Cluster Coordinator/Dean of the Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Designation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List of Colleges/Departments/ Centres in the Cluster:

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Dear Colleagues

As you deliberate and discuss on the proposed concept of Higher Education Commission of India as envisioned by NEP 2020, below are some suggested guidelines that may help you to keep discussion focused and organized:

1)The discussion shall be focused with reference to NEP 2020 (section 18 and 19). The soft copy of the policy document is attached with the email.

2) It is advised to refer to the Concept Note given with the mail, for more clarity.

3) The next pages of the present document consist of a table with suggestive heads in five sections A, B, C, D, E and the last section F for any other suggestion.

4) Cluster coordinators/Dean of faculties shall provide implications/concerns/suggestions under the suggestive heads for each section.

5) Suggestions can be supported by examples or by any reference of any exemplary practice.

6) Observations and suggestions shall be precise.

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| **Section A: Higher Education Commission of India (HECI)** | | | | |
| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
| A 1 | Autonomous umbrella body responsible for monitoring the regulation, accreditation, funding, and academic standards of all Higher Education Institute (HEIs) through four independent verticals (*role and scope of four verticals are mentioned in Section B,C,D and E)* | The relationship between HECI and public funded Central Universities | To address the requirements of the vast number of students in Central Universities in India  DU has a legacy and specie character as a HEI and this uniqueness may be affected | 1. To spell out the manner in which it will be different from the existing structure 2. To establish coordination between verticals as and when required even as they continue to maintain independent functioning 3. To address the question of viability a pilot study with a limited number of colleges may be initiated. |
| A 2 | Resolving disputes among the four verticals | To identify the nature of dispute |  | 1. To create an adjudicating authority to address the various kinds of disputes. 2. To create different heads for classifying and addressing disputes—Financial/ Academic etc. |
| A 3 | Monitoring and adjudication for strict compliance of basic minimum norms and standards as applicable to HEIs |  | To keep in mind the varied nature of HEIs | To define minimum norms and evolve a general plan to scale up the quality of HEIs |

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| **Section B: Vertical I National Higher Education Regulatory Commission (NHERC)** | | | | |
| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
| B 1 | Single regulator for entire higher education sector except medical and legal education | The concerns of Medical and Law Colleges | To evolve minimum standards for all HEI to adhere to them. | 1. There needs to be wider consultation. There must be further sub-divisions to evolve a broad but specific understanding of the shaping of Higher Education |
| B 2 | Online and offline public self-disclosure of finances, audits, infrastructure, faculty & staff and educational outcomes by all HEIs on the website managed and reviewed by NHERC | A completely online system of maintaining the intellectual and financial well-being of HEIs | 1. To extend internet band width to accommodate greater information 2. Currently the information is being shared on multiple platforms such as NAAC, NIRF | 1. To evolve broad parameters to be adhered to by all HEIs at the academic level as well as for financial self-disclosure 2. To simplify the process. Multiple uploads to be streamlined into one channel for greater transparency, annually |
| B 3 | Feedback from students managed and monitored by NHERC | To consider student feedback routed via an ethical system | 1. Legality and Ethics 2. Multiple surveys, fatigue level, low response rate 3. Doctored feedback | 1. Student Feedback Form should be uniform to maintain parity 2. The form should not be teacher specific 3. To elaborate the mechanism of the complaint system 4. Student’s attendance 5. The HEI should be allowed the chance to address/ redressal 6. Result analysis of feedback to be handled by the college through 7. Feedback review and Counselling sessions |
| B 4 | Adjudication on the issues related to grievances of stakeholders based on the information provided by HEIs | A robust grievance system | Legality and ethics | A grievance system that covers all levels ranging from the academic to the administrative in a transparent manner.  Periodic review of the Grievance System |

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| **Section C: Vertical II National Accreditation Council (NAC)** | | | | |
| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
| C 1 | Meta accreditation body in supervisory and oversee role |  |  | 1. NAC guidelines to evolve newer yardsticks to facilitate better quality education in HEIs 2. Dedicated team with physical interface to address all queries of HEIs |
| C 2 | Accreditation based on basic norms, public self disclosure, good governance, Institute Development Plan (IDP) and outcomes |  |  | This system is already in place. To be able to improve and build on the existing system.  The score should be multi-dimensional and qualitative. It should not be quantitative |
| C 3 | Suitable system of graded accreditation and graded autonomy to HEIs in a phased manner over a period of 15 years to become self governing degree awarded institutes/clusters | Commercialisation of education | Will there be different levels of colleges in a Central University?  The federal structure of DU has benefitted all the colleges and this is likely to be affected. | The present robust structure and legacy of DU should be maintained.  This aspect of the policy be applied to new institutions coming in the future  To facilitate colleges through revised structure, mentorship and guidance to improve the quality of HEIs |

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| **Section D: Vertical III Higher Education Grant Council (HEGC)** | | | | |
| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
| D 1 | Granting funding and financing HEIs based on strategic Institutional Development Plan (IDP) and its implementation | Varied requirements by the colleges and there contexts | IDPs will depend on the grants and parity of fund distribution | 1. To ensure unconditional basic level of funding for regular functioning of the HEIs (salary and other than salary expenses including maintenance) 2. To evaluate the viability of the IDP prior to implementation followed by a discussion of the IDP with HEGC 3. To assess the impact of this revised formula on student fee |
| D 2 | Disbursement of scholarships and development funds for launching new focus areas and quality programs across disciplines and fields | Students from underprivileged backgrounds may get excluded | Balance between academic and vocational education  2. Concerns of students from underprivileged background | 1. More skill based courses along with scholarships and tie-up with industry to ensure access to Higher Education and greater employability. 2. Students from underprivileged backgrounds to be covered 3. Academia-industry interface to facilitate courses required by the industry |

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| **Section E: Vertical IVGeneral Education Council (GEC)** | | | | |
| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
| E 1 | Framing expected learning outcomes/graduate attributes for higher education qualifications leading to degree/diploma/certificates | LOCF based courses |  | 1. Involving maximum number of teachers for syllabus revision. 2. The syllabus should match the degree being awarded at the end of one/ two/ three/ four years. 3. Courses to be redesigned to suit the new system. |
| E 2 | Formulating National Higher Education Qualification Framework (NHEQF) in sync with National Skills Qualification Framework (NSQF) for integration of vocational education into higher education | Vocational Education vs Higher Education | Maintaining standards of Higher Education | 1. To distinguish Vocational Education from Higher Education while giving the student the chance to make a shift. 2. To think about new centres/ institutions for skill development 3. To shift to the Annual mode to give the student a chance to develop skills over a substantial period of time |
| E 3 | Setting up facilitative norms for issues related to credit transfer, equivalence and others | To facilitate credit transfer |  | 1. Facilitate credit transfers for University accredited courses |
| E 4 | Re-structured role of professional councils: National Council of Teacher Education (NCTE)/Indian Council of Agriculture Research (ICAR)/National Council of Vocational Education and Training (NCVET) & others as Professional Standards Setting Bodies (PSSB) under GEC | Re-modelling the courses offered by NCTE/ ICAR/ NCVET etc. | Impact on existing Academic Staff Colleges (ASC) | There must be a connection between the requirements of the discipline in the new scenario and the courses offered by professional councils for Teacher Training.  Increase in the number of professional councils for teacher training |
| E 5 | PSSBs responsible for curriculum framework and setting up standards in their respective fields of learning under GEC |  |  | These bodies should work in collaboration with the teachers of Central Universities to evolve better yardsticks for syllabus development in Higher Education |

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| **Section F: HEIs as Independent Self –Governed Degree providing Institutes/Clusters** | | | | |
| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
| F 1 | Adequate funding, legislative enablement and autonomy to HEIs aiming for highest level of accreditation by committing to institutional excellence and engagement with local communities | To define “adequate funding and legislative enablement” | What will be the implications for HEIs without highest level of accreditation? | 1. This will be a new step. Hence the parameters of what constitutes a Self-Governed Degree College must needs be discussed at a wider level. 2. To ensure basic minimum level funding for colleges irrespective of grade 3. 3. To ensure minimum equity in fund disbursement |
| F 2 | Setting up Board of Governance (BoG) for independent self governing institutes, empowered to independently govern the institute | Implications of the BoG for the different colleges. | 1. Stating powers of the BoG to evolve an ethical system of operation. 2. De-centralisation of power | 1. All HEIs be given a chance to improve their performance by proper funding. 2. Composition of the BoG should have wider representation including teachers of the concerned HEI and academicians from civil society 3. Basic level uniformity in working conditions and salary structures |
| F 3 | Central and state support to high performing HEIs to expand the reach by attaining more students/faculty and by adding more disciplines/programs |  | While there will be a thrust on expanding high performing HEIs, a basic level of parity to address the concerns of the average performing HEIs should be there | High performing HEIs should look at the following:   1. Offering existing courses in new form 2. Adding more courses 3. To also tie up with other HEIs in the same bracket. 4. System of collaboration with another HEI with an average grade |
| **Section G: Any other** | | | | |
| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
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Signature with Name and Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Cluster Coordinator)