020 is too good in providing provisions for the capacity building for faculty, continuous development in research, and skill enhancement for teachers. But what would happen to the contractual and ad-hoc teachers and their capacity building, which is a big challenge in higher education. Finally, he noted that the policy covers all major aspects, but its implementation and impact is a challenge for educational institutions.

Dr. Rudra Narayan Mishra (Assistant Professor, GIDR, Ahmedabad) presentation focused on *State Level Implementation of NEP-2020: Issues and Challenges* with insights from Haryana, Gujarat, Punjab, and Rajasthan. He highlighted that the broad objectives of NEP-2020 vision for higher education such as one step flexible pre-regulation structure, enhance the national GER from 26% to 50% by 2035, equity and inclusion, checking dropout and allowing break in between courses, collaboration with foreign universities and granting higher autonomy to institutes. Using AISHE reports, he explained recent developments of higher education in the four western states. All the four states are dominated by private management. The professional-oriented institutions and universities are producing a fewer number of human resources. While colleges per lakh population (age: 18-23) are increasing, the students per college are decreasing, he said. Depending on the social structure of the state and its socio-cultural aspects, the social stratification of student enrollment has been changing from state to state. Gujarat performed low in enrollment of females, among all four states. Despite social disparity Rajasthan is much better in enrollment of STs and Punjab is performing better in enrollment of minority students in higher education. Student's enrollment under the category of people with disabilities is very low in all four states.

Further, he discussed the budget allocation on education and total government expenditure in four states. Except Rajasthan, all the other states are downward-trending in budget allocation and expenditure on education. Also, the secondary and higher education allocation is very low as a share of government expenditure. He expressed that there is a mismatch between employment and students' pass out in all four states in general education and also in professional education. He stated that 2/3 of candidates are losing IT jobs due to a lack of requisite domain knowledge. He concluded by suggesting that broad procedures proposed by the NEP-2020 will overcome these problems.

Dr. Gurudharshan Singh Brar (Assistant Director, Department of Higher Education, Govt. of Punjab) has shared the experiences of the Punjab state government and its education departments in the implementation of the NEP-2020 and briefed the process and action plans, which would provide a good framework for the education system in Punjab. State Government collected the suggestions by conducting a series of meetings and seminars with educational experts, stakeholders and heads of related departments. He said that the education department and the Taskforce Committee shall come to a conclusion and finalize the priorities of the issue after extensive discussions and suggestions collected. The main challenge is that education is largely the state subject despite being in the concurrent list while Centre is giving all the directions to the state. The state view in Punjab is that all the institutional restructuring and consortium of knowledge may not be possible in the given period. The multidisciplinary HEIs, teaching and research universities will be possible, but the single discipline-specific universities and institutions will be affected with restructuring and strengthening to adopt inter-disciplinary courses. Besides, the single-subject and specific course universities (agriculture and other professionals) will lose their thrust area of knowledge. He pointed that in the process of the colleges moving out of affiliation to autonomy, the private universities may follow their own way of conducting exams, granting certificates, teaching arrangements and students' enrollment, which may degrade the education system. Establishing new MERUs or restructuring existing HEIs in each district would give expected results than the institution's autonomy. Further, the other challenges related to higher education that he discussed refer to: lack of faculty, students' enrollment within the limited number of eligible students, tuition fee constraints, government allocation to grant in aid colleges, choice-based credit system, multiple Exit and Entry, getting foreign universities into the state institutions, among other issues. Despite the challenges, the Punjab government and its departments are working to move forward with the implementation of the NEP-2020. To overcome these challenges, it is necessary to take forward the education system with the support of the public, private, industrial, and political backing.

Discussion (Day-One: Second Session): Prof. Deshpande pointed out two issues - the proliferation of private institutions, and how do we get the university into a multidisciplinary one? He has given a definition of UNESCO to clarify the concept of multidisciplinary. He said the *inter-disciplinary courses in multidiscipline institutions* must be the basic idea. Inter-disciplinary approach to curriculum integration facilitates understanding themes and ideas that cut across

disciplines and establish connection between different disciplines. Another challenge is related to difficulties in bringing together different bodies into collaboration. In this context, he highlighted the 1986 policy and implementation issues. The NEP-2020 requires implementation in both managements i.e., private and government. The policy document refers to quality of higher education only twice. The quality of education may be a problem, where the students want to learn *one subject from one university* and *another subject from another university*. Secondly, he talked about difference in standards, quality and norms between private and government institutions. The private institutions are usually very soft to pass their students. When such practices continue we cannot deliver what the NEP-2020 expects. He suggested strong regulation on private institutions are essential to realize the goals of NEP-2020.

Prof. Revathi has added that students may be given option to learn subjects in their mother tongue up to 12th class level. They need to be trained to study in English medium for higher education. If this period is mostly used to develop English language and reading writing skills, it will make easier for the student to understand English in higher education. Dr. Gurudharshan Singh Brar raised governance issues in private institutions. The NEP-2020 recommended framing Governing Body for all the educational institutions. The majority of institutions are falling under private management. As a matter of fact 80% of these institutions do not have eligible candidates for Governing Body. If such unsuitable people were given power and put in the Governing Body, there is a chance that the whole thing will become chaotic. The government institutions have the proper structure to select the Governing Body from local leaders and government employees. Therefore a proper framework and guidelines are needed for the formation of Governing Body in colleges.

Day-Two-Forenoon Session (12ᵗʰ May 2021 Wednesday): *Eastern Region* – Odisha, West Bengal, Assam and North-Eastern states

Prof R Radhakrishna (Chairman CESS, Hyderabad) has chaired this session and welcomed all the invitees. The session was anchored by Prof. E Revathi, Director, CESS.

Prof. Amiya Kumar Bagchi (Emeritus Professor, IDSK, Kolkata) said Indian constitution guaranteed education for all the children of 6-14 years age. Central and state governments should have equal responsibility. On state level performance in education, he said West Bengal slipped to the 19ᵗʰ position according to educational development ranking. One of the problems is that policy is guided by myths. Proper education is still only for the rich and not for the poor. The education of mothers is important for the welfare and wellbeing of the child. West Bengal has a high proportion of SCs and STs. Policymakers do not visit the remote areas for proper implementation of the policy. Lack of accountability and absenteeism of teachers is another major problem in the state of West Bengal. But the district inspectors do everything except inspecting the schools. In 2011, a committee was appointed by the state government to take a holistic view while assessing the performance of schools and the quality of the teachers. The committee has provided a number of recommendations but they were not properly implemented. Odisha has been backward in education

for long. SCs and STs in the state account for as high as 32% of the total population. NEP-2020 suggests having clusters of schools and colleges. But creating clusters in Odisha may not be feasible due to lack of transportation and low connectivity. As a result, students and teachers face difficulty in accessing education. The Govt. of Odisha has appointed a Taskforce for centralizing funding, inspection and monitoring of the education system in the state. Government gave more control and power to the education minister and the department of education and less power and control to the colleges and universities. Without autonomy, no college/ university can function and perform to its best. Non-teaching staff and student representatives should also be involved in the administration of the institution. According to Prof. Bagchi, the NEP 2020 is more regulatory and centralized rather than a decentralized one. Panchayati Raj institutions must be roped in. We must find ways of improving accountability. Teacher salaries must be linked to the performance of the students. More recommendations are needed to curb teacher absenteeism. Expenditures on higher education and research must be improved.

Dr. Amarendra Das (Associate Professor, NISER, Bhubaneshwar) discussing Odisha's education system observed that although the government of Odisha has taken initiatives in expanding higher education, very few government colleges are present in the state. Besides, there are no colleges in the backward regions of the state. Poor quality of teachers is the major issue faced in Odisha's education system. Most of the teachers do not possess the requisite qualifications. Due to a lack of technology, most of them cannot access online education. Very few autonomous colleges are there in Orissa. Although UGC proposed autonomy to the colleges, it is hardly exercised. Most of the times, students' evaluation- question papers in colleges are set and evaluated by outsiders. Persons teaching the syllabus and setting up question papers are different. This leads to discrepancies and affects the students at large. Odisha has certain autonomy at the university level but its university teachers are appointed by the Commission for recruiting university teachers. There are a number of teacher posts vacant in universities and colleges and the government is not taking necessary steps to fill these vacancies. They are purposively not filling the vacancies so that teachers move to private colleges.

Dr. Pradeep Kumar Choudhury (Assistant Professor, Zakir Hussain Centre, JNU, New Delhi) said that higher education plays a crucial role in improving the wellbeing. Indian higher education expanded rapidly in the post-colonial period. Problems of higher education are well emphasized in the policy (NEP-2020). States play a critical role in higher education and the implementation of NEP-2020. In terms of privatization and financing, the critical emphasis is on the process and outcome for the benefit of stakeholders. NEP-2020 aims to increase the GER to 50 % by 2035 by providing higher education to all. The expansion strategy of higher education is in the private sector where around 70 % of students are enrolled in private institutions. This leads to inequalities in the education opportunities where there is a huge gap in the enrolment of rich and poor students. Despite the reduction in the gender gap in higher education, the number of female students is less in technical and professional courses. If a person has to send a child to higher

education, he has to spend 20% of their annual income. This is a serious economic concern for SCs and STs in the country.

The major hindrances in public higher education are limited space, exclusion of poor, limiting the scope of children from bottom strata, caste-based, and high intensity of competition. Inclusion of the excluded is the main strategy of NEP. Odisha is perhaps the only state which has no private colleges/ universities in teacher training. Government teacher training institutes are better than private institutes. Less than 1 % is spent on scholarships in higher education. Enough financial support to students helps to bridge the gap. Public spending on higher education needs to be increased to ensure bottom strata also benefits quality higher education. Currently, it is only 0.6%. The NEP has not discussed funding in detail. Several targets set by the NEP will remain on paper only because of financial constraints among other problems. This problem is more acute in Odisha which is is tribal dominated state and the public spending is very low. NEP also emphasizes private philanthropic activities. Philanthropic contributions should be complementary and not substitute for public spending. But government often treats it as a substitute.

Day-Two-Forenoon Session (12ᵗʰ May 2021 Wednesday): *Deccan Region* – Maharashtra, Telangana and Karnataka

Prof. V. Venkataramana, (Vice-Chairman, Telangana State Council for Higher Education) has chaired this session. He highlighted the response of Telangana State and TSCHE on the NEP-2020, implementation roadmap, and the things that need to adopt from the policy. He commented that NEP-2020 is a game-changer in many ways because it has admirable things to connect national higher education with global competence. He pointed out that despite the presence of Central Universities and other educational institutions; the contribution of state Universities has been immense throughout the country. The state is already aware of all the things supposed to be rolled out and made a tentative road map. The Telangana State Council for Higher Education (TSCHE) is working on three different committees to implement NEP-2020 in the state. He highlighted some of the issues related to NEP-2020, such as introducing vocational training and incubation campuses and internship importance and arrangement in higher education.

Prof. Thimme Gowda (Vice-Chairman, Karnataka State Council for Higher Education) has presented details of the changes proposed in higher education system of Karnataka state in line with the salient features of NEP-2020. He said that the state of Karnataka is keen on implementing the NEP-2020 and has constituted a Taskforce Committee and Sub-Committees to prepare a framework for implementation of NEP-2020. The Taskforce Committee submitted the implementation framework to the government, which was formally accepted by the State Government and also conducted a series of seminars and webinars on NEP and circulated the Kannada version summary book of NEP-2020to all the universities and higher education institutions. He explained the planning process of the higher education council (KSCHE) to

restructure higher education in Karnataka. The state government is planning to set up an 'Apex Body' for guiding both the school and higher education systems. The state government and school education councils are restructuring the Department of School Education and Research and Training (DSERT) to convert the **bulk school models** into **school complexes** in line with NEP-2020. There should be a collaboration of Department of Education with the Department of Women and Child Development to strengthen the scheme of Early Childhood Care and Education Development (ECCE) to fall in line with the present education system of 5+3+3+4 structure. A guideline was prepared for gender inclusion and disability fund and its implementation to attract the CSR fund. Also, the State government plans to establish one platform for all kinds of scholarships and fellowships for the student.

The state of Karnataka plans to enact the **State University Act** for universities and higher education institutions in the state, planning to restructure the aided and unaided colleges while following the UGC framework for autonomous colleges and in line with NEP-2020. Educational institutions are to be categorized into three types based on research, research & teaching, and autonomous colleges. The state higher education council (KSCHE) is encouraging the Board of Governors of institutions to empower the affiliated into autonomous colleges. Also, empowering autonomous colleges as degree-granting autonomous colleges is possible but this needs framing of national guidelines. Unless Centre intervenes, it may be difficult for states to do by themselves. There is a need to establish a plan and implementation of the Taskforce. State Council for higher Education needs (SCHE) to make a quality calendar and review the progress in this direction. It requires major steps in appointment of the Vice Chancellors in the Universities without influencing the government and state politics as suggested in NEP. Also, universities need to set up two committees such as the **Board of Governors** and the **Executive Committee**. Faculty recruitment has to take place in universities and institutions. He informed that they also prepared a plan of action for vocational courses to be integrated into general education. The first step, one has to take is to bring in all the B.Ed. colleges to constituents parts of multidisciplinary colleges. They would give a strong foundation to higher education institutions.

Furthermore, Prof. Gowda has discussed the issues and challenges of higher education in implementing the NEP-2020 as the following: the minimum standards & guidelines to degree certification and flexibility in the exit and the entry, the procedure of internationalization of higher education, making new curriculum and learners' outcome-based syllabus, and integration of vocational courses in regular academics, etc. He suggested that the higher education institutions have to invite the **teachers from two domains, 60% of regular core subject teachers and 40% of the field specialists**. Those specialist teachers should deliver lectures from their experience in different sectors of industries, departments, and government agencies, etc. Higher education needs to give importance to alumni of students in college development programs. He raised that converting **smaller institutions into larger educational institutions** is a challenge; it may not be a problem for government institution but would be a major issue among the private management institutions. He concluded by saying that there are several challenges but it is a good thing, it would be the beginning, and therefore it is better to start because all we know are the challenges,

lacunae, and limitations. We cannot leave it there and there is no other option but to start somewhere. Otherwise, how do we have competence within this privatized and globalized world? That is why all the states should be prepared with a better framework to overcome the challenges and problems.

Prof. R.S. Deshpande (Honorary Visiting Professor, ISEC, Bengaluru) said education in itself is imbibing technology. The new education policy includes repeated sentences put differently. Document writers have no idea what they are putting in the document. The terms of interdisciplinary and multidisciplinary are used more than 5 and 70 times respectively. There is a need for an approach to curriculum integration that cuts across the disciplines and the relationships with the real world. The debates in Lok Sabha led to powers taken away by the central government. There is a need for either joint implementation by both Centre and state or state has to implement on its own.

He said non-knowledge in the academic world has to be killed otherwise it leads to pseudoscience. There are eight components in NEP-2020. Quality is value loaded and steps have to be taken to improve quality in higher education. Apart from this, institutional restructuring is not the same across the states. We have a culturally concretized hierarchy. There is a need to amalgamate the current system with the new system. But it is a difficult task. The proliferation of private institutions has been large in India. Private players are about 60% and they have to be incorporated in the implementation strategies of the NEP-2020. Focusing on the infrastructure of the higher education system, Prof. Deshpande described it as pathetic. Only 70% of HEIs have good roads and only 80% have toilets for girls. Only a few institutions have a blackboard and other facilities for teachers. Quality teachers are another major issue faced by the HEIs. Infrastructure has to be improvised to a great extent.

Prof. Abdul Shaban, (Professor, TISS, Mumbai) describing the NEP-2020 as a holistic policy, said Maharashtra is one of the leading states in education. He observed that a state to achieve a target of 50% GER is meaningless without proper resources and teachers. The major concern regarding teachers is that the experience does not match the policy. It is anti-poor. The majority of teachers are under-trained while capable teachers do administrative jobs. Most of the colleges have only one or two permanent teachers, others are contract-based. In undergraduate courses, there is a lot of confusion in one-year and two-year programmes. Shortening the term of a master's programme/course may not be fruitful.

He highlights the issues concerning the multidisciplinary approach. Students come with different educational backgrounds to opt for multiple disciplines. There may not be any connectivity to the subjects previously learned. Also the quality of Ph. Ds. is deteriorating. Many universities are simply awarding Ph.Ds rather than fostering and recognizing genuine research. The low quality of teachers and lack of a research environment is also a major challenge. There is also two-track

development where elite institutes are for the rich and low-quality institutes/colleges are for the poor. There is a need to bridge this gap. English language is the passport to global mobility. Teaching in mother tongue may be beneficial but may become an obstacle for the global mobility of the students. It may collide with society needs in the future. This has to be looked into by the policymakers. Government spending has to be improved to at least 10 to 15% in higher education.

Dr. Venkatanarayana Motkuri and **Prof. E. Revathi** (RSEPPG, CESS, Hyderabad) have focused on the Higher Education in Telangana & Implementation of NEP-2020. Firstly, the higher education system is fragmented; there is rigid separation of discipline and specialization, lack of autonomy, insufficient governance and leadership, issue of ineffective regulation and quality of education. The implementation of the NEP-2020 was discussed with reference to the key features of NEP-2020 relevant to higher education. Remedies and solutions to improve the above issues in the higher education system were highlighted.

Explaining 'the status of higher education in Telangana state', the authors drew attention to the status of higher education in the state that Telangana has 24 universities, 1988 colleges and 500 stand-alone colleges. Some colleges were closed due to low enrollment. Telangana is the second state in India in terms of the number of colleges per lakh population (18-23 years of age). The state gross enrolment ratio (GER) is 36%, which is one of the highest in India. There is a diversity of discipline in higher education; half of the colleges and enrolment fall in professional courses. Around 80% of the institutions are under private management, and 80% of student enrollment is in private colleges. Also, the private and household expenditure on higher education is higher in Telangana. On the equity dimension, female enrollment is more than the male, socio-economic groups are reporting proportional representation in enrollment as per the population. Among religious groups, there is a little gap in the representation of Muslims in terms of enrolment. Expenditure on higher education is 2% of state GSDP, which falls below 6% of equivalent to GDP spent on higher education in Telangana. Around 50% of total public expenditure on higher education is spent on scholarships. Regarding employability, only 40% of the graduates are employable; there is a huge gap in academic and employability skills.

The structure of higher education in Telangana requires attention to appreciate the challenges and constraints in implementing the NEP-2020. There are too many colleges that are small in size and 2/3 of them have less than 500 enrolments. Most of the colleges are affiliated to universities which overburdens the University system leading to dysfunction in governance. Most of the higher education institutions have specialized academic courses. Four universities were set up in the private sector recently. The other important issues are insufficient funds, lack of human resources, low percentage of colleges with NAAC accreditations and autonomous status, and few falls in NIRF ranking. There is location disparity in higher education enrolment which has cost imperatives for students from distant areas in terms of their transport and accommodation.

Further the presentation drew attention to major challenges and issues in **implementing the NEP-2020 in Telangana**. Foremost challenge is of small institutions to become large in size and merge with other institutions. Some small-sized institutions are located in the few under-served areas that cater to the students' access. In in the process of transferring them to large-sized HEIs as proposed by NEP, sudden shift may result in denying the students of underserved areas their access higher education. Establishing Multidisciplinary Education and Research Universities (MERU) in each of 32 districts requires huge financial costs and the allocation of resources may be difficult in a short time. The other issues and challenges are multidisciplinary higher education institutions, faculty requirement in each subject, institutional collaboration, challenges in Academic Credit Bank, transfer from college to college and curbing privatization, the governance and centralized regularity framework.

Historical context of growth of higher education in the state was briefly mentioned. There was high demand for technical education which resulted in plethora of engineering colleges which drove the expansion of higher education in the state. Most educational institutions are running under the government budget. Also, there is a high demand for higher education in the state, many students are going abroad, and even the middle-class families also come out to send one of their children foreign for higher education. The proliferation of engineering colleges took place in the state. After the state formation, the engineering colleges have been reduced on consolidation. The public expenditure on higher education is very low and it listed among the ten lowest states in the country. The **per capita private expenditure** on education is higher than in all the states of the country. This private spending is 1.5 times higher than the national average. As of now, the government is focusing on irrigation to improve the agriculture sector. It is time for the government to focus on education as extensively. There are renowned institutions in the state of Telangana and Osmania University has a history of 100 years. The state has well-established governance system which needs to be rejuvenated to keep pace with modern times.

Day-Two-Afternoon Session (12th May 2021 Wednesday): *Southern Region* – Andhra Pradesh, Tamil Nadu and Kerala

Prof. R. Limbadri (Vice-Chairman, TSCHE; Telangana) has chaired the last main session on southern region. In his remarks he said that the Telangana State Council for Higher Education (TSCHE) has conducted meetings, deliberations and seminars with state education ministers and higher education authorities on the NEP-2020 draft and shared the suggestions with the central government. He highlighted the salient features of NEP-2020 such as the regulatory standard-setting bodies need to be combined, multidisciplinary HEIs and academic credit transfer approach, which needed thorough discussions in the context of state point of view. Despite the implementation hurdles in the states, the states have to follow the central decisions.

Secondly, he highlighted the governance aspects in higher education. In this context, the Centre should give equal role to the state in higher education policy. All the states' higher education

councils will coordinate and liaise between the state and educational institutions. Further, he discussed the comprehensive education policy from a state administrative and structural point of view. He stated the five pillars of the education system mentioned in the preamble of NEP-2020. He also discussed some other issues such as accessibility and quality which are still a big challenge in the context of privatization in the higher education system. In southern states, nearly 80% of higher education institutions are in the hands of private management. From all these issues, he asked how best we make higher education accessible, quality, and affordable to the common citizen.

Prof. Hemachandra Reddy (Chairman, APSCHE; Andhra Pradesh) has discussed the higher education policy and salient features of NEP-2020 from the perspective of the state of Andhra Pradesh. He shared the implementation of the new education policy in the state and also mentioned how to overcome the challenges at the state level. The state of Andhra Pradesh already followed some of the recommendations of the New Education Policy. The curriculum restructuring was done for professional courses in 2019 and placed in particular departments for the academic year of 2020-21. Also, the establishment of district-wise university was done in eleven districts out of thirteen. There are 18 state-funded universities in Andhra Pradesh. The state government and APCHE are preparing a framework to convert four universities as multidisciplinary institutions. On the size of institutions (higher than 3000 students) a few universities have already achieved this strength. Andhra Pradesh is having a total of 2900 HEIs with the total enrollment of 12 lakh students (AISHE, 2018-19). The enrollment has reached 13 lakhs in 2020-21 academic year. The State of Andhra Pradesh has set a target of 70% GER beyond the NEP-2020 target of 50%. Also, the state has circulated a notice to the aided colleges to merge with the government either to be converted into government institutions or private institutions.

He pointed that the *granting of graded autonomy to affiliated colleges*, is not an issue but the *institutions self-awarding certification* may become problematic particularly administration and quality might pose problem to the students in future. Also, the higher education council of the state (APSCHE) has set-up a *Quality Assurance Cell* with 130 *Quality Leaders* to make the institutions aware of NAAC accreditation and the national ranking system. Skill development is made part of the education system in Andhra Pradesh. He said they are taking the support of RGUKT (Rajiv Gandhi University for Knowledge and Technology) in designing courses along with training for the trainers. A comprehensive framework has been prepared and rolling out the ten-month mandatory internship is on-going in higher education institutions in particular in the professional colleges. He stated that they are going to ensure internship for 3 lakh students each year from the current academic year. District-level Committees headed by collectors will identify the industries for internship in both the government and private sectors and take responsibility to place the students in their interested industry.

He stated that Andhra Pradesh is the first state in the country to convert three years UG programme into four years in 2021 before the NEP-2020 came into the picture. Initially, this four-year degree

program faced some obstacles, but now it is smooth and commendable. When it comes to restructuring institutions' option to run open distance and digital learning, the state of Andhra Pradesh has four qualified universities to run the online degree. He said the state government and higher education department are preparing a framework and chalked out the action plan to overcome the constraints of infrastructure and resource allocation. The state government agreed to establish digital libraries in all the villages and provide 15 lakh laptops to the students with low socio-economic status. For the choice-based credit system in higher education (CBCE), the Board of Studies are given enormous liberty to offer courses to the students. He said the course curriculum is being restructured based on the level of intelligence of students; the engineering course offers 160 credits for all the students and 24 additional credits for high caliber students. To ensure access and equitability, he said that Andhra Pradesh moved much forward among the southern states. State provides reimbursement for tuition for all the private and public institutes and enhanced the students' maintenance scholarship to Rs 20000/- per annum. The state budget allocation for education is Rs 32,000 crore, of which 30% is for higher education. Total expenditure on education in the state is equivalent to 3.4 percentage of its GSDP. He concluded saying, "Andhra Pradesh wanted to emerge as knowledge capital, ready to take a big forward step in blended learning by maintaining quality supported by technology".

Discussion (Day-Two, Fifth Session): Prof Thimme Gowda raised some issues for clarification. With respect to colleges that award autonomous degrees, NAAC accreditation falls into the category of autonomous institutions. Which institutions get a specific grade? Do you go ahead only considering them with Autonomous and what are the other plans for the remaining colleges? Prof. Hemachandra Reddy has clarified that only 1% of colleges in AP are autonomous. They identified colleges recommended autonomy and accreditation to them as degree-awarding institutions. There are many institutions in the state without autonomy and accreditation. On how the AP state is faring with respect to online education? He said as per UGC reference online education falls under exempted category. If the institutions have the NAAC grade of 3.5 and above, and NIRF ranking falls below 100 are eligible for autonomy. Therefore only some of the universities are eligible to run online teaching and learning courses. This online education is for subjects which do not need any practicals; it is not suitable for engineering subjects. Four of Andhra Pradesh state universities have qualified for online digital teaching and learning. Only the social science courses can start completely online courses. Now we are planning to establish village-level digital libraries as per an action plan and schedule.

Prof. Gowda asked how Skill Development University and NEP-2020 are linked in skill education with general education, and whether this specialized skill development university develops to the next level through integration of the total vocational into general education for improving employability of the graduates. Prof. Reddy clarified saying that vocational courses are introduced in the regular curriculum in the Skill Development University. It will not award the degree, but runs a continuous certification programs. It helps to handhold the higher education institutes and provides training for trainers. The main duties are to interact with academicians, industries across

the world and identify such modern skills and design courses and impart training. This university plays a supportive role in higher education institutes in line with the NEP-2020. Technical University: the engineering colleges are affiliated with technological universities. Prof. Thimme Gowda said the ***concept of interdisciplinary education in multidisciplinary universities*** is being misunderstood. If many colleges are affiliated with one specific university, how can all colleges be placed under that university? If we can transfer some colleges to another university and there is a specific problem that engineering colleges should be affiliated with technical universities? Prof. Hemachandra Reddy clarified that the option/choice is given to the college to affiliate with any university. In Andhra Pradesh, there are no restrictions on the affiliation of a particular college to a particular university. Many professional colleges are affiliated with general universities in Andhra Pradesh.

Further Prof. Gowda said the NEP-2020 recommends that all universities should start 4-years under-graduation course, but no standard implementation framework has been provided. Andhra Pradesh experience in this context, is commendable and is worth emulating. Prof. Reddy explained that the 4-year degree program began in the 2019-20 academic year. The UGC did not approve it but NEP-2020 gave flexibility to the program. This program follows the upcoming framework and guidelines. In this 4-year degree program, students in the final year will have the opportunity to move towards research or teacher training.

Concluding Session

Prof. T. Papi Reddy (Chairman, TSCHE, Telangana) stated that the on-going discussions of the two-day webinar would yield good results in the future. He also mentioned the efforts made by TSCHE in establishing the research cell (RSEPPG) at CESS and its importance in the policy making for the development of higher education in the state. This research unit is working to evaluate educational policy from school education to higher education. Further, he discussed the real problems concerning the state government and higher education- access, equity, diversity, regulations, centralization against decentralization, privatization, philanthropy, and faculty unfilled position in the universities. How to move forward in the given situation of funds and other challenges is the challenge before the TSCHE and the RSEPPG, he said. He highlighted the issues of distribution of finance to the states, state budget allocation and expenditure concerning higher education. The majority portion of the allocated budget is going for the salaries of the employees leaving little scope for the infrastructure and development aspects. Expansion of school education is going on in a big way throughout India but the lack of quality is an observable indicator. Accreditation, college affiliation and autonomy are the important issues and all State Councils of Higher Education (SCHEs) need to find the problems and challenges and seek concrete response of the Central and state governments in addressing these issues. The majority of states should focus on the curriculum as the current curriculum is obsolete. It does not benefit the students as well as society. It is time for the states to step up their efforts to transform the system by implementing the reforms designed by NEP-2020. Finally, he appreciated all the participants for spending time and

discussing the challenges, issues, experiences and opportunities in the implementation of NEP-2020 in their respective states.

Prof. E. Revathi (Director, CESS Hyderabad) has briefed the deliberations of the two-day webinar. She expressed that it is a pan-India kind of Webinar. With the cooperation of TSCHE, the Research Cell (RSEPPG) of CESS has brought together all six regions of India by conducting this webinar to discuss the current problem of higher education and share the experiences in the implementation of NEP-2020. Expansion of private management institutions and privatization has been rampant and proliferated very much in the last 20 years, and public funding has been greatly reduced in higher education. The objective of raising GER to 50% cannot be achieved through privatization alone, although access to higher education has been increasing due to privatization. There are socio-economic, regional, and language gaps in higher education. The increasing GER can be steady up to a certain level, after that, it will be difficult to increase even 1% of GER. Another issue is *access vis-à-vis quality*, as HEIs are stratified along public and private, and quality, access to such institutions depends on affordability and socio-economic conditions of the students. This differential access leads to education inequalities in terms of quality if not in terms of access, and thereafter to employment opportunities. In the context of public expenditure, many issues were brought out and highlighted the per capita public and private expenditure by the state and central government. The shares of the federal and state governments in the expenditure of central and state universities/ institutions were also discussed. There is a huge faculty requirement in all the states. Problems of restructuring and size of institutions among other issues are discussed. It is a great opportunity for the Research Cell (RSEPPG) of CESS and TSCHE to discuss and document the challenges in higher education and the experiences in implementing the NEP 2020. Many policy suggestions also have come up which will be useful to take forward the NEP 2020.

Reflections and feedback were received from every participant of the whole event. **Dr. Venkatanarayana,** Associate Professor, CESS Hyderabad, has placed the Word of Thanks to thank ICSSR for the sponsoring the national webinar and the distinguished speakers for their participations and presentation of their views.

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ICSSR-Sponsored National Webinar on: State-Level Implementation of NEP 2020 in Higher Education – Issues and Challenges held on May 11-12, 2021

List of Participants

Sno	Name	Designation and Affiliation	Role
1	Prof. Prof. D. N. Reddy	Vising Professor, IHD, New Delhi	Chairman / Moderator
2	Prof. N.V. Varghese	Vice-Chancellor, NIEPA	Speaker
3	Prof. Shanta Kumar	Professor, Azim Premji, Bangalore	Speaker
4	Dr. Manoj Kumar	Joint Secretary, UGC, SERO	Speaker
5	Dr. Rahul Banerjee	Research and Activist based at Indore	Speaker
6	Prof. Mahendra Dev	Director and Vice-Chancellor, IGIDR	Chairman/Moderator
7	Dr. Vimal Trivedi	Associate Professor, CSS, Surat	Speaker
8	Dr. Rudra Narayana Mishra	Assistant Professor, GIDR, Ahmadabad	Speaker
9	Dr. Gurudarshan Singh Brar	Asst. Director, Dept of HE, Govt of Punjab	Speaker
10	Dr. Dhanraj Mane	Director, Dept of HE, Govt. of Maharashtra	Speaker
11	Prof. R. Radhakrishna	Chairman, CESS, Hyderabad	Chairman / Moderator
12	Prof. Amiya Kumar Bagchi	Emeritus Professor, IDSK, Kolkata	Speaker
13	Dr. Amarendra Das	Associate Professor, NISER, Bhubaneswar	Speaker
14	Dr. Pradeep Kumar Choudhury	Asst. Prof., Zakir Hussain Centre, JNU, New Delhi	Speaker
15	Prof. V. Venkataramana	Vice-Chairman, TSCHE	Chairman / Moderator
16	Prof. B. Thimme Gowda	Vice-Chairman, KSCHE	Speaker
17	Prof. Abdul Shaban	Professor, TISS, Mumbai	Speaker
18	Prof. R. S. Deshpande	Honorary Visiting Professor, ISEC, Bangalore	Speaker
19	Prof. R. Limbadri	Vice-Chairman, TSCHE	Chairman / Moderator
20	Prof. Hemachandra Reddy	Chairman, APSCHE	Speaker
21	Prof. T. Papi Reddy	Chairman, TSCHE	Concluding Remarks
22	Prof. E. Revathi	Director, CESS	Welcome Address
23	Dr. Venkatanarayana Motkuri	Assoc. Prof. and Coordinator, RSEPG, CESS	Word of Thanks
25	Mr. G. Ramesh	Research Assistant, RSEPPG-CESS	Rapporteur
26	Mr. K. Yadagiri	Research Scholar	Rapporteur
27	Ms. Shital	Research Scholar	Rapporteur
28	Mr. T. Srichandra	Intern of RSEPPG-CESS from IIT Mandi	Participant

IV State-Level Webinar on Implementation of National Education Policy 2020 in Higher Education in Telangana State (held on April 20, 2021)

Background

The progress in higher education in Telangana state is much better and faster than the national average in the recent past. The foundation for modern education in the erstwhile Hyderabad state was laid during the mid-19th century, along the lines of reforms introduced by Salar Jung I, the then prime minister of the state and the British India education policy. The establishment of Dar- ul-ulum School (or Oriental College) in 1854 along with an order issued in 1859 to establish two schools in each Taluk and District[1] headquarters was the beginning of modern education. Education Department headed by secretary was established in 1870 which was subsequently upgraded in 1883 to a major department as Public Instruction. The latter initiative resulted in allotment of annual budget for education, establishing a high school in each *Subha* headquarters along with a few middle schools in each district. The number of primary schools also increased from 161 to 402 during 1883-86. Further, along with establishing an engineering school, a couple of schools were amalgamated and upgraded into a Hyderabad College in 1876 and then the Nizam College was established in 1887. Before the establishment of iconic Osmania University at Hyderabad in 1918, the colleges in the Hyderabad state were affiliated to Madras University, Nizam College was continued to be so thereafter even. Although the base of modern education especially schools in the state expanded and higher education had a certain beginnings, it was very slow during second-half of 19th century. Recommendations of Arthur Mayhew as an Advisor for education (1910-12) and initiatives of Akbar Hydari as a state Secretary made an effort to improve the progress of education in Hyderabad state during the first-half of 20th century. In a comparative perspective, the progress of education in the Hyderabad state was slower than the rest of India and/or other princely states. There were 11 colleges and one university at the time of integration of Hyderabad state into the Indian union in 1948.

Post-integration and subsequent merger, the Telangana region of erstwhile Andhra Pradesh state continued to be served by only Osmania University until an Agricultural University was established in 1964 followed by a Central University of Hyderabad set up in 1974 and Kakatiya University in 1976. Although there was no new university for the next two decades (1980s and 1990s), the number of colleges have increased gradually till mid-1990s and thereafter it is fast paced. In the last two decades since the turn of 21st century, the number of universities increased to 24 and colleges proliferated to around 2000 in the state of Telangana. Accordingly, the enrolment in these institutions also has increased significantly. The number of higher education institutions available per lakh population (50) in Telangana is the second highest in India, next to Karnataka (AISHE, 2018-19). The gross enrolment ratio (GER) of the state at 36% in 2018-19, is one of the highest in the country. Moreover, the structure of higher education in terms of enrolment which is

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[1]The number of Taluks were around 74 in 1865 and it increased to 104 in 1880. Similarly, the number of Districts in the state were around 14 in 1865 and they it increased to 16 in 1880.

diversified into various technical/professional courses along with general courses stands better than the national level scenario.

Although the quantitative expansion of higher education in the state appeared to be better along with reasonably better performance in terms of equity and diversification to professional courses in enrolment, the quality of education in the state, is a cause of concern as it is the case in rest of India. Moreover, Telangana stands top among the Indian states in terms of the privatization of higher education (HEIs, enrolment and expenditure). Despite subsidizing the cost of education through scholarships and reimbursement of tuition fee for eligible students based on a social and economic criterion, the private cost of higher education in the state is one of the highest in India. The structure of higher education institutions consists of a considerably large number of small institutions in terms of size of enrolment. Also, many of the institutions are discipline-specific ones. Most of the institutions are heavily concentrated in and around Hyderabad city followed by districts of Warangal and Khammam. Though the state has high GER in higher education, both the absolute (number) enrolment and GER have not shown any increasing trend during the past few years. Moreover, governance-related issues especially autonomy and accountability are pertinent to higher education institutions all over India as well as in the state. Addressing all these issues and challenges in laying a road map towards improving the higher education system of the state is pertinent especially in the context of NEP 2020 where the Union Government is attempting to capture more regulatory power with lesser financial support to the state governments.

The state-level Webinar on implementing the NEP-2020 in higher education in the state is important in this context as the policy stated many of these issues and challenges and proposed certain solutions through policy changes. The main objective of the state-level Webinar on NEP 2020 was to initiate a discussion on the issues and challenges along with ideas, solutions, strategies and the implementation process of NEP-2020 for the state and document the same. State governments are the main stakeholders in implementing the national policy. A state-level perspective in implementing the policy is important. The main focus of the Webinar is to discuss the implementation processes and challenges in Higher Education in the state of Telangana. Altogether there were four sessions for this day-long Webinar. The first session began with introducing the CESS- RSEPPG (Research Cell for Studies in Education Policy, Planning and Governance), a welcome address was given by Prof. E. Revathi, Director CESS. It is followed by the session-wise presentations by panels of speakers who are all eminent academicians.

Welcome Address and Session-1

Prof. E. Revathi (Director, CESS) has given a welcome address while chairing the *first session.* She explained briefly the establishment of the Research Cell of Education (RSEPPG) at CESS, its importance, and the objectives of the RSEPPG. She has raised some of the issues, challenges and concerns related to the status of higher education in Telangana and implementing the NEP 2020 in the state. The key points of her presentation are as follows. The Indian education system is growing

at a rapid pace and making great strides towards achieving equality in social, economic, and gender aspects. The massification of higher education is largely achieved but still there are inequalities at the micro level such as female enrollment in professional courses, and socio-economic problems of the marginalized population. The key issues related to higher education in India include role of state and central government in governance of higher education, and variance in central budget disbursement to States and Central universities. Of the total grants released by UGC, 95% is allocated to central universities and other institutions, while only around 5% is left to the state universities or colleges. Centre and the State government's performance varied across the five pillars of education system viz access, equity, quality, affordable and accountability. Telangana shows better performance in both *access* and *equity* in terms of gross enrolment ratio (GER) by gender and colleges per eligible-age population. But in terms of quality, affordability and accountability, state and centre are in similar situation.

The problems of higher education in Telangana state are that 2/3 of institutions are with enrolment less than 500 students. There are regional disparities in location of higher education institutions, 80% of institutions are privately managed and 75% of students are enrolled in these private management institutions. When it comes to accountability in higher education, only 10% institutions in the state have NAAC accreditation, only a few institutions are in the NIRF rankings and only 3% of colleges have autonomous status. Also parents have to spend a high percentage of household expenditure on higher education for their children. The challenges faced by higher education in terms of steps needed in improving accountability, quality concerns in higher education in India like pedagogical approaches, traditional curricula, student support programs of remedial teaching arrangements, autonomy and accountability, and mode of assessment and evaluation. The roadmap for implementation of the NEP 2020 in the Telangana state can emerge from the discussion in the webinar.

Prof. Faizan Mustafa (Vice-Chancellor NALSAR) has given first presentation on *TS-Implementation of NEP strategies and concerns*. Following are the key points of his presentation. Although there were a lot of attempts of such policy framework in the past, unfortunately there is no serious attempt of its implementation. There is a huge gap between policy formulation and its actual ground level implementation. It is happening because of lack of sound legislative framework and that the Central and state governments are not enacting sound legislation based on effective implementation of policies. All these are a*d hoc* measures but not a holistic solution. There are many issues and challenges especially in terms of the legislative framework since the 1986 education policy. The main concern of the higher education system in India is that it is overregulated and grossly underfunded. There is an intense need for autonomy to be given to the universities for enhanced quality higher education in the country. If universities are less dependent on the government for the selection of vice-chancellor as well as in terms of funding, there will be less interference and regulation of the government. Autonomy results in knowledge creation which leads to creativity.

Also, he pointed out some of the issues and concerns as follows- local government plays an important role in funding and control of the universities. Another issue concerning higher education is the low investment in research, especially in humanities and social sciences which should be encouraged for achieving enlightened and knowledgeable citizen. Also, rigidity is another ill of the Indian education system which can be overcome by introducing a multidisciplinary aspect of the NEP-2020. As a whole, state governments should trust the universities since the top-down model is suitable in bureaucracy but not in education. Effective utilization of online platforms, bringing in reforms in university governance, advance allocation of funds and expansion of new horizons of diversity

Prof. P. J. Narayana (Director IIIT, Hyderabad) has discussed current issues of universities as follows. Universities are currently struggling with affiliation roles and responsibilities. In this way, Universities lose their major thrust in terms of academia and research. While talking about the multidisciplinary perspective of NEP-2020, there are very few students who take multidisciplinary courses. However, there should be a push for students to choose multi-disciplinary subjects in the course for the holistic development of careers. He highlighted that there is a classification in NEP-2020 into three divisions of institutions such as teaching-intensive, research and teaching intensive, and autonomous teaching colleges. It helps to look for more insightful incentives for research-based institutions. Explaining responsibility and accountability, any administrative structure can be created or sabotaged, he said that accountability and responsibility would be needed at the individual and organizational levels as well as at the mediation levels. The creation or sabotaging of administrative structure depends on how people are made responsible and accountable for a strong education system.

Prof. N. V. Ramana (Director, NIT, Warangal) presentation is on the implementation of NEP-2020 in Telangana state and developments in potential and excellent institutions. He covered the performance and implementation of NEP-2020 in National Institute of Technology (NIT), Warangal. Some of the highlights are as follows. In lieu of increasing GER, NIT expects to raise its student enrolment to 20,000 by the year 2030. They inculcated flexibility in their curriculum, professional certificate programmes, faculty development programmes, strong IT and infrastructure, updated teaching pedagogies, multiple entry and exit options and MOUs with industries and other higher education institutions to strengthen the education system and also achieving holistic development of the students. He mentioned that there is a need for amenities in the technical education institutions based on student-centric infrastructure with all kinds of technical and non-technical facilities to enhance holistic skills that are important to the students. He discussed the integration of humanities and social sciences with regular technical courses. This is because the definition of career has been redefined after globalization towards a holistic one. In addition, he indicated the requirement of infrastructure and the installation of digital type of equipment in higher and technical education. Further, he discussed new market demands new levels of skills. So there is a need for sandwich integration mechanism which is highly required for

technical courses. Apart from this the student alumni and their professional network (alumni associations) also help and bring in a lot of change in terms of enhancing good qualities among the students. Institutions like IITs, IIITs and NITs would need more research-based learning than the normal course learning as it would help to create intellectual and knowledge production that can become value addition to the future market and industry. He pointed some other areas of serious concern such as scholarship and mentorship schemes, promotion of formal and informal institutional collaborations, skill developments needs for the 21st century.

Session II

Prof. T. Papi Reddy (Chairman, TSCHE) has chaired the second session by highlighting the key objectives of the NEP-2020. The main objective of NEP-2020 is to increase the gross enrolment ratio (GER) in higher education in India from 26% to 50% by 2035. Though 90% of the courses in India are privatized long ago, the governance of the universities is a major issue. There is a need to reform the governance of the institutions and universities both at the central and state levels. The autonomy of the universities is on the paper but does not exist in reality. Autonomy for all universities is required to build a stronger higher education system in the nation. There is also a need for bringing in more colleges, institutes and universities by the government, especially, for the under-served sections of the society. For further discussion, he brought out some challenges and issues mentioned above regarding higher education and requested the invitees to discuss the implementation strategy of NEP 2020 for the state as implementation strategy of NEP 2020 for the state as a solution to the challenges existing in higher education.

Dr. V. Praveen Rao (Vice-Chancellor, PJTSAU) *in his presentation reflected on the implementation of NEP-2020 in agriculture universities: concerns and challenges*. Key points in his talk are as follows. The Indian Council for Agricultural Research (ICRA) took the responsibility and appointed a committee to work out the implementation strategy of NEP-2020 for agricultural universities. The committee also comprehended how NEP can be operationalized. A total of 74 agriculture universities are there in India; out of these 63 are state agriculture universities; 3 are central agriculture universities; 4 of them are Deemed Universities, and 4 are funded by ICAR. The agricultural universities constitute 9% of public education institutions but the student enrolment is hardly 1%. Agricultural universities have been following some guidelines over the past few years, which are now recommended by NEP-2020. They are, offering various multiple combinations of subjects and even emerging new courses. Agriculture universities have plans to increase the students' enrolment to establish constituent colleges. Only the six states allowed private management institutions. By 2030, all single-stream universities will either close down or will be amalgamated with other multidisciplinary universities. All agriculture universities follow the ICAR Model Act and a Dean's Committee is set up for every 5 years to revamp and restructure the course curriculum and prepare the guidelines accordingly. He pointed that in line with the multiple entry and exit system there is a need to liberalize the admission process as it is still stringent and rigid in nature. There must a provision that 50% of students must be from the

local areas, and another 50% from outside for a healthy combination of students. The ICAR is also working on this to bring a uniform model. He said agricultural universities are doing this at the doctoral level in collaboration with foreign institutions, especially in the field of research.

Prof. R. K. Mishra (Professor, IPE, Hyderabad) discussion is focused on the present situation of the higher education system in Telangana and the implementation of NEP-2020: challenges of vision, strategies and way forward. The highlights of the presentation are as follows. In India, higher education has a great legacy and higher education plays a vital role in the shaping of the future individuals and as well as country development. He opined, without education country cannot move ahead. The state of Telangana has one of the best institutes in all the disciplines, provides education through private and public mode, and has a diversified academic environment. In addition, Governments should wake up to introduce new areas and horizons of implementation of NEP-2020. The institutes should not rely completely on the fees for funding their institutes. Some initiatives like introducing student loans and others must be taken up. The 6% of the GDP must be allocated to education in the budget. Other sources for education budget such as research project funds, Loans from the banks, social investments, CSR grants and donations from philanthropic areas, Green loans, ESG Funds need to be tapped. The quality of higher education majorly depends on the quality of teachers. Institutes must take up faculty development programmes and teacher training, to ensure quality education is passed on to the students.

Shri Naveen Mittal (Commissioner, Department of Higher Education, Govt of Telangana) highlighted the challenges and procedures in higher education between the state and the centre, also discussed students enrollment, grants and funding, technology requirement in higher education institutions, and the challenges, overview, way forward in the implementation of NEP-2020. Some of the key points are as follows. Most of the school education is in the hands of the state government while higher education is at a central level. Overlapping of regulation with multiple bodies and institutions at different levels and all of them under the control of the central government but state government's role is very minimal in nature. Implementing the NEP is essential, especially multidisciplinary has to happen at the national level. The introduction of DOST (Degree Online Services Telangana) in Telangana, a common platform for degree admissions has accelerated the admission process. And thereby last year introduced bucket system in the state of Telangana through which the spectrum of options to the students to choose various courses increased a lot. Also, he pointed out the issues related to implementation of NEP-2020; operational strategies need multiple entry and exit system; state & central share in fund distribution for institutional restructure and resource arrangement, low releasing grants from UGC for the past 4 years, working performance of RUSA, less or no grants sanctioned for research from research agencies.

Further, he focused on the CoVID-19 impact on the education system and the need for digital equipment. The infusion of technology is a huge catalyst for the entire education sector. More

robust suitable online platforms have to be introduced for the Indian education system. There is an urgent need to develop our own indigenous system of online diffusion platform. Due to the corona pandemic devices per person is another demand increased among the students. He concluded by suggesting the central and government; there is the present higher education system in universities is facing more burden in the complexity of the academic and administration. A better management system should be brought in to reduce the complexities in the administrative work of the institute/universities. Need to introduce a robust system of management with an e-office system and introduce device per person and student to make more integration and accountability.

Session III
Prof. V. Venkataramana (Vice-Chairman, TSCHE) has chaired the **third session** of the Webinar. This session covered accreditation related issues.

Dr. Shyam Sunder (Advisor, NAAC) has focused on *Innovative initiatives and strategies in the implementation of NEP-2020: NAAC Accreditation.* Following are the key points he made in his presentation. He highlighted the new developments in the recent past in higher education (India): digital transformation; expansion of its landscape; access equity quality and affordability; student-centric policy; recognition and attempt of divergent problems; emergence of new governance structure. He opined that, although the states would be varied in preparing a roadmap to implement NEP-2020, they should follow the five pillars of NEP 2020. Capacity-building should be required for all institutions because the students and teachers are more responsible and accountable, as per NEP-2020. It brings added responsibility to HEI. The NEP looks for light but tight regulation and also it would be right. Academic Bank of Credits (ABC) would be helpful to students. The main question is who would design the programmes for the successful implementation of NEP-2020. It follows the all-academic standards subject to all regulatory bodies. NEP got an approach that was of the ancient universities like Nalanda, Takshashila, etc. It identified 3 types of institutions like Research-intensive universities, Teaching universities and Autonomous Colleges. The GER target is to rise from 26.3% to 50% by 2030.

Without digital transformation, the implementation of NEP-2020 is not possible which is both cost-effective and time-efficient. NAAC is already following ***Digital Innovative Initiatives*** for the registration of colleges for NAAC accreditation but still many colleges prefer physical rather than an online mode to send documents. In India, there are 3 years duration degrees but in the US it is 4 years. Education in other countries would be much more expensive. There is a need for further reforms to take care of the affordability of higher education in India. NAAC also undertakes a ***Students Satisfactory Survey*** for every institute that applies for accreditation to know the student perspective. It also conducted several webinars during the pandemic to spread awareness on the accreditation and assessment system of NAAC.

Prof. A. Goverdhan (Rector, JNTUH) presentation was on *NEP-2020-TS- Implementation of NEP-2020 in the Technical Institutions and Way Forward* and his key points are as follows. The speaker reminded that it was from 9147 till date, 9 to10 Commissions came across to strengthen the education system in India. All the commissions have played an important role at their level in their times and still have their impact on the education system. The newly proposed NEP 2020 has a lot of new reforms by integrating the features of previous policies and commissions to meet the needs of the current time. Also, he gave an overview of various reforms in education such as the Kothari Commission, Radhakrishna Committee along with NEP-2020. The main objective of NEP-2020 is to increase the GER to 50% by 2030. It has brought many changes for both - the institutions and the students. The teachers should guide the students in 360 degrees to excel in skills as per the industry requirements. The institutions should collaborate with industries to provide the skills required in the changing job markets and also to provide more employment opportunities. There is a need for integration of vocational, teaching and professional education. He concluded by giving some advice. He said, NEP-2020 looks forward to providing low cost and cost-effective solutions to the stakeholders. Achieving an inclusive and equitable education system by 2030 is possible by using a multi-step approach. There is a need to make optimum utilization of national infrastructure as well as research infrastructure by the stakeholders. Particularly, Hyderabad can be made an education hub by implementing the strategies of NEP and also by the introduction of several universities and institutes.

Prof. Y. L. Srinivas (Professor, OU) has focused on the *NEP-2020-TS-Implementation through the lenses of local mediums and indigenous ways and means: constraints and challenges.* Following are the key points that he made in his presentation. The main objective of the NEP-2020 in Telangana is to make a role model for other states and make it an education-hub. Though there are many reforms and commissions in the past, they did not bring many changes in the education system. NEP-2020 is different from all others as it covers all the aspects of education including pre-primary education. And for the first time, it also covered components' of Early Childhood Education (ECE). Further, he said, no policy has ever discussed the medium of instruction, NEP-2020 has insisted on mother tongue education. Mother tongue is emphasized to avoid the discrepancies in the languages as more energy is spent on understanding the language than on comprehending the concept. It also emphasized on tribal education in their native language. NEP-2020 suggests translating all the standard books of all domains into all the languages to provide access to the student to opt for the language in which he is comfortable. This leads to the education of the masses resulting in innovation, thereby transforming India from knowledge consumer to knowledge producer

Session IV

Prof. Limbadri, (Vice-Chairman, TSCHE) has chaired the fourth session of the webinar and made his remarks on *NEP-2020-TS-Review: Concerns and ways of its implementation.* The key points he made in his remarks are as follows. One of the important pillars of NEP is quality. Some

of the indicators of quality are effective teaching-learning methods, student performance indicators, administrative indicators and institutional indicators. The major issues concerning quality include standard management, infrastructure facilities, teacher recruitment policies and many more. UGC in its report 2018 deliberated quality concerns in higher education and gave guidelines. Some of them are improved access of graduates to employment opportunities, at least 2/3rd of the activities should be engaged in social activities, ensuring 90 per cent of teaching assistance, obtaining NAAC accreditation with a minimum CGPA of 2.5 by 2021. But still, a lot more to do to enhance quality at all the levels. In the present global competition times the Graduates should acquire soft skills, entrepreneurship skills, and critical thinking and leadership skills to be employable in the labour market.

Prof. J. B. G. Tilak (Visiting Professor, CSD, New Delhi) has made the first presentation of the fourth session on *Strengths and Feasibilities of Implementation of NEP-2020 at the National and States Level*. The key highlights of his presentation are as follows. Landmark policy after a long time in Indian higher education system and path-breaking reform-oriented policy with good approaches clear clarity goals in Indian education. Education is the public good where state role is very significant to enhance quality and education is not a commercial business for profit generations. Hence institutions should produce value-oriented humans with the legacy of ancient culture catering to modern needs. There should be need for incentive-based funding and state governments should give priority to financial allocation, and encourage the research by generating funds. Teaching institutions should involve in intense research activities apart from having multiple disciplines. He highlighted some of the challenges in higher education in the state of Telangana. There is an acute shortage of faculty. A total of 17 state universities are there in Telangana, of which only 6 are comprehensive in nature. The situation is similar in affiliated colleges, with only 51 of the total 2000 colleges being comprehensive in nature, and having space to implement the multidisciplinary stream. There are different types of institutions like the government and private management. Most colleges are self-financing, in which engineering colleges dominate in number. These institutions are not suitable with many of the provisions of the NEP-2020. He made some suggestions for improvement. TSCHE should become major planning and policy-making body for the higher education system in the state. Diversity enables a better learning environment and learning to live with others is an important policy of higher education. Improvements in teacher knowledge along with physical infrastructure and motivational skills are necessary. State budgets do not have a component for research. Prof. Tilak suggests as a thumb rule, at least 10% should be allocated for research and another 10% for the scholarship. This takes care of the equity aspect of the policy. Some urgent initiatives are: need state-level accreditation for revamping the existing institutions, No college should run without accreditation, Stop the permission to open new colleges till rationalization is completed, a condition that there should be a minimum of 500 admissions to permit a new college, There should be a rigorous review on the existing courses and their utilization.

Prof. U. B. Desai (Chancellor, Anurag University) has focused on the *Implementation of NEP-2020 in Higher Education: Potentials and Challenges*. Key points from his presentation are as follows. To administer the institutions need highly qualified people with a degree of autonomy, and instead of plural regulatory bodies it would need only a single regulative body. It is also necessary to increase access and accreditation for increased deployment, quality of organizations and to increase responsibilities with broad-based objectives. He suggested for more serious thought on the implementation of a multidisciplinary system, as it is very challenging and difficult to implement. There is a need to observe the effect of entry and exit options on the students. A state-wise mechanism would be required for the categorization of an institution based on their research and teaching intensively. But in India, the challenge is that away from affiliation is not easy. So far Bangladesh and Sri Lanka adopt the affiliation model. Further investments are required in digital education which is very essential for rural areas and its maintenance, and also in faculty training and development to enhance the standards of the education system. Foreign universities are currently facing a financial crunch to set up their institutes in India. He questioned, why India can't set up its institutions abroad. A stage-wise mechanism is required for granting graded autonomy to colleges, through a transparent system. While preparing the curriculum and pedagogy the teachers should have more autonomy for creative and critical thinking. There should be a holistic education in arts and humanities with certificate course in science and technology with updated technology.

Prof. I. Rambraham (Vice-Chancellor, Central University of Odisha) his presentation is about *Implementing the NEP 2020: Massive Concerns, Changes and Challenges*. Following are key points from his presentation. While implementing the NEP-2020 there will be massive changes in future. There will be heterogeneity in education based on which social and intellectual system can be built. There is a need to allocate a 6 % budget for education while looking at different universities to strengthen the Indian higher education system. The present policy also brought large expectations among the people and all the stakeholders of higher education. Rigidity became the hallmark of Indian higher education institutions. He raised questions like, how they are going to become liberated from that and what are the ways and strategies for collaboration has to be defined. It is not as easy, as it exists on the paper. There is the high-level need for political will for the formulation of the feasible legislature to implement it at all the levels. It's also a great path-breaking bold challenge ahead and still political discontent is going on. Further, he discussed some of the issues such as multiple structures and functions; allocation of more budget away from affiliation system, leadership and consciousness, the spirit of action and professionalism away from affiliation strategies and methods, Rashtriya Shiksha Ayog- model for quality enhancement, etc.

Ms Mihira G (Research Scholar-NIEPA) presentation is on *Privatization in the name of autonomy: a critical analysis of the Draft NEP-2019*. The key points from her presentation are as follows. The autonomy definition is not clear. It is clearly saying that freedom for generation of revenue from various sources, not in other forms to be freedom from regulation. Autonomy is classified into three types administrative, academic and financial. Among three forms of autonomy

only academic part is to some extent delivered but rest of them are not. As per policy document so far only 62 HEIs are having this kind of autonomy.

Prof. Rekha Pappu (Professor, TISS, Hyderabad) presentation was on reimagining Undergraduate Programme under the NEP 2020 focused on the TISS under-graduate programme in alignment with the NEP-2020. She highlighted the need for creative and critical thinking among the students, NEP-2020 mentioned that there should have a space for creative and critical thinking in the education system hence that will give rational thinking power to the students. While highlighting emotional skills, she expressed that these skills instill human values among the students. Also, specialized subject of psychology should be introduced at the graduate course level. She emphasized that multidisciplinary education is very valid and has a more broad perspective on the new education policy. Research should be promoted along with undergraduate programs in universities to fulfil the main intention of holistic education of the new education policy.

Prof. Mallikarjuna Reddy (AKUT, KU) presentation was about NEP-2020 Improve the quality and employability of graduates. Key points of his presentation are as follows. The NEP 2020 is based on the 5 pillars that access, affordability, accountability, equity and quality can facilitate good access to education with more affordability and fairness. Quality should be improved. According to the NASSCOM survey, only 25% of students graduating each year are employable. He mentioned that the most of the teachers in the universities and affiliated colleges were not being regularized. Recruitment processes that select teachers should be strengthened to select bright teachers for quality education. He raised funding issues of state universities, where state universities are funded very marginal by the central government. Since 2014, state universities are not getting any research grants from the centre. Since India experiences demographic dividend, the world is looking to India for the workforce. Therefore, these human resources should be skilled to cater to global needs. He said the Telangana government has come forward in this regard with programmes such as TASK to improve the quality and employability of graduates.

Closing Session V

Prof. E. Revathi (Director, CESS) summarized the discussion and presentation of the speakers. She said speakers have touched on all most all areas and issues of the proposed webinar. In all the sessions, there were in total 12 issues mentioned in the webinar concept note out of which 9 issues were covered extensively. All the speakers highlighted that NEP-2020 proposals of multidisciplinary education and multiple entry and exit are very good. But at the same time, there are some problems and challenges, so there is a need to explore some more amicable solutions to overcome this issue. There has been a wide debate on governance and administration in higher education. The present system has been existing for a long time which has some good features like accountability and responsibility among functionaries that are inherent to its structure, but without taking into cognizance these structures new ones are being thrust. Instead of creating new

structures it is always better to reinvent the existing structures of governance to suit the changing context and need.

Extension of autonomy for the institutions at all levels is a welcome phenomenon. In this context, the local governments have to play a vital role. But how to ensure autonomy to all educational institutions, how to monitor them, and what are the ways to impart autonomy to the universities are the challenges. Accountability to local governments is a possible solution and they have to be empowered to play this role.

All the speakers raised that higher education is a public good and therefore adhering to 6% of GDP must and should be there and it is mentioned that the state universities are not receiving funds apart from the non-negotiable allocations. The state government must allocate 10 percent from the education budget for research and HEIs also can think and explore generating the research funds.

According to NEP, 2020, all universities should establish a multidisciplinary course system. Many universities and institutions do not have sufficient teachers and resources. There is no uniformity in size and management across institutions. Thus these types of issues exacerbate the problem in 'Multiple entry and exit policy of the NEP. There is a need for a national standard regulation system for multiple entry and exit as well as certification in the mid-course.

There is an urgent need for quality teachers unfortunately the coming generations are not opting for teaching as a career. Hence there is a need to attract good talented teachers. There is a huge availability of infrastructure but due to lack of a better management system optimal utilization of infrastructure and other resources is not happening.

To enhance holistic higher education to all in the state of Telangana and to make possible it becomes a hub of higher education it requires a lot of imagination and innovation in the implementation of NEP policies like the multidisciplinary institutions and multiple entry and exit systems. There is also need for flexible methods to reinvent the governance system at all the levels. There is a need for a long term plan and objectives with effective and sustainable solutions. Hence we need more brainstorming on the methods to reinvent and ways to enhance quality higher education to all in the state of Telangana broadly adhering to the goals of the NEP-2020.

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RSEPPG-CESS Webinar on: Implementation of NEP 2020 in Higher Education in Telangana State, held on 20th April 2021

List of Participants

Sl No	Name	Designation and Affiliation	Role
1	Prof. E. Revathi	Director, CESS	Organiser, Welcome Address, Chairperson/ Moderator
2	Prof. Faizan Mustafa	Vice-Chancellor, NALSAR	Speaker
3	Prof. N. V. Ramana	Director, NIT, Warangal	Speaker
4	Prof. P. J. Narayana	Director, IIIT, Hyd	Speaker
5	Prof. T. Papi Reddy	Chairman, TSCHE	Chairperson/ Moderator
6	Prof. V. Praveen Rao	Vice-Chancellor, PJTSAU	Speaker
7	Mr. Naveen Mittal, IAS	Commissioner, Higher Education, GoTS	Speaker
8	Prof. R. K. Mishra	Professor, IPE	Speaker
9	Prof. V. Venkataramana	Vice-Chairman, TSCHE	Chairperson/ Moderator
10	Dr. Shyam Sunder	Advisor, NAAC	Speaker
11	Prof. A. Goverdhan	Rector, JNTUH	Speaker
12	Prof. Y. L. Srinivas	Professor, OU	Speaker
13	Prof. R. Limbadri	Vice-Chairman, TSCHE	Chairperson/ Moderator
14	Prof. J. B. G. Tilak	Visiting Professor, CSD	Speaker
13	Prof. I. Rambraham	Vice-Chancellor, Central University of Odisha	Speaker
15	Prof. U. B. Desai	Chancellor, Anurag Uni.	Speaker
16	Ms. G. Mihira	Research Scholar, NIEPA	Speaker
17	Prof. Rekha Pappu	Professor, TISS Hyderabad	Speaker
18	Prof. Mallikarjuna Reddy	Association of Kakatiya University Teachers (AKUT)	Speaker
19	Dr. Venkatanarayana Motkuri	Co-ordinator RSEPPG	Organiser, Vote of Thanks
20	Mr. Sampath Rao	Research Associate, CESS	Participant
21	Mr. D. Mohan Rao	Research Associate, CESS	Participant
22	Mr. G. Ramesh	Research Asst., RSEPPG	Rapporteur
23	Mr. K. Yadagiri	Research Scholar, CESS	Rapporteur
24	Ms. N. Shital	Research Scholar, CESS	Rapporteur
25	Mr. A. Ramesh	Research Scholar, CESS	Rapporteur
26	Mr. T. Srichandra	CESS Intern, IIT Mandi	Participant