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

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

 List of Colleges/Departments/ Centres in the Cluster:

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 Date of the meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
| **Section A: Higher Education Commission of India (HECI)**  |
| 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)* |  |  |  |
| A 2 | Resolving disputes among the four verticals |  |  |  |
| A 3 | Monitoring and adjudication for strict compliance of basic minimum norms and standards as applicable to HEIs |  |  |  |
| **Section B: Vertical I National Higher Education Regulatory Commission (NHERC)** |
| B 1 | Single regulator for entire higher education sector except medical and legal 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 |  |  |  |
| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
| B 3 | Feedback from students managed and monitored by NHERC |  |  |  |
| B 4 | Adjudication on the issues related to grievancesof stakeholders based on the information provided by HEIs |  |  |  |
| **Section C: Vertical II National Accreditation Council (NAC)** |
| C 1 | Meta accreditation body in supervisory and oversee role  |  |  |  |
| C 2 | Accreditation based on basic norms, public self disclosure, good governance, Institute Development Plan (IDP) and outcomes |  |  |  |
| 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 |  |  |  |
| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
| **Section D: Vertical III Higher Education Grant Council (HEGC)** |
| D 1 | Granting funding and financing HEIs based on strategic Institutional Development Plan (IDP) and its implementation |  |  |  |
| D 2 | Disbursement of scholarships and development funds for launching new focus areas and quality programs across disciplines and fields |  |  |  |
| **Section E: Vertical IVGeneral Education Council (GEC)** |
| E 1 | Framing expected learning outcomes/graduate attributes for higher education qualifications leading to degree/diploma/certificates |  |  |  |
| 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 |  |  |  |
| E 3 | Setting up facilitative norms for issues related to credit transfer, equivalence and others |  |  |  |
| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
| 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 |  |  |  |
| E 5 | PSSBs responsible for curriculum framework and setting up standards in their respective fields of learning under GEC |  |  |  |
| **Section F: HEIs as Independent Self –Governed Degree providing Institutes/Clusters** |
| 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  |  |  |  |
| F 2 | Setting up Board of Governance (BoG) for independent self governing institutes, empowered to independently govern the institute  |  |  |  |
| 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 |  |  |  |
| **S.No** | **Role and Objectives** | **Implications** | **Concerns** | **Suggestions** |
| **Section G: Any other** |
|  |  |  |  |  |

Signature with Name and Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Cluster Coordinator)