



King George's Medical University, UP
Lucknow-226003
Internal Quality Assurance Cell



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Vice Chancellor, KGMU

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Student Member
SR Anatomy

Dr. Krishan K. Chaubey
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IQAC Activity: New Education Policy

Date: 31-01-2022

Time: 04:00 PM

Mode: Online (ZOOM Platform)

Link:

<https://zoom.us/j/96727192651?pwd=bDk1RHU4aWtBQW1QK1ppQkg0bjZNUT09>

Agenda: IQAC activity sensitisation for new education policy 2020: Role of Higher Education Institutions

The programme began with the **Welcome address by the Hon'ble Vice Chancellor, Lt Gen (Dr) Bipin Puri** who stressed the importance of holistic education in Higher Education Institutions and the important role played by faculty who should be motivated and capable of creating an optimal environment for Student Learning. He highlighted that the aim of the policy being to develop all capacities including physical, intellectual, emotional, social and moral values in an integrated manner. The current gap in the learning outcomes and what needs to be done to bridge this gap, by way of major reforms so that the highest quality, integrity and equality is maintained in education.

Prof. Anita Rani delivered the first lecture on **Quality Universities and Colleges: a new and forward looking Vision of India's Higher education system**. She spoke on the role of Higher education aiming to develop good, thoughtful, well-rounded, and creative individuals. These individuals should be able to lead satisfying lives with work roles that enable economic independence. The problems plaguing currently, are that education is fragmented and lacks emphasis on developing cognitive skills and rigid separation between of disciplines with early specialization. Autonomy of institutions and teachers is limited, less funding for quality research, large affiliated universities with ineffective regulatory system and suboptimal governance of HEIs. Hence there is an urgent for overhauling and reenergizing the higher education system. **Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences be made available to all learners and learning materials accessible for online and open distance learning.**

For **Institutional restructuring and consolidation of HEIs**, require "light but tight" regulation by a single regulator for higher education so that these institutions have autonomy to grant degrees. The HEIs should be multidisciplinary universities with more than 3000 students and offer undergraduate and graduate programs with high quality teaching, research, and community engagement like our ancient universities to create well-rounded and innovative individuals who are economically independent. This is the goal envisaged for 2040. To achieve this, a stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation would be required and appointment of faculty be done of merit based system.



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Dr. Rameshwari Singhal highlighted that the need of the hour was **holistic education** which is the basis of NEP 2020. An urgent need is felt that higher education does not translate into the skills required for sustainable livelihoods and economic development. The need being a multidisciplinary learning in our universities like the ancient universities of Takshila and Nalanada. A flexible curriculum with different combinations of disciplines of study should be available and entry and exit into a programme should be as per choice and a credit system should be developed. Undergraduate education should be integrated with STEM (Science, Technology, Engineering and Mathematics).

She also highlighted the importance of **Optimal Learning Environments and Support for Student** which involves appropriate curriculum, engaging pedagogy, continuous formative assessment and adequate student support. Institutional and faculty autonomy would be needed to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education. The Choice Based Credit System (CBCS) would be revised for instilling innovation and flexibility. HEIs should assesses student achievement based on the learning goals for each programme and on a criterion referenced grading system. Each institution should integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). Students from socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education. All programmes, courses, curricula, and pedagogy across subjects, will aim to achieve global standards of quality.

Prof. Apul Goel delivered his talk on **the importance of motivated, energized and capable faculty**. The NEP in this regard emphasizes that for the HEIs to be successful, teachers who are at the centre of the fundamental reforms in the education system should be respected and empowered to do their job as effectively as possible. Several initiatives have been introduced to systematize recruitment and career progression and to ensure equitable representation from various groups in the hiring of faculty. However faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. The basic infrastructure and facilities should be available at all HEIs. The recruitment criteria should be transparent and with a favorable student teacher ratio. Faculty with high academic and service credentials as well as those with leadership and management skills preferred.

He also spoke on the policy vision of **equitable access to quality education** to all students, with a special emphasis on Socio-Economically Disadvantaged Groups (SEDGs). Such students need to be taught in local/Indian languages or bilingually and also be provided with more financial assistance. There is a need to develop bridge courses for students that come from disadvantaged educational backgrounds. At the University level there is a need to strictly enforce an all no-discrimination and anti-harassment rules.

The next speaker was **Dr. Balendra Pratap Singh** who highlighted the **vital role of the Teacher** in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values. Hence there is a need for best



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mentors to be involved for this to be implemented. 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. Currently the teacher education institutes are unable to deliver basic quality education and a culture of excellence and innovation in this sector has not succeeded despite regulatory efforts. Therefore by 2030 it is envisaged that multidisciplinary and integrated teacher education programmes shall be in force and stringent action be taken against substandard and dysfunctional TEIs.

For **integration of vocational education programs** into mainstream education, the Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. HEIs will also be allowed for short-term certificate course in various skills and MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE) for smooth implementation

For catalyzing quality academic research in High-quality interdisciplinary research across fields must be done in India to increase contribution of research and innovation investment from 0.69% of GDP. Very best research in the world has occurred in multidisciplinary University. NRF will fund competitive, peer-reviewed grant proposal of all types and across all disciplines. Other funding bodies will keep supporting research project. NRF will act as a liaison between researchers and relevant branches of government as well as industry.

The next speaker was **Dr. Shalini Bhalla** who spoke on the **need for transforming the regulatory system of the higher education institutions**. The policy envisages bringing all HEIs under one umbrella of HECI (Higher education commission of India). This would have four verticals so as to minimize conflict of interest and eliminate concentration of power. The first vertical is **NHERC** (National higher education regulatory council) which would regulate in a light but tight facilitative manner all the HEIs except medical and legal education as they already have regulatory bodies. Second vertical would be the meta accrediting body **NAC** (National accreditation council). A graded accreditation system would be developed to specify phased benchmarks for all institutions and achieve set levels of quality, self-governance, and autonomy.

The third vertical would be **HEGC** (Higher education grants commission) carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made on their implementation. The commission would disburse scholarships and developmental funds for launching new focus areas. The fourth vertical would be **GEC** (General education council) which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education.

Another important area heightened in the talk was need for regulation in **curbing commercialization of higher education**. Need for checks and balances with audits and disclosures of "not for profit" institutions.



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The other key areas of Focus where covered by Dr. Rhythm who spoke on professionals being prepared with an education in the ethics and importance of public purpose, an education in the discipline and an education for practice. It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. Stand alone institutions should aim to become multidisciplinary institutions offering holistic education. In healthcare education the duration, structure, and design of the educational programmes need to match the role requirements that graduates will play. Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals. As people have a pluristic approach to healthcare there is need for allopathic students to be introduced to concepts of AYUSH and vice versa. Emphasis is needed on preventive healthcare and community medicine. Opportunity for adult learning and lifelong learning are required so that basic education, critical life skills and vocational skills development can be learnt.

Need for cultural awareness, sense of identity and belonging by the children to be developed. Promotion of Indian arts is a medium to impart culture, enhance cognitive and creative abilities in individuals and increase individual happiness.

Dr. Richa Khanna in her presentation highlighted the role of technology in student learning and assessment. Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. There is a need for capacity building and training teachers in technology based student interventions. The aim of the NETF will be to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of education institutions, State and Central governments, and other stakeholders.

The pandemic and epidemics have forced us to think of in terms of equity and availability of digital online teaching learning tools, softwares and platforms. Availability of resources for this and formation the of digital repository for teachers and students was highlighted.

To sum up, the suggestions and guidelines of **implementation of the education policy relevant to medical education** were highlighted by Prof. Divya Mehrotra. The most important aspect is the phased implementation of the policy in a coordinated, synchronized and systematic manner by all concerned. The role of technology and its optimal use is helpful as a teaching learning method and student input for developing strategies can lead to productive outcomes meeting the goals of the policy.

Anita
(Prof. Anita Rani)
Vice Dean
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