REPORT ON

VIRTUAL PANEL DISCUSSION

ON

NATIONAL EDUCATION POLICY 2020: CHALLENGES AND WAY FORWARD FOR HIGHER EDUCATION

September 5, 2020

Internal Quality Insurance cell (IQAC), Sharda University, Greater Noida

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Chairman, NBA
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Vice Chancellor, Om Sterling Global University
Dr. A. K. Karnatak
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Vice Chancellor, Himalayan Garhwal University
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Professor Emeritus & Director IQAC, SU
SHARDA UNIVERSITY
Beyond Boundaries
Virtual Panel Discussion on
National Education Policy 2020
Challenges and Way Forward
For Higher Education
Saturday, 5th September 2020
3:00pm -5:30 pm
Join Zoom Meeting
https://zoom.us/j/7748441779
Panel Discussion Moderators:
Prof. VPS Arora, Prof. Deepankar Chakrabarti, Prof. Parmanand, Prof. Anubha Vashisth, Prof. Nirupma Gupta
Master of Ceremony: Dr. Dipti Parashar | Rapporteurs: Dr. Mridul Dharwal and Dr. Pallavi Sharma
Event organised by: IQAC, Sharda University, Greater Noida

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PROGRAM SCHEDULE

Times	Program	Resource Person	
3:00-3:15 pm	Welcome Address	Prof. Sibaram Khara, Vice Chancellor, Sharda University	
3:15-3:45 pm	Inaugural Address	Prof. KK Aggarwal, Chairman, NBA	
PANEL DISCUSSION			
Time	**Panellist**	**Topic**	**Moderator**
3:45-4:00 pm	Prof. Devendra Pathak Vice Chancellor, Om Sterling Global University	Curriculum and Teaching Pedagogy in NEP	Prof. Anubha Vashisht
4:00-4:15 pm	Prof. Arti Koul Kachroo Dean, School of Education, Sharda University	Faculty and Teacher Education in NEP	Prof. VPS Arora
4:15-4:30 pm	Mr. Lokesh Mehra Head, AWS Academy for South Asia, Former Lead (R & D), NASSCOM	Envisaged Role of Technology/ ICT in NEP	Prof. Parma Nand
4:30-4:45 pm	Prof. N.K. Sinha Vice Chancellor, Himalayan Garhwal University	Student-centric Education in NEP	Prof. Nirupma Gupta
4:45-5:00 pm	Dr. A. K. Karnataka Vice Chancellor, Doon University & Uttarakhand University of Horticulture and Forestry	Governance and Regulatory Systems in NEP	Prof. Deepankar Chakrabarti
5:00-5:30 pm	**Open Discussion**		
Vote of Thanks: Prof. Pradeep Kulshrestha, Dean, School of Law, Sharda University			
Master of Ceremony: Dr. Dipti Parashar **Rapporteurs:** Dr. Mridul Dharwal & Dr. Pallavi Sharma			

EVENT DESCRIPTION

A Virtual Panel Discussion on "National Education Policy 2020: Challenges and Way forward for Higher Education" was organized by the Internal Quality Insurance cell (IQAC), Sharda University on the event of Teachers' Day on Saturday, 5th September 2020.

The newly released National Education Policy 2020 has introduced a new paradigm, suggesting radical reforms in the prevalent education system. In this context, this panel discussion was organised to discuss and deliberate the challenges and the way forward in the implementation of strategies for the proposed amendments in context with Higher Education.

Chief Guest

- Prof. K.K. Aggarwal, Chairman, National Board of Accreditation as Chief Guest

Panellists

- Prof. Devendra Pathak, Vice Chancellor, Om Sterling Global University
- Prof. Arti Koul Kachroo, Dean, School of Education, Sharda University
- Mr. Lokesh Mehra, Head, AWS Academy for South Asia; Former Lead (R & D), NASSCOM
- Prof. N.K. Sinha, Vice Chancellor, Himalayan Garhwal University
- Prof. A. K. Karnatak, Vice Chancellor, Doon University & Uttarakhand University of Horticulture and Forestry

Moderators

- Prof. V.P.S. Arora, Director, IQAC, Sharda University
- Prof. Parma Nand, Dean, School of Engineering and Technology, Sharda University
- Prof. Nirupma Gupta, Dean Students Welfare, Sharda University
- Prof. Deepankar Chakrabarti, Dean, School of Business Studies, Sharda University Prof. Anubha Vashisht, Dean, School of Humanities and Social Sciences, Sharda University

Convener

- Prof. V.P.S. Arora, Director, IQAC, Sharda University

EVENT PROCEEDINGS

Dr. Dipti Parashar, Member IQAC, Sharda University was the master of ceremony, welcomed all the panelists, distinguished guests, moderators, and participants and introduced the event.

Prof. Sibaram Khara, Vice Chancellor, Sharda University delivered the welcome address and presented the objectives of organizing the event. He deliberated on the need for the national education policy which appropriately deals with the incomplete agenda of the National Policy on Education 1986.

Prof Khara outlined the vision of the policy which envisages complete overhaul and re-energising of the higher education system to overcome the challenges of the past and aim to deliver high-quality higher education, with equity and inclusion with the aim of developing good, well-rounded, thoughtful, empathic, compassionate and creative individuals with a scientific temper.

Prof. K.K. Aggarwal, Chairman, National Board of Accreditation and Chief Guest of the event delivered the inaugural address and presented an overview of the NEP 2020. He discussed as to how the policy is a much need revision after a period of over 34 years and it is bold one with a great spectrum, talking about early school education till higher education and Ph.D.

He emphasized on two most significant changes envisaged in the policy, namely the inclusion of formal education from age 3 as Early Childhood Care and Education (ECCE) which is aimed at promoting better overall learning and development keeping in mind the critical importance of appropriate care and stimulation of the brain in the early years and the inclusion of multi-lingualism and the power of home language/mother tongue. The policy seeks that the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, should be in mother tongue/local language/regional language and the teachers are to use a bilingual approach, including bilingual teaching-learning materials. This is supported by a remarkable philosophy that Original and creativity thinking is possible in one's mother tongue or the language of subconscious mind. The policy states the need to integrate Vocational Education with formal education from Class 6 itself.

Professor Aggarwal mentioned that the policy seeks to target raising the Gross Enrolment Ratio in higher education to 50% by 2035, from 26.3 % in 2018 which requires improving school education, addition of seats in higher education and option to run open distance learning and online programmes to improve access to higher education

The policy envisions a holistic undergraduate education with a flexible curriculum of 3 or 4 years with multiple exit options and appropriate certification within this period. The curricula of all higher education institutes should be made multidisciplinary to assimilate arts and humanities with science, technology, engineering, and mathematics.

An important takeaway from the policy is setting up the Higher Education Commission of India (HECI) as an umbrella body for the entire higher education, excluding medical and legal education. Also, HECI will be having four independent verticals namely, National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. Such a system architecture will ensure the principle of functional separation by eliminating conflicts of interests between different roles and will require existing structures and institutions to reinvent themselves.

Outcome based education is the need of the hour and the only way to access that what was meant to be learnt is learnt and if the specified learning outcomes are met. The curriculum framework for adult education will include at least five types of programs, each with clearly defined outcomes; foundational literacy and numeracy; critical life skills, vocational skills development; basic education and continuing education.

Another important point in the policy is the inclusion of gradual phasing out the system of ‘affiliated colleges’ over a period of fifteen years through a system of graded autonomy. The large affiliating universities resulti in low standards of education as it disempowers educators.

The policy seeks that by 2040 all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities. First time ever has a policy mentioned about not the maximum but minimum limits, (large multidisciplinary universities, colleges, and HEI

clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students) reinforcing the fact that quality and quantity are independent factors and quality can come from quantity.

Prof. Aggarwal concluded by saying that the successful implementation of the policy will have to have multiple synchronized initiatives and take hard decisions.

Prof. Devendra Pathak, Vice Chancellor, Om Sterling Global University discussed on the "Curriculum and Teaching Pedagogy in NEP". The session was moderated by Prof. Anubha Vashisht, Dean School of Humanities and Social Sciences, Sharda University.

Professor Pathak mentioned that this policy is the landmark in India's journey to become a knowledge superpower. Curriculum design is the core of any university, and although copious literature exists on it, the real ecosystem of education has not emerged. Curriculum which is the structure and foundation of teaching and learning, has been casual for so many years with integration of no modifications according to regional and local needs and this policy foresees complete revamping of the curriculum, pedagogy as well as the assessment to make learning holistic, integrated and enjoyable.

Prof Pathak enlisted that the four most important changes in curriculum are making it flexible, allowing a creative combination of subjects, integration of academia and industry and multiple entry and exit points.

All institutes including IITs will have to become multidisciplinary and facilitate the move towards high-quality holistic and multidisciplinary education. Flexibility in curriculum and novel and engaging course options will be offered to students, in addition to thorough specialization in fundamental subjects. The curriculum will have to be made interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. To promote creativity, institutions will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programs. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular' and the Choice Based Credit System (CBCS) will be revised for encouraging flexibility and innovation.

Professor Pathak mentioned the need to cut down the redundant syllabus and focus on experiential learning and holistic development of the students which requires reduction in core courses and increase in the subjects of humanities, arts, crafts, humanities, games, sports and fitness, languages, literature, culture, as well as vocational subjects. To make the curriculum inclusive, there is a need of annexation of research and internships in the undergraduate curriculum. The curriculum and pedagogy should be sensitive to all the developments around the world, advancement in the field of information and communication technology, like Data Sciences and mining should be integrated to ensure this. An agency may have to be formed for assisting and monitoring of remodelling and reengineering of the curriculum and pedagogy.

The policy envisages reframing the curriculum and pedagogy from Indian and local perspective such that it is strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, language, geography, philosophy, ancient and contemporary knowledge, societal and scientific needs, traditional and indigenous ways learning etc. which will a challenging task.

High quality pedagogy will be necessary to effectively impart the curricular material to students, such that it evokes to make education more holistic experiential, integrated, discovery-oriented, inquiry-driven, learner-centered, flexible, and enjoyable because it directly influencing learning outcomes. There is a need to amalgamate experimentation, participation, practical exposure, simulations and working in real time situations. The pedagogy will be required to become interactive and interdisciplinary with increased emphasis in communication, debate, discussion, and research from Professor Pathak's perspective the Policy does not focus much on pedagogy.

Prof. Pathak concluded by saying that the policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.

Prof. Arti Koul Kachroo, Dean, School of Education, Sharda University, deliberated on "Faculty and Teacher Education in NEP". The session was moderated by Prof. V.P.S. Arora, Director IQAC, Sharda University.

At the outset Prof. Kachroo stated that the National Education Policy 2020 is a transformational policy which envisions equitability, inclusiveness, compatibility, affordability, and quality in education. According to her the two main drawbacks of the Indian education system are that kids in foundation schools do not attain minimum levels of literacy and numeracy and the presence of overwhelming focus on rote memorization. In this process, the Indian education system acts like a sorting machine of percentages and percentiles. Teaching to the top of the class is the existing norm because if pedagogy is designed to teach all the students in the class it will demand more time and less coverage of the syllabus. There seems to be an implicit common consensus between all stake holders including teachers, students, administration, and parents to produce students with good marks and the NEP 2020 envisions to disrupt this implied consensus, which will be a challenging road ahead.

The NEP 2020 seeks to restore the high status of the teaching profession to inspire the best to enter the profession. It ideates high quality institutions with motivated, energetic, and capable faculty, well equipped with the freedom to decide and deliver the curriculum with greater autonomy in selecting attributes of pedagogy.

NEP 2020 seeks to include merit-based scholarships across the country for studying quality 4-year integrated B.Ed. programs, halting excessive transfer of teachers, strengthening Teacher Eligibility Tests (TETs), hiring local eminent experts as ‘master instructors’ in various subjects, integration of a technology-based comprehensive teacher-requirement planning to forecast subject-wise teacher vacancies, involving teachers in governance and reducing their strenuous administrative tasks. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions while also being well-versed in the latest advances in education and pedagogy.

Teachers will be given continuous opportunities for self-improvement, in-service continuous professional development to learn the most recent innovations and advances in their professions. The use of technology platforms such as SWAYAM/ DIKSHA for online training of teachers will be supported. All fresh Ph.D. entrants, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject to ensure exposure to pedagogical practices, designing curriculum and credible evaluation systems.

The policy seeks to reward excellence from teachers with financial support to the teacher for upskilling themselves. Teachers doing outstanding work must be recognized, promoted, and incentivised and the vertical mobility of teachers should be established on merit. A National Mission for Mentoring shall be established, with a large team of outstanding senior/retired faculty for providing mentoring and professional support to university/college teachers.

Prof. Kachroo concluded with the remark that there is a need of restructuring of Teacher - Education system because teacher's education is vital in shaping the next generation of the country.

Mr. Lokesh Mehra, Head, AWS Academy for South Asia; Former Lead (R & D), NASSCOM discussed the "Envisaged Role of Technology/ ICT in NEP". The session was moderated by Prof. Parma Nand, Dean, School of Engineering and Technology, Sharda University. His talk was split into 2 parts: the salient points of National Education Policy 2020 and the role and impact of technology under NEP 2020.

Mr. Mehra enlisted the undermentioned salient points of NEP 2020 in alphabetical order

- Academic Bank of Credit shall be established which would digitally store the academic credits earned by students from various recognized HEIs which will allow only deposits and no withdrawal and will be useful to move credits from one institute to another when parents are in a transferrable job
- Digitized Pedagogy & Classrooms with focus on required building digital infrastructure and digital content. Mr. Mehra added that Prime Minister in his 15th August address has spoken about Rural Broadband penetration and imparting impetus to e-content.
- Equity will be established with setting up of Special Education Zones or hubs
- Foreign University will set up a base in India with new challenges, complexities, competition arising with the internationalization of Indian Universities
- Institutes will be Research Intensive, Teaching Intensive and Autonomous
- Multidisciplinary courses like engineering and painting, biology with music will now a reality
- Multiple entry and exit systems will be implemented, however, bringing equivalence will be a challenge.

- National Research Foundation will be established fund outstanding peer-reviewed research and to actively seed research in universities and colleges with both public and private sector institutes eligible with common norms for outcome-based performance.
- Online and offline self-disclosure of all relevant and basic regulatory information, all finances, audits, procedures, infrastructure, faculty/staff, courses, and educational outcomes must be used extensively for public oversight and accountability and will be very effectively regulated. Each institution will form its Institutional Development Plan (IDP).
- Vocational Education will be mainstreamed from school to colleges and integrated with formal education. The policy seeks to constitute the National Committee for the Integration of Vocational Education (NCIVE)

Mr Mehra then emphasized on the role of technology in the NEP 2020, mentioning that the term "technology" features 74 times in the policy, only pointing to its integral role in the policy. The NEP 2020 envisages increasing the GER to 50% and the public investment in Education sector to reach 6% of GDP and that this will not be feasible without conducive technology. The outbreak of COVID-19 has accelerated the adoption of technology in teaching and learning process across the county.

A scan of the national education policy, points to the usage of technology in a cross section 2.8 - High Quality Translation, section 4.12 - Teaching Different Languages, section 5.7 - Forecasting teacher vacancies for next 2 decades, section 5.74 - Assistive Learning (Braille), section 6.13 - Technology based Solution for Learning Disabilities and section 15 - Technology Based platforms like Swayam, Diksha, etc. In a nutshell, technology has a role to play in infrastructure, online Platforms, content repository and delivery through Radio, TV, DTH and Virtual Labs

An autonomous body, the National Educational Technology Forum (NETF) will be set up with the charter of providing independent evidence-based advice to Central and State Government agencies on technology-based interventions; building intellectual and institutional capacities in educational technology; envisaging strategic thrust areas in this domain; and articulating new directions for research and innovation.

On emerging technology the policy have talked about Artificial Intelligence, Big Data, Block Chain, Cyber Security, Augmented Reality, Virtual Reality, 3D Printing, Internet of Things, etc. but have delved only into AI, and thus there is a need to be more information on other technologies too.

Mr Mehra iterated the current scenario of technology adoption in universities is dependent on the level of maturity, Stage 1: Paper based records digitized for example from register to digital attendance and ERP systems; Stage 2: Engagement Collaboration - Parent with Finance Officer, Faculty with Student especially in Online /Flipped Learning; and Stage 3: Intelligence: Data analytics is being used for admin, finance and grades inference

The three principles of technology adoption in the universities as per maturity would be a) Acquisition of knowledge which is instructor led and we are good at it, b) Teaching Learning Process which needs attitudinal change and includes upskilling and c) Data Analytics to make better informed decisions

The key takeaways for universities are

- Technology is not a cost but a strategic investment. Technology should not be looked as a stop gap arrangement
- A good team needs to be hired to run IT and for technology implementation
- Empower your team. Example avail of an instructional designer or hire an online firm or an OEM. Example Amazon AWS Academy offers structured curriculum and TTT pro bono to universities
- Have a long-term vision in creation of IT and technology

Mr. Mehra concluded by saying that the relationship between technology and education at all levels is bi-directional and that success is less of the chances but more of the choices we make

Prof. N.K. Sinha, Vice Chancellor, Himalayan Garhwal University deliberated on "Student centric education in NEP". The session was moderated by Prof. Nirupma Gupta, Dean Student Welfare, Sharda University. Prof. Sinha mentioned that NEP 2020 ideates that a good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning

experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students and the goal of every educational institute must be to attain these qualities.

Students are the prime stakeholders in the education system and the policy envisions holistic development of students to make them ready for gainful employment. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society and must prepare students for more meaningful and satisfying lives and work roles, enabling economic independence.

The new education policy ideates the provision of a quality education system to all students, irrespective of their place of residence, socio economic background and disabilities. The policy seeks to provide an effective and sufficient infrastructure for education, revamping curriculum and pedagogy to make it leaner-centric for deeper and experiential learning, robust system of continuous formative/adaptive assessment, and student support for enhanced student experiences to promote each student's holistic development in both academic and non-academic spheres.

Empowering students with greater flexibility in course choices, multiple exit and entry, integration of vocational education with formal education, integration of technology in imparting education, provision of professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being are the ideologies mentioned in the policy.

Prof. Sinha concluded by saying that in fact the national education policy 2020 is a student or learner centric policy which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Prof. A. K. Karnatak, Vice Chancellor, Doon University & Uttarakhand University of Horticulture and Forestry delivered on "Governance and Regulatory Systems in NEP". The session was moderated by Prof. Deepankar Chakrabarti, Dean School of Business Studies, Sharda University.

Dr. Karnatak discussed how the mechanistic and disempowering nature of the present regulatory system needs a complete overhaul to re-energize the higher education sector. The

policy proposes to greatly simplify the regulatory structure for the higher education sector, by setting up the Higher Education Commission of India (HECI) and similar parallel bodies in the states. The commission will be constitutional body, governed by only one authority and will replace the AICTE and UGC. To minimize conflict of interest, eliminate concentration of power and ensure that the distinct functions of regulation, accreditation, funding and setting academic standards are performed by separate, independent bodies the Higher Education Commission of India (HECI) will be setup with four independent verticals:

- National Higher Education Regulatory Council as a single regulator (including teacher education, excluding legal and medical education)
- National Accreditation Council for accreditation of institutions,
- Higher Education Grants Council for financing of higher education institutions, and
- General Education Council for specifying the curriculum framework and learning levels for higher education.

Disputes between the four vertical will be resolved by a body of experts under the HECI.The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work.

A 'light but tight' regulatory framework will ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure of finances, procedures, course and programme offerings, and educational outcomes,while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment. The NEP 2020 will eventually make the principal of "Minimum Government Maximum Governance" a reality.

Additionally, through a suitable system of graded accreditation and graded autonomy, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence in a phased manner over a period of 15 years,

The policy ideates that leadership positions in institutes must be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations

Dr. Karnatak concluded by saying that a light but tight regulatory approach and effective governance and leadership will enable the creation of a culture of excellence and innovation in higher education institutions. I am and help the government to achieve the goal of "*Sabka Saath, Sabka Vikas and Sabka Vishwas".*

After the panel discussion, the floor was open to questions and comments. Thereafter, **Prof. Pradeep Kulshrestha,** Dean, School of Law, Sharda University, concluded the session by summarising the key takeaways of the panel discussion on the National Education Policy 2020 emphasizing the need of major reforms to bridge the gap between the existing state of learning outcomes and what is essential. He acknowledged the contributions of the panellists and audience members and proposed the vote of thanks.

FEEDBACK ANALYSIS

After the discussion, the participants were asked to share their perspective pertaining to the topics discussed. The analysis of f the observations and comments put forth by the participants in respect of the policy is as follows:

1. Implementation of Curriculum and Teaching Pedagogy in NEP

- Curriculum and Teaching Pedagogy needs to be implemented in a very structured manner and should be state of art as required by industry.
- Curriculum should be multidisciplinary, application- and action-oriented, student-centric, must integrate time management of students and teachers, and requires thorough updation on regular basis.
- The curriculum and pedagogy should focus on lifelong learning rather than on rote learning and must influence students' progress in scientific practices, crosscutting concepts, and core ideas.
- Connecting ideas, changing in preliminary policies with practices and recommendations, and finding research gaps with the help of practitioners (teachers, teacher educators, etc.), policymakers and researchers should be focused upon.
- The complexity of the system with several components that are affected by or operate at different levels, presents a challenge to implementation of the framework and its related standards. Successful implementation requires that all the components across the levels cohere or work together in a harmonious or logical way to support the new vision.
- Teachers' strategies signify their dispositions towards teaching and learning and are a concrete expression of their approach, and requisite, for example, if they want their students to feel safe, or encouraging their participation or cultivating a cheerful teacher persona or being seen as a knowledgeable and authoritative figure.
- It is imperative to have a system of pedagogy specified in their teaching plans of all educational institutions as a necessary feature of all curriculums.
- The curriculum and pedagogy should focus on the socio-emotional learning of the students which is a critical for holistic development.
- Various concepts must be included in teaching pedagogy, like blended learning concept template-based teaching, project-based learning to name a few.

2. Addressing Faculty and Teacher Education in NEP

- Teacher education is vital in creating a pool of teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.
- Teacher Education provides a platform to student-teachers to acquire the required knowledge, skill and develop positive attitude, values, and beliefs. This can be done with the help of the provided curriculum. And the quality of teacher produced in any institution invariably depends on the curriculum offered to them during their training period. The process of curriculum framing and preparation of textbooks be decentralized to increase teachers' involvement in these tasks. Decentralization should mean greater autonomy within the state/district. As curriculum is the best mean of overall development of students, and teacher is mediator between curriculum and students, she/he knows various needs of students, educational institutions, industries, parents (stakeholders).
- Teachers education with increased interaction with industry, industry mentors, faculty mentors (seniors), skill building, continuous faculty development and professional development programs, handholding is an essential requirement.
- Since the new comprehensive policy gives space for faculty training, inter-departmental trainings can be emphasized
- Focus on Teachers quality, competence & character and restoring respect in the profession is an imperative step to successful implemention of the policy
- Remuneration and rewards should be implemented to motivate teachers for continuous professional development.

3. Appropriate ICT implementation in NEP.

- ICT implementation was widely explained; however, technology implementation, largely dependent on third party application, developed by US, UK or China, is unfortunate. The focus must be on Indian applications in purview of initiatives like Aatma Nirbhar Bharat Abhiyaan and Vocal for Local.

- Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), is proposed to be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education.
- Eight policy themes are commonly identified in educational technology policies around the world. These relate to (1) vision and planning; (2) ICT infrastructure; (3) teachers; (4) skills and competencies; (5) learning resources; (6) EMIS; (7) monitoring and evaluation; and (8) equity, inclusion, and safety.
- ICT must be integrated in a manner that caters to different levels of digital access, will require appropriate training and a graduated approach.
- There are two facets of this. One is the need to use technology within classrooms so that learning never gets disrupted during pandemics. Further a certain amount of technology can remove inequity in learning. The second aspect of ICT is to be able to monitor student outcomes using data analytics so that necessary interventions are taken early to deal with slow learners or those who are unable to cope. Technology must lead to positive and early interventions to prevent school dropout.
- The technology is expected to give room for the possibility of effective interaction between the student and faculty, even outside the classroom and in a more innovative and more interesting manner.
- Implementation of ICT adds value & enhances the teaching learning process, for example Virtual labs will give access to state of art resources globally to all students.

4. Implementation of student centric education in NEP

- Creating a more student-centric classroom does not have to be hard for teachers. The role of teachers as publisher can be of great help, as one can incorporate many of the techniques that they are creating right into the resources. Students are an integral part of the learning process, and this should be instilled in all educators and administrators.
- Teachers can encourage student-centric learning by allowing students to share in decisions, believing in their capacity to lead, and remembering how it feels to learn.

- To some extent, by removing gradations of stream it has become student centric. Further, the use of regional languages to teach makes it easy to reach across to the students at primary levels.
- Projects and conferences led by the advanced learners can address their needs and aspirations.
- Multidisciplinary curriculum, CBCS, value added Courses, skill-based, and outcome-based education system gives flexibility for students to choose their learning trajectory.
- Equipping the students with vocational skills, the multiple entry and exit policy makes it easier for the students to accredit any course.
- Focus must be given on creating learning environments where mutual respect and a quest for knowledge are guiding forces with great emphasis on the development of the creative potential of all students.

5. Implementation of Governance and Regulatory Systems in NEP

- The policy seeks to diminish the discrimination among Public funded and Private organization and its essential that the regulatory system focus on development of all institutes and universities alike and are not biased towards a few established ones.
- The NEP is a good and welcome policy, its success lies in its acceptance and implementation. Effective governance and regulatory system is important to control the unwarranted experiments and practices
- A good governance and regulatory authorities are meant to ensure minimum levels of safety, security, basic infrastructure, the number of teachers across subjects and grades apart from also regulating fee structures.
- Governance in private universities must be made more transparent and accountable
- For successful governance and management, self-regulation and self-assessment by educational institutions is an imperative, which will require leadership training at every level and a complete shift in mindset to be more accepting to changes.
- Steps must be taken to educate all stakeholders on the education sector about governance and regulatory systems, providing training, experts to guide.
- The mandate of NEP is to make the current education system holistic, flexible, and multidisciplinary to fulfil the promise of a ‘New India’.

ANNEXURE

Prof. KK Aggarwal
Chairman, NBA
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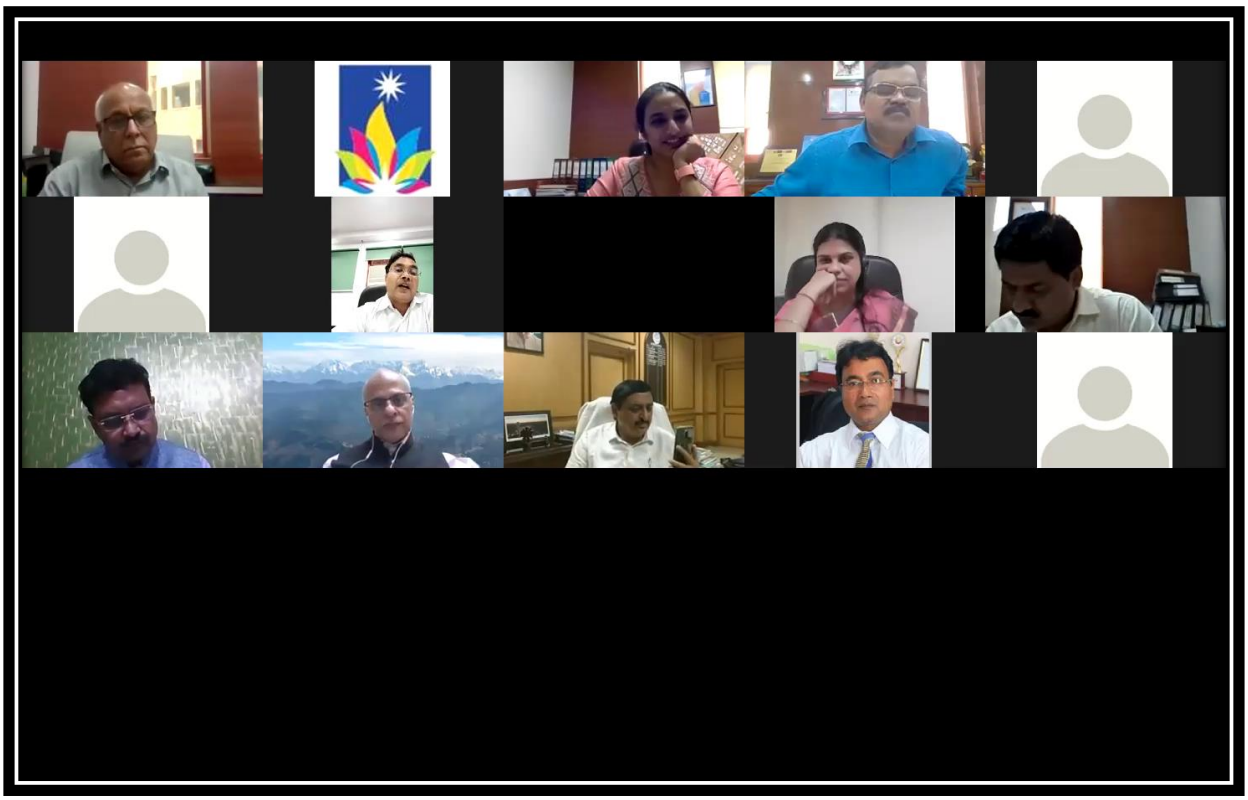

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