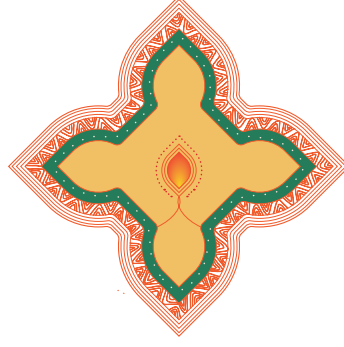


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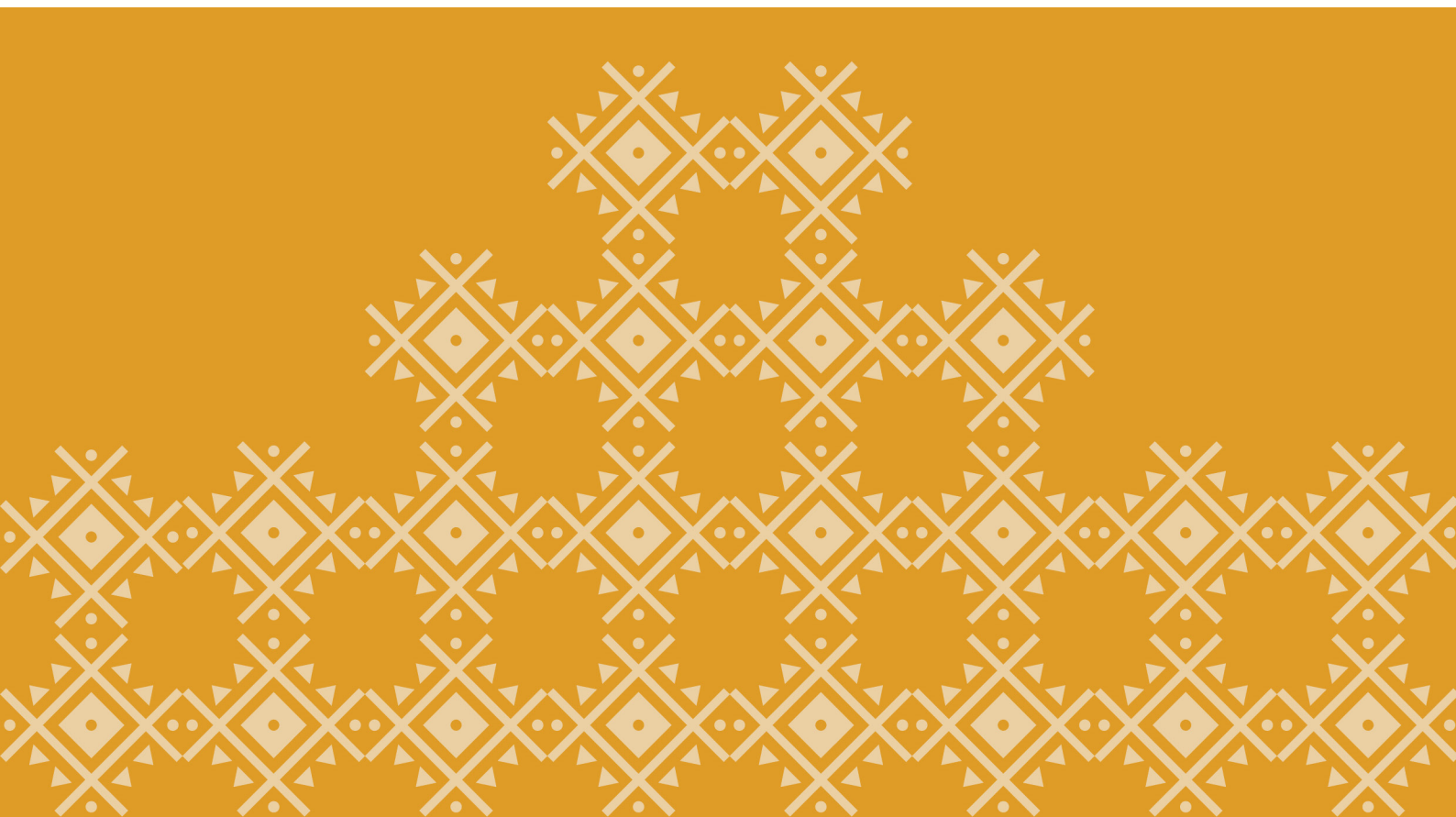
Implementation Plan – Karnataka National Education Policy 2020

A REPORT

by

*Task Force for Implementation of
NEP 2020 in Karnataka*

November 2020



7 November 2020

Dr. Ashwathnarayan, .C.N., Honorable Deputy Chief Minister and Minister of Higher Education
Shri S. Suresh Kumar, Honorable Minister of Primary and Secondary Education

Respected Sirs,

We are hereby submitting the final report of the plan to implement the National Education Policy 2020 in Karnataka State.

We have tried to prepare a document that takes into account the current educational scenario in Karnataka and use it as a platform to usher in the reforms that the National Education Policy 2020 envisages.

It has been a task in which each one of the team members and the invited experts have contributed by bringing to the table their extensive experience of the education domain. The plan document has closely aligned itself to the guiding goals of the policy and focused on the critical parameters such as ensuring equity and access to high quality public education to students across all stages of education. As is done in the policy, the task force too has looked at the sector in a single organic continuum from Pre-school to Higher Education.

We are indeed indebted to your unstinting support at every stage in this exercise and for allowing us adequate time to complete the task to our satisfaction. We are also confident that under your visionary leadership, guided by the Honorable Chief Minister, Karnataka State will begin implementing the National Education Policy provisions immediately and be among the first States in the country to reach the desired goals of the Policy in transforming the education system.

S.V.Ranganath, I.A.S (Retd.)

Chairperson

Task Force on implementation of NEP 2020, Karnataka

Task Force on Implementation of NEP 2020 (the Task Force)

The Government of Karnataka became one of the first States in the country that decided to develop an implementation framework to realize the vision and goals of the National Education Policy 2020 (NEP 2020). In this regard, the Karnataka State Higher Education Council (KSHEC), Government of Karnataka, constituted a taskforce to create an implementation framework for all levels of education.

1. Shri. S.V.Ranganath, I.A.S (Retd.) / Chairperson
Vice Chairperson, Karnataka State Higher Education Council
2. Additional Chief Secretary, Principal Secretary of Higher Education
3. Prof. B.Thimmegowda
Ex-Vice Chancellor, Bangalore University
4. Prof. M.K.Sridhar
Member, National Education Policy Committee
5. Prof. Anurag Behar
Vice Chancellor, Azim Premji University
6. Shri Arun Shahpur
M.L.C., Teachers Constituency
7. Smt. Nisha Holla
Educationist
8. Commissioner of Collegiate Education and Secretary to the Deputy Chief Minister of Karnataka
9. Commissioner of Public Instruction
Primary and Secondary education Department, Karnataka
10. Commissioner of Pre-University Education
Government of Karnataka
11. Director of Technical Education
12. Director (Quality), Samagra Shikshana, Karnataka
13. Director (Secondary Education), Primary and Secondary Education Department
14. Executive Director, KSHEC, Bangalore

A. Higher Education sub-committees: A brief introduction and members

Government of Karnataka's Task Force on Implementation of NEP 2020 decided to constitute two Sub-Committees to develop implementation framework for the Higher Education domain on the following issues:

1. Curriculum Reform in Higher Education
2. Governance and Regulation in Higher Education

The Sub-Committees were provided very specific Terms of Reference and comprised of to 5 members in each Sub-Committee along with the chair and the Convener(s).

The following members were nominated to the two Sub-Committees:

Sub-Committee I: Curriculum Reform in Higher Education

1. Prof. B.Thimmegowda / Chairperson
Ex-Vice Chancellor, Bangalore University
2. Prof. Indu Prasad
Azim Premji University
3. Dr. Manasa Nagabhushan
Gulbarga Central University, Gulbarga
4. Dr. B.S.Padmavathi
CESS, Bangalore

Sub-Committee II: Governance and Regulation in Higher Education

1. Prof. Yashavantha Dongre / Chairperson
Mysore University
2. Dr. Ravi Kumar
Principal, S.J.C. Institute of Technology, Chikkaballapur
3. Dr. Murali
Government College, Kolar
4. Dr. Chetan Singhai
CESS Bangalore
5. Shri. Rishikesh B.S
Azim Premji University

B. School Education Sub-Committee: A brief intro and members

The Sub-Committee for developing the implementation plan for the National Education Policy 2020 was established by Government of Karnataka.

The Sub-Committee provided the inputs to the School Education section of the Implementation Plan.

The following members were part of the Sub-Committee:

1. Shri. Arun Shahpur / Chairperson
M.L.C. Teachers' Constituency
2. Smt. Deepa Cholan
State Project Director, Samagra Shikshana, Karnataka
3. Shri. Gopalkrishna
Director (Quality), Samagra Shikshana, Karnataka
4. Shri. Karichennavar Krishnaji. S
Director (Secondary Education), Primary and Secondary Education Department
5. Shri. Maruthi
Director, D.S.E.R.T., Primary and Secondary Education Department
6. Shri. Rishikesh B.S
Educationist, Azim Premji University

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I. Approach and Methodology adopted by the Taskforce

The Task Force was constituted by the Government of Karnataka on March 4, 2020, as Dr. K. Kasturirangan committee's draft report was publicly available and the Centre had asked the States to comment on it. The Task Force further constituted two Sub-Committees on two critical components of the Policy: Curriculum Reform in Higher Education and Transforming Governance and Regulation in Higher Education. For School Education, the points from the multiple discussions at Samagra Shikshana with various stakeholders as well as the work by the chapter-wise sub-groups that were set up to plan the activities for provisions under each chapter has been used to evolve the implementation plan.

The Task Force adopted an approach to develop the implementation plan based on certain key principles. The action points were prioritized and the critical ones were highlighted.

1. Principles

- a. The Plan lays out actions based on critical aspects such as - legislative action, structural transformation, administrative changes and curricular reform; financial implications are not addressed in this document.
- b. Consensus building is central - this is the first step to move towards implementing NEP 2020.
- c. The foundational principle of using a consultative process is to be employed for developing all the other phases of implementation plan.

2. Prioritization

- a. This document lists high level actions and many pertain to 'year 0' or the current year (2020-21)
- b. Detailing out actions for the next three years, five and ten years should be the next step and will have to be done through further consultations.
- c. Action points are prioritized based on what is most critical and can be done without financial implications, such as those requiring legislative action.
- d. High priority action points are also 'tough' decisions and must happen at the earliest - seizing the current momentum is very important.

3. Critical Engagement

- a. Implementation will be successful only if there is inclusion of all stakeholders, including serving teachers, students SDMC members, parents, community members, education functionaries, teacher associations, private school managements, industry bodies NGOs / CSOs as well as legislators; the complete ownership of all actions by the stakeholders is crucial.

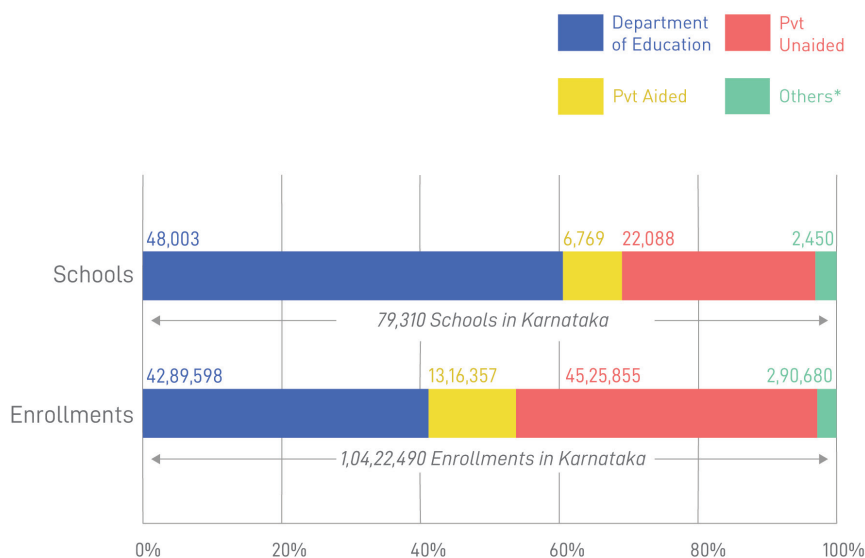
- b. It is also crucial for the implementation that all Higher Education Institutions have a complete ownership of all actions and autonomy is provided even at the school level as per the policy provisions.
- c. Preparing serving officers and functionaries for role change with clear communication from the top level is important; gaps in communication lead to anxiety and misunderstanding leading to implementation issues.
- d. Some actions will be based on decisions/actions taken by the Centre.

II. Education in Karnataka

Karnataka is informally also an educational hub in the country. The State has many public and private institutions of national and international repute – both in school and Higher Education. The existence of these institutions places the State in an advantageous position vis-à-vis NEP 2020 as these institutions have set high standards and already incorporate many of the principles from the, policy thereby becoming ready role models and hence also mentor institutions.

School Education

Over the years, the national educational indicators have shown that School Education in Karnataka has been witnessing an improvement. This has been due to the continuous innovations and initiatives taken by Government of Karnataka and excellent implementation of the same by the various agencies of the education department. All the initiatives undertaken by Karnataka over the years has been centred around creating a system that will deliver good quality and equitable outcomes for all.



Source: School Education in Karnataka, 2019-20 Report, Department of Education, Government of Karnataka.

Multi-lingual environment

Of the nearly 55k Government and Aided schools in the State, about 84.5 % are Kannada medium schools, 7.9% Urdu medium schools and 4.5% of the schools are English medium. The remaining 3% schools have medium of instruction as Marathi/Tamil/Telugu/ Malayalam or multiple combinations of the same. This clearly shows how School Education has promoted multiple mediums of instruction in the State and NEP 2020's foundational goal of creating a multilingual environment has a very good base in the State as the department itself has resources in multiple languages.

Nutrition for children

Another aspect that the policy emphasizes, and the State is already focussing on is providing nutritious food for all students. The Mid Day Meal (MDM) scheme is run in all Government and aided schools in the State. Though a share of the costs is sought from the Centre for MDM for the elementary school, for 9th and 10th grade, the cost is fully borne by the Government of Karnataka. Along with MDM, the State also provides milk to all the children in Government and aided schools. Kshreera Bhagya scheme, one through which milk is provided for students daily before school commences, is fully State-sponsored. In 2019-20 the MDM menu was revised to make the meals more holistic – that is tastier as well as nutritious.

Early years learning

Early childhood education in Karnataka is delivered chiefly through the Integrated Child Development Services Scheme (ICDS). At present 62,580 Anganwadi Centres (AWC) and 3331 mini Anganwadi Centres are functioning in 204 restructured ICDS projects in the State, covering all the 177 taluks (181 rural projects, 12 tribal & 11 urban projects). Approximately 4400 AWCs are co-located with Primary schools across the State

Given the unregulated nature of the Early Childhood Care and Education (ECCE) sector, several private for-profit service providers have proliferated in both urban and rural areas and are providing Pre-school services to clientele of different socio-economic backgrounds. Though the private establishments vary in the quality of services provided, they are fast becoming a preferred alternative for aspiring and upwardly mobile parents who are moving to private programmes in large numbers.

Considering the demand and the importance of Early Childhood Care and Education, Government of Karnataka has started pre-primary sections in 276 Karnataka Public Schools (KPS) with a maximum enrolment of 30 students in each section. In these schools, the Department has specifically focused on building the quality of education by providing a suitable structure and curriculum; teacher training; nutritious support to children and by creating awareness about pre-primary education. There are 8936 students enrolled in the 276 pre-primary sections for the year 2019-20. The curriculum for pre-primary is developed in cooperation with UNICEF, WCD, education experts,

NGO partners and Department of State Education Research and Training (DSERT). All the pre-primary section teachers are provided two levels of training at the State level. The children in the pre-primary section of the KPS are provided with nutritious mid-day meal along with snacks and milk at regular intervals. Doctors from the Primary Health Centres conduct regular health check-ups and maintain records with health details of the children. Even during COVID times, newly recruited early years teachers have undergone capacity building through the digital mode. This is an area where the State is clearly ahead in terms of implementing the NEP 2020 provisions. There are also civil society organizations and University departments working in the early years domain with a connect to the urban and private early years program. Networking with all of the active stakeholders will help align early years program across the State, including urban private institutions to NEP 2020.

Inclusive education initiatives

Government of Karnataka in its vision for the overall development of the districts covered under the Hyderabad Karnataka region that fall under article 371(J), granted Rs.1000 crore in 2018-19. An action plan was prepared to improve the status of schools in six districts namely, Bellary, Bidar, Kalburgi, Koppal, Raichur and Yadgir and provide opportunities for improving the quality of education in these schools. In this context the Kalyan Karnataka region development Board (KKRDB) previously called Hyderabad Karnataka Development Board granted Rs. 5355.15 lakhs for the purchase of Computers for 718 Government High Schools that were previously not covered under the Technology Assisted Learning Programme (TALP) scheme and science kits to a total of 5517 schools. Government of Karnataka will have to take the next step now to identify the Special Education Zones (SEZ) to align with the policy requirements. These SEZs are not necessarily regions or districts, but smaller sections within the State that needs to be identified. In regions such as North-East Karnataka (NEK), the extra funding for education has already begun and the action points are to consolidate on the requirements within the region; additionally, SEZs will have to be established in other regions where there are pockets of disadvantages.

Karnataka Public Schools (KPS)

276 KPS have been established and some very successful case studies have been documented to study the success factors. The Government is keen to establish more KPSs across the State. Identifying the success factors and working on those factors will allow all KPSs to become role models for the public education system in the country. Currently the successful KPSs can be easily transformed into the School Complex Centres as envisaged in NEP 2020. The school complex concept is an important policy provision to optimize the available resources and drive equity into our public education system. The State is well positioned to establish school complexes by expanding the structures that already exist for KPS.

Teacher professional development (TPD)

Karnataka is a pioneer in many aspects when it comes to School Education. It pioneered a multi-level, multi-grade activity-based pedagogy by contextualizing what was learnt in Rishi Valley alternative schooling system nearly 25 years ago. Similarly, it is probably the only State in the country to have launched a choice based and self-paced TPD called Guru Chetna for its teachers with more than a 100 modules of different durations to choose from. The policy's suggestion is on identical lines and hence the State should revise and strengthen Guru Chetna to make it even more robust and teacher friendly which will make the capacity building of teachers a meaningful exercise. The 50 hours of continuous professional development (CPD) that the policy recommends can be easily achieved on this platform, which has a technological support to operationalize CPD as envisaged by the policy.

Heads of school complexes, administrative leaders at the District and Block offices are required to re-orient themselves to the style of functioning that the policy is demands from all stakeholders. The style is one in which there is a democratic approach used at all times and the inspectorial roles of the administrative supervisors becomes more of a facilitating one to aid the development of the individuals – teachers or any non-teaching member.

Other initiatives at the School Education stage

Karnataka also has many institutions that have been established with certain clear objectives and following National guidelines; among them, State Institute for School Leadership, Educational Planning and Management (SISLEP) at Dharwad is an institution that can play a very important role in delivering the leadership modules that they have evolved over the years to the crucial bodies. The State has many other initiatives which allows it to get a head start in implementing NEP 2020; the programs such as SpardaKali Programme and Inspire Awards of the State Institute of Science are some in this direction, which motivate students to compete in National level competitions and drive the curiosity for learning through fun challenges. Karnataka Children's Science Festival and Kathavahana or Children's Literature Festival are other initiatives which bring the education philosophy of NEP 2020 to the fore front. These are initiatives which encourage children to move beyond textbooks and innovate and present their achievement to people beyond the school community. The State policy that is in place with regards to the setting up of School Development and Monitoring Committees (SDMCs) in schools through a democratic process is another initiative that completely aligns with NEP 2020. Similarly, the devolution of power to Pachayat Raj institutions which includes many administrative and financial aspects of School Education is already in place in the State and aligns well with the policy. There are also many NGOs which work in the School Education space that are head quartered in the State and hence work closely with the School Education department; therefore, another policy impetus to collaborate with civil society organizations is already underway in Karnataka. All these aspects puts the State in an advantageous position to implement NEP 2020.

Higher Education¹

The NEP-2020 provides an appropriate direction to increase the Gross Enrolment Ratio (GER) of Higher Education from the current 28.8 per cent to 50 per cent by 2035. According to AISHE-2019, GER in some of our neighbouring States is as follows: Tamil Nadu is 49 per cent; Kerala 37 per cent; Telangana 36.2 per cent and Andhra Pradesh 32.4 per cent. Karnataka has the lowest GER in the region. To achieve the policy goal of the NEP-2020 of achieving GER of 50 per cent by 2030, Karnataka could gain from the first-mover advantage benefiting the State. Converting existing Universities into large multidisciplinary universities in every district in the next couple of years, will be a decisive step in this regard.

According to the AISHE-2019 Karnataka has the distinction of being the most favoured international destination in the country; 10,023 international students are enrolled in Higher Education in the State out of 47,427 in the country. Karnataka has the highest number of international students at 10,023. However, approximately more than 20-30 thousand students per year from Karnataka go abroad to pursue their higher studies. The NEP-2020 provides an appropriate context and direction to enable systematic and systemic intervention to facilitate a Higher Education ecosystem in the State to support international students in Karnataka and to provide quality Higher Education to our local students going abroad. An expansion which could address issues of regional and socioeconomic disparities.

Reforming Higher Education ecosystem in Karnataka is critical for social, economic, knowledge and employability factors. Karnataka should emerge as a national and global centre of excellence in education. For this to happen, it is essential that the State not only envisions achieving an education level which is the best in India but one which is also competitive with countries of comparable size/system.

Apart from direct benefits listed above, the implementation of NEP will also have other spill over benefits such as phasing out of qualitatively inferior educational institutions and cleansing the domain, downsizing of the state machinery related to Higher Education and the consequent cost cutting possibilities, enhanced credibility of the state operates, leadership advantages with other states trying to follow the model set by the state etc.

A. Advantage for Karnataka

Karnataka has been a pioneer in establishing state-of-the-art science and technology institutions, research institutes and in streamlining the importance of private Higher Education institutions. Karnataka is one of the very few States in the country to set-up an active and engaging State Knowledge Commission and State Higher Education Council.

¹ The term **Higher Education Institution (HEI)** is used to include any institution of education post the secondary school level (Grade 12) that awards a degree / diploma at any level in any field or discipline. This includes universities (of all kinds), colleges and other institutions such as the polytechnics.

The National Education Policy-2020 provides a vantage point to revisit the current and future context of Higher Education in the State of Karnataka. Karnataka could be the first State in the country to evolve a roadmap to implement NEP-2020 by reforming and rejuvenating Higher Education in the State.

The education focus in the State with excellent national-level institutions and a large number of Research & Development (R&D) laboratories with thousands of PhD scholars working in them, along with a large number of eminent educationists and experts in their field of study, both retired and serving, gives Karnataka a significant position in the country in terms of Higher Education related figures.

<i>Number of Higher Education Institutes in Karnataka</i>	
University	65
College	3670
Stand-alone Institutions	1293
Total	5028
Source – AISHE 2018-2019 www.aishe.gov.in	

B. Highlights from AISHE 2018-19

- Access highlights
 - Karnataka has the third highest number of colleges in the country with 3670 Colleges and 53 Colleges per lakh population as compared to All India average of 28.
 - Bangalore Urban district has the highest number of colleges in the country with 880 colleges.
- Gender access
 - The State has one exclusive university for women.
 - Percentage of females enrolled in Higher Education programs is a healthy 50.04%.
- Other significant features
 - Highest number of students coming from foreign countries (10023 students).
 - 1.25 lakh students in Polytechnic courses.
 - The second highest number of Ph.D. level degrees awarded in the country (5020).

C. State initiatives aligning with NEP 2020

Over the last two decades there are many progressive steps taken by the Government of Karnataka which provides substantial advantage to the State in implementing NEP 2020. The efforts made in Karnataka aligns to many of the NEP 2020 provisions as they are progressive and forward-looking measures.

Special zones to bridge the inequity gap

NEP 2020 has a huge focus on bridging the inequity particularly arising out of location disadvantages and therefore suggests establishing Special Education Zones (SEZs). By doing so the Policy expects that the socio-economically disadvantaged groups (SEDGs) in the country can be provided access to good quality education. As a step in this direction Karnataka has already created a special focus for the development of NEK through Article 371-J of the Constitution which offers special status to the region in education and employment. The special grants to Kalyana Karnataka Regional Development Board (KKRDB) are already available. Having established a special board, the State needs to only replicate the effort by identifying other locations with high concentration of SEDGs.

Department of Collegiate Education – Achievements

Based on the many reports, documents and recommendations over the years, Karnataka has initiated a number of programs which are all in line with what NEP 2020 advocates. Some of these initiatives that can be further strengthened now with the backing of a National policy are:

- Special institutions to improve girls / women’s education - such as establishing funds for a greater number of HEIs specifically focussed on enrolling women in SEZs that the State has already begun - provides Karnataka the momentum to continue in this direction with the backing of the policy.
- Residential HEIs, particularly for the SCs / STs among the SEDGs, is another such initiative that the State has been pursuing, which gets a fillip from the policy and therefore can be quickly enhanced for greater levels of coverage.
- Use of technology for streamlining various administrative aspects could be ushered in; for instance strengthening initiatives such as the ‘Sampradana’ which attempts to streamline donations. These have to be thought through in detail and made truly useful to serve the objective.

M. R. Srinivasan Committee Report: A Report of the Task Force on Higher Education

This report of over 200 pages was submitted to the Government in September 2004; there are a number of recommendations in this report that are consistent with NEP 2020 policy points. This Task Force report states that - notwithstanding the generally

good progress Karnataka has made in the field of education, the State has made little progress in encouraging autonomy in Higher Education, and recommends autonomy to HEIs and even suggests the amendment to the University Act of 2000 saying that it was drafted at the time when accountability was perceived to be more important. It also presents the data that out of more than a 100 autonomous colleges in the country, not a single one is located in the State.

The Task Force also strongly endorses the need to further develop educational opportunities, particularly by the distance mode to increase access and also offer courses in Kannada and English; these access and language barriers have also been discussed extensively in NEP 2020 which suggests SEZs and bilingual material as solutions to overcome related barriers.

Similarly, the focus on internal assessment and relegation of Board exams are other progressive aspects of the report, along with the recommendation for a State Council that has been implemented, which gives Karnataka a huge advantage today.

The Karnataka State Innovative Universities Bill, 2011

The Bill sought to expedite and provide for restructuring and establishment of certain universities in Karnataka as Innovative Universities. These universities were to be provided more autonomy in the academic sphere through decentralization and separation of the academic and administrative functions. It also sought to provide for greater flexibility in the academic and research architecture of the Innovate Universities thereby facilitating an inter-disciplinary and multi-disciplinary approach. Mysore University and Karnataka University, the two oldest universities in Karnataka, had been designated Innovative Universities. The NEP 2020 vision to create multi and inter-disciplinary approaches has already begun in Karnataka and these HEIs can be mentor institutions for the rest of the HEIs in the State by further aligning themselves to the architecture suggested in the Policy – having taken the first steps, it will be easier for the State to undertake the next set of reforms in order to implement NEP 2020.

Karnataka Jnana Ayoga (KJA) vision documents

Having established a knowledge commission, the State was able to derive the benefit of this unique body in enabling useful discussions among educationists that led to many reports being published. These reports present the status of Higher Education in the State along with the challenges faced and the possible approaches to address these challenges. The report titled, “Higher Education Vision 2020”, is a culmination of series of meetings and brainstorm sessions with several domain experts and stakeholders spread across the state and draws its core elements from the triple objectives – expansion, equity and excellence – set as the overarching goals for Higher Education to be achieved during the 12th five year plan. A number of suggestions in the report is also reflected in NEP 2020 and the State having walked this path using the KJA reports as guiding documents is in an enviable position to implement NEP 2020 today.

KJA has many suggestions such as, universities must be given more autonomy and generous funding by the State Government and be relieved of the responsibilities of affiliating colleges, they must be research-led at all levels of education, undergraduate, Masters and PhD; the appointment of the Vice Chancellor must be de-politicised and the dire need for the VC to provide the necessary academic leadership and be held accountable for outcomes that are in line with what NEP 2020 is set to do.

The 2020 vision document from KJA has also stated that universities and colleges need to become residential campuses, to the largest extent possible, so as to improve access which is a crucial policy point in NEP 2020. Phasing out single-discipline universities and encouraging undergraduate education using the liberal arts frameworks and providing autonomy to colleges are some of the core ideas in NEP 2020 which had been put forth by KJA.

Rashtriya Uchcharitar Shiksha Abhiyan (RUSA)

Karnataka tops the list of states that has maximum number of colleges that have received grants towards infrastructure development under RUSA scheme. This scheme is being implemented in phases and a number of State colleges and universities are beneficiaries, such as: the 110 (89 colleges in RUSA 1 and 21 in RUSA 2) Government First Grade Colleges selected for infrastructure Development; Information and Communication Technology (ICT) devices are being installed in every college at an expenditure of Rs.2.00 crore under RUSA grants – used for improving the quality of teaching-learning - and measures are being taken to start construction work of new buildings; upgradation of Government First Grade Colleges in Jewargi, Raichur and Yadgir into Model Degree College at an expenditure between Rs.4.00 crore to Rs.12 crores each.

The Karnataka State Higher Education Council (KSHEC)

The National Education Policy, 1986 and the Task Force on Higher Education set up by the State Government in 2002 under the Chairmanship of Dr.M.R.Srinivasan, recommended that the State-level planning and co-ordination of Higher Education including University Education shall be done through an independent, autonomous Council for Higher Education. In order to bring out better excellence, inclusiveness and accessibility in the Higher Education sector, the Task Force has also recommended the abolition of the existing Inter University Board constituted under the Karnataka State Universities Act, 2000 and in its place suggested to constitute the State Council for Higher Education.

The establishment of KSHEC has been of tremendous advantage to bring about a co-ordinated effort across the Higher Education domain in the State. It is a vibrant body fully involved in the life of Higher Education institutions in Karnataka. It even acts as an advisory body to the Higher Education minister and thereby provides useful insights to policy makers as well as decision makers.

Karnataka Higher Education Academy (KHEA), Dharwad

The Karnataka Higher Education Academy (KHEA) was established in June 2015 at Dharwad by the Department of Higher Education, Government of Karnataka. The main aim of KHEA is to help improve the overall performance of colleges and universities in Karnataka State, especially the Government First Grade Colleges and the colleges involved in technical (Engineering & Polytechnic) education by providing training to required personnel viz., Administrative training to Principals and 'Induction' training to new recruits (Assistant Professors)/ young faculty.

The activities of KHEA are co-ordinated by the Commissioner of the Collegiate Education, Bangalore who forms a vital link between the Department of Higher Education, Government of Karnataka and the Academy. This body is potentially the most useful one for the changes that NEP 2020 visualizes at the under graduate level. KHEA is ideally suited to take the lead in this regard.

Overall advantage in implementing NEP 2020

Given the various initiatives of the State in different aspects of Higher Education, it is in a unique position to implement NEP 2020. This advantage is due to the fact that many of the initiatives are closely aligned to the policy objectives. For example, access to Higher Education is among the best in the country, and holds the advantage to meet the GER target of 50% by 2035; similarly the legislations regarding innovative Universities and identification of Dharwad and Mysore Universities under this legislation places the State one step ahead of others.

However, many of these advantages have remained on paper so far; e.g. the large number of HEIs has not enhanced the GER for the State. NEP 2020 provides the State an opportunity to realize the true objectives of these initiatives through the regulatory and governance related changes. Universities are yet to be provided the autonomy that is required to flourish and when two Universities have already been identified as innovative institutions under a special legislation, there is already enough confirmation to provide them with the autonomy the policy suggests. The State also has world renowned research institutes and they could be immediately put on fast track to become the Research Universities as envisaged in the policy. It is an opportunity for the State to seize the moment through decisive action and leap frog into becoming a leader in the domain of Higher Education in the country.



III. Proposed structure for Education in Karnataka

Karnataka Shikshana Aayog

This Policy spans several dimensions and components that go well beyond one Ministry or Department. This is both for upholding the vision of the Policy and its implementation. Therefore, coordination and alignment across a range of departments, functions, bodies and entities is essential.

Thus, there is the need for creating an overarching body that will synergize and integrate the multiple efforts that will be in progress in widely diverse institutions and departments of the Government of Karnataka, this is best done through an institutional mechanism that will have the necessary legitimacy to make it feasible. It is here that the Task Force suggests creating a Karnataka Shikshana Aayog (KSA)/ Karnataka Education Commission (KEC).

A good education system is central to realizing the ambitious socio-economic development goals of building a better Karnataka. On the other hand, education is also an extraordinarily complex field by its very nature and goals. In particular, one should recognise the need to bring in synergy and coordination between different ministries, departments and agencies among others to make this Policy work given the multiple linkages and also the need to address the dynamic nature of the educational environment. Achieving successful implementation of this Policy thus demands a long-term and shared vision, availability of expertise on a sustained basis, and concerted action from all concerned actors is the need of the hour. It is in this context that the Task Force envisages the creation of KSA/KEC as an apex body for visioning and coordination of education in Karnataka.

The KSA will draw considerable expertise through educationists, researchers and professionals, and provide oversight of the educational system that is consistent with the objectives of a 21st century education system. As the apex body for education in GoK, the CM will chair this body and bring to bear the vision of education and its coordination. Also, such a step would ensure the necessary cohesion and synergy between the multiple dimensions of education in the State.

As the Chairperson of the KSA/KEC, The CM will convene a meeting of the KSA/KEC at least twice a year, or as often as is deemed necessary, to review the progress of education in the State in its totality, and motivate different actors to work in an integrated manner. The State Higher Education Minister as well as the School Education Minister will be the Vice Chairpersons of the KSA/KEC.

The KSA/KEC will consist of approximately 20-30 members from among the concerned Ministers, Chief Secretary, Department Secretaries (e.g. health, woman and child development, social justice and tribal welfare, finance), as well as eminent educationists, researchers and leading professionals from various fields such as arts, business, health, agriculture and social work. All these members will be people of high expertise, unimpeachable integrity and independence.

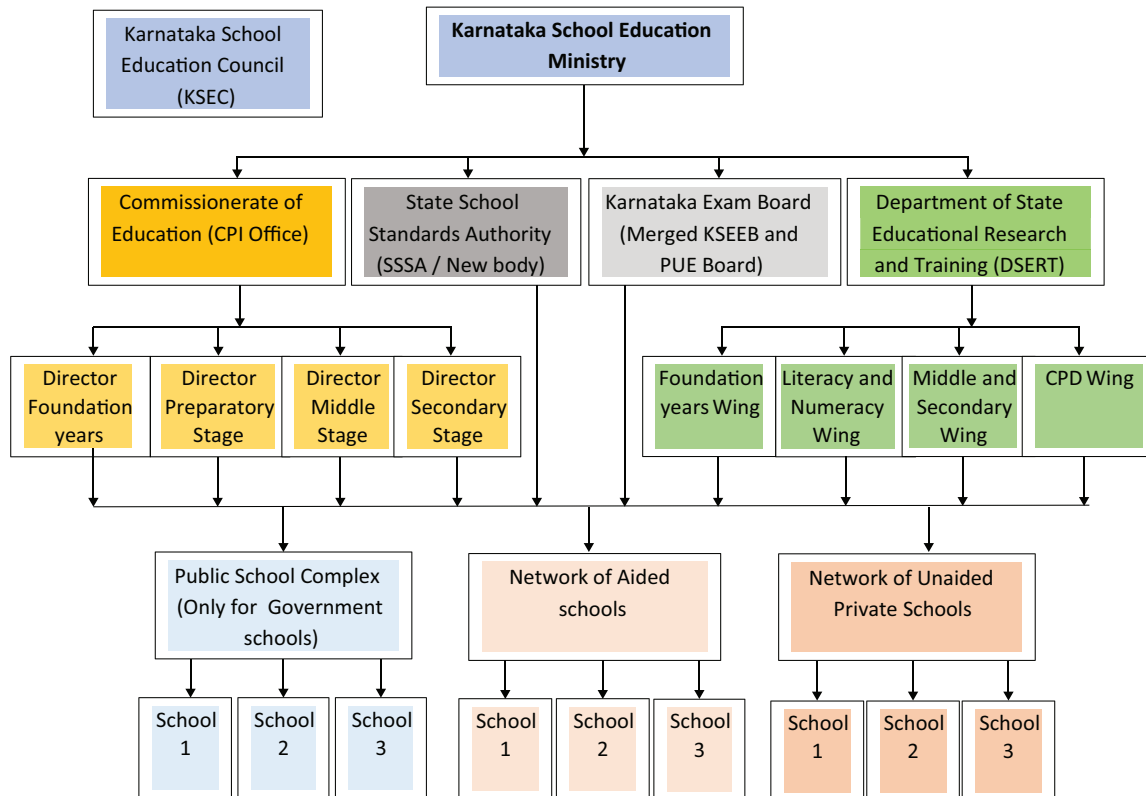
The collective vision, under the leadership of the CM, of a body of eminent educationists, researchers, and professionals, with their holistic understanding of the complex demands of the knowledge society will provide an effective high-level direction to the education endeavours in Karnataka through KSA/KEC.



School Education Structure

The structure that is proposed by the Task Force for the governance and regulation of School Education in Karnataka is on the lines of what NEP 2020 suggests. It ensures separation of powers and no overlapping jurisdiction between the different agencies entrusted with School Education.

The illustration below captures the autonomous agencies proposed to govern and regulate School Education in the State.



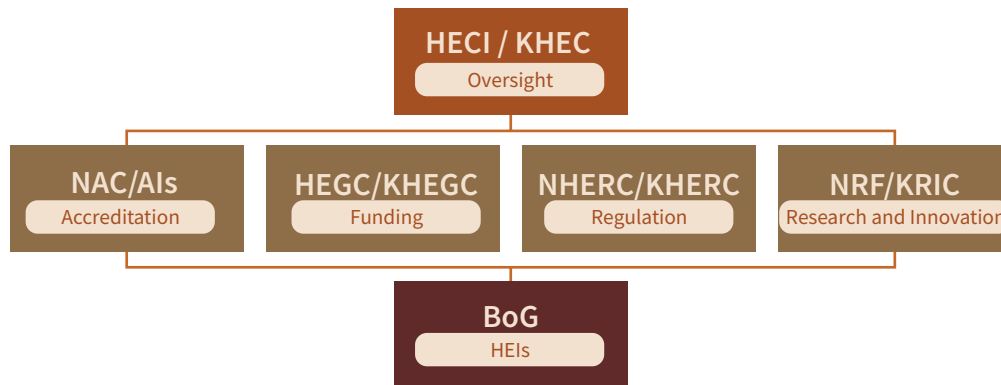
* School complex and networks will include between 10-15 schools per complex / network

In the proposed new structure, as per NEP 2020, independent bodies will administer schools, regulate schools, decide on academic aspects and conduct assessments respectively. This separation of power will be ensured by the Karnataka State Education Council (KSEC).

Higher Education Structure

The Task Force decided that the State will find it useful to mirror the structure NEP 2020 proposes to govern and regulate Higher Education. This will then be completely aligned to the Centre's framework enabling a smoother interaction between the various Central bodies. In Higher Education, the Central bodies play a greater influence than in School Education and hence the Task Force found it prudent to align the proposed structure to the State as closely as possible to the structure that is expected to be evolved at the Centre.

The illustration below indicates both the Central body that NEP 2020 proposes as well as the State level body that the Task Force has suggested.



*Among the Karnataka State bodies, except KHEC (Commission), all other bodies are Councils.

#AIs are bodies established / licensed by NAC at the Centre.

The Karnataka Higher Education Commission (KHEC) will be the body with an oversight on the independent and autonomous bodies that will govern and regulate the Higher Education space; viz the Karnataka Higher Education Grants Council (KHEGS), the Karnataka Higher Education Regulatory Council (KHERC) and the Karnataka Research and Innovation Council (KRIC). The National Accreditation Council (NAC) at the Centre will by itself establish adequate Accreditation Institutions (AIs) in the State; and both KHEC as well as the Government will influence NAC in ensuring the number of AIs is sufficient to carry out the task.

The Board of Governors is mentioned in the above organogram only as an illustration to indicate the link between the proposed structure of Governance and Regulation in Higher Education and the Higher Education Institutes (HEIs).



IV. Report on School Education in Karnataka

1. Restructuring School Education

A. Objective: Transformation of the current structure of schooling to 5+3+3+4.

B. NEP Perspective

The policy points from 4.1 to 4.3 of NEP 2020 describe the new structure of schooling, which will be defined by stages of 5+3+3+4 years, respectively.

The stages will be based on cognitive and socio-emotional developmental stages, corresponding to the age ranges of 3–8, 8–11, 11–14, and 14–18 years, respectively.

Restructuring of school will not require any changes to physical infrastructure; they are purely curricular and pedagogical. Hence, curricular frameworks at the national and state levels, and teaching-learning strategies are to be based on this structure.

The stages in the new structure will be:

- Foundational Stage (3-8 years) – comprising 3 years of Pre-Primary & Grades 1-2; this is a stage of rapid brain development, and play and active discovery will be in focus.
- Preparatory Stage (8-11 years) – comprising Grades 3-5; this stage will build on play and discovery, and facilitate transition to structured learning.
- Middle Stage (11-14 years) – comprising Grades 6-8; this is the stage when students begin navigating adolescence; introduction of concepts in subjects will take place at this stage.
- Secondary Stage (14-18 years) – comprising Grades 9-12; as students transition into young adulthood, this becomes a stage for preparation for livelihood and Higher Education.
- Grades 11 and 12 will be redesigned to become an integral part of secondary School Education.

C. Suggested Plan for Karnataka

Karnataka lags behind others in the country with regard to an integrated K-12 structure as grades XI and XII is still under a separate directorate – PUC. This anomaly has to be addressed at the earliest. Bringing PUC under the Director, Secondary Education should be the initial step. The roles could continue as is and nomenclature-wise the PU could be considered as ‘Secondary – II’; this title is suggested to avoid using the term ‘higher-secondary’ in order to align it more closely with the secondary level of schooling.

Each stage of the School Education could have directors as is the case now; but aligned to the new structure – Foundational and Preparatory years, Middle school and High school (Secondary stage) will be the new structure of School Education and will require specific administration set up.

The new set up should have a Foundational years' wing; ideally located where the maximum activity is expected to take place. This wing (which is different from the foundation literacy and numeracy wing) will work under the State co-ordination unit and co-ordinate all curricular and pedagogic activities for early years between the Women and Child Department and will also work on the ground with the anganwadis as part of the early years education. It will further work with the Nali-Kali curriculum to align Nali-Kali to the last two years of Foundational stage.

DSERT should take up curriculum revision and integration as a step towards developing the Karnataka State Curriculum Framework (KCF 2021-22); the foundational wing will lead this as resources will have to be consolidated from across the department and outside if need be. The wing could also work on preparatory curriculum as it will be a continuum to the foundational stage in many respects. For the middle and secondary stage, the National Curriculum Framework (NCF) 2021 is expected to make considerable revisions to the curricular load with a focus on retaining the core concepts. Hence, it is prudent to wait for NCF 2021. However, work on these lines could begin by identifying the process through which curricular load can be reduced.

All stages of School Education would require a common Exam Board in order to ensure alignment of curricular goals.

The above approach is recommended for the following reasons:

- The Foundational stage involves two different departments that require to collaborate, hence within the State level co-ordination unit, it is useful to have a wing (Foundational years' wing) that begins to work on the curricular and pedagogic changes which would allow the 5 years of this stage to be seen as a continuum.
- DSERT beginning some of the work on reviewing existing curriculum and working on foundational and preparatory years will provide it with an edge when NCF 2021 comes into play; that is when the middle and secondary stage work can be taken up.
- Bringing PU Board under Secondary Education Department is crucial; the restructuring requires K-12 to be under one administrative umbrella for effective integration of curricular and pedagogic approaches.

D. Key Actions for Implementation

1. DSERT to equip itself to lead the curriculum revision activities – particularly on Foundational and Preparatory stage; and reduction in the existing curriculum load.
2. Establish a 'Foundation years' wing' at DSERT to begin work on the 5-year integrated curriculum; and later progress to even work on the preparatory stage curriculum.
3. Schools should be asked to start preparing for implementing the foundational stage strategies.
4. PUC administration will eventually be under Director, Secondary Education.

2. Separation of regulation and operations of schools

A. Objective: India's School Education system is invigorated through effective regulation and accreditation mechanisms that ensure integrity and transparency and foster quality and innovation for continually improving educational outcomes.

B. NEP Perspective

The policy points from 8.I to 8.II of NEP 2020 explain how regulation must become an engine of educational improvement and energize India's School Education system.

Regulation and operation of schools (service provision) will be carried out by separate bodies to eliminate conflicts of interest. The Department of School Education will be responsible for policy making and overall monitoring while the Directorate of School Education will handle operations of the public-school system.

An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-School Education - private, public, and philanthropic - to ensure compliance with essential quality standards. A new body, the State School Standards Authority (SSSA), will be set up to develop school standards and norms for all schools and ensure transparent public disclosure.

The SCERT will lead all academic matters for all School Education (foundational to secondary stage); the Boards of Certification / Examination will grant certification of school completion but will have no role in determining curricula or textbooks.

Sample-based National Achievement Survey of student learning levels will continue; States may continue to conduct a census-based State Assessment Survey. The low stake assessments at grades 3, 5 and 8 could be part of the state assessments.

Public and private schools will be regulated on the same criteria, benchmarks and processes.

C. Suggested Plan for Karnataka

The State should make changes to the bureaucratic and academic structure for School Education that currently exists, in order to ensure the objective of separation of powers envisaged in NEP 2020 is met. In order to co-ordinate various activities of School Education a Council should be established for School Education.

Government of Karnataka should establish a Karnataka School Education Council (KSEC) to oversee all aspects at a macro level and co-ordinate between various agencies / bodies and liaison between the various departments and bodies connected to School Education and the Government. Therefore, KSEC has been conceptualized by the Task Force and given the complex intra-department and inter-department tasks that are required in order to implement the policy provisions as well as ensure a smooth co-ordination in the functioning of the newly created structure. When a new structure is in place, it is imperative that a body with people who have a good

overview of the entire approach proposed and the sensibilities to understand the nuances of education systems, is established; the suggestion to establish KSEC is so that the State has a body that can play this role. KSEC will play its role by providing the guidance at the top and will ensure that decisions are based on understanding ground realities and keeping the tasks completely aligned to the policy principles. Hence, KSEC should commission position papers on the availability of resources in the State and suggest the required reforms to strengthen mechanisms and even seek additional resources that are needed thereby ensuring not only a robust implementation of NEP 2020 in the state of Karnataka, but also making sure that the new system runs smoothly and begins to meet the objectives set out by the policy.

A new body called the SSSA has to be established as the regulatory unit for education. This body will regulate all schools – public and private. The regulatory principles will be “light but tight” and based on the School Quality Assessment and Accreditation Framework (SQAAF) which the DSERT would develop in consultation with all relevant stakeholders.

The DSERT will have to be considerably strengthened in order to become the nodal academic agency as envisaged in the policy.

The Education Department will provide the resources for public schools while a separate body, which could be the existing Commissionerate, will operate them.

The Exam Board will continue to conduct board exams of grades 10 and 12 until assessment reforms are completed and a credit-based system is in place for the secondary stage of schooling. The assessments for grades 3, 5 and 8 are to be low-stakes and conducted to measure the health of the system; the exam board could provide the guidelines for assessment tool development and the required processes in this regard.

The above approach is suggested for the following reasons:

- KSEC is suggested for pragmatic reasons to ensure implementation in letter and spirit.
- The rest of the suggested approach mirrors the structure recommended by NEP 2020
- SSSA as an independent regulatory body is the key and rather than convert any of the existing bodies within the department it is useful to create a new body which takes into account the integrity of members at the time of appointment itself.
- The other existing bodies within the existing structure will have to be accommodated and hence the re-designation of roles.

D. Key Actions for Implementation

1. Government of Karnataka should establish a Karnataka School Education Council (KSEC).
2. KSEC will play a crucial role in liaising with Government of Karnataka to ensure these fundamental action points are undertaken in a timely manner.
3. KSEC should put together a task force which should work out how to significantly increase public funding for School Education.
 - a. The task force should be a collaboration between the Education Department and the Social Welfare Department and any other department where education funds are available.
 - b. The Karnataka School Education Council (KSEC) could play a vital role in making these estimates and providing the government with the estimates.
4. Establish SSSA.
5. The roles of the other bodies within the School Education department will have to be re-defined and ensured that they do not have overlapping jurisdiction or conflict of interest.
 - a. The Department and the Commissionerate roles will have to be delineated clearly.
 - b. Independence of DSERT and Karnataka Secondary Education Examination Board (KSEEB) must be ensured.
6. DSERT requires to be re-structured and resourced accordingly.
 - a. A Foundational years' wing and a Literacy and Numeracy Wing will have to be located within the DSERT in order to meet the urgent targets
 - b. DSERT will have to be restructured to ensure the policy actions are taken up in a focussed manner.
7. Position paper should be prepared on available resources in the State and reforms required to strengthen mechanisms and additional resources needed to lead the implementation of NEP 2020 in Karnataka. Position papers on new focus areas such as ECCE / Foundational stage is crucial.



3. Inclusion of early childhood education in School Education

A. Objective: Every child in the age range of 3-6 years has access to free, safe, high quality, developmentally appropriate care and education.

B. NEP Perspective

The policy points from 1.1 to 1.9 of NEP 2020 emphasise the importance of early childhood education (ECE) and outlines the approach to ensuring quality early childhood care and education (ECCE) available to all children by 2030.

Early childhood curriculum and pedagogy will be under the purview of the Ministry of Education to ensure linkage with the rest of School Education.

Existing facilities will be expanded or strengthened through a multipronged approach based on local needs, geography and existing infrastructure. Special attention / priority will be given to socio-economically disadvantaged areas and communities.

The National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) will be developed for children up to 8 years. This Framework will comprise two sub-frameworks for children aged 0-3 and 3-8 years, respectively.

C. Suggested Plan for Karnataka

As suggested by the policy it will be a collaborative work between the Women and Child Development (WCD) Department and the Education Department to ensure all age appropriate children are enrolled in the grades of the Foundational years.

The “Chilli Pili Plus” is the syllabus that is being developed since 2018 based on the ECCE framework by NCERT. This development should continue as it is aligned to the broad principles of the policy; however this syllabus will be reviewed to include the best practices of numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry games, songs etc. and also aligned to NCF 2021 once it is released.

For the public system, early years will run in anganwadis as well as the pre-primary sections that have commenced in government schools. The locations where both exist, the anganwadis should be encouraged to focus on children between 0 to 3 and young mothers and the pre-primary sections should focus on children between 3 to 8 years.

“Nali Kali” curriculum has to be reviewed and revised; it could continue as pedagogic approach in any class. However, it is suitable to split Grade 3 out as a separate class.

A school preparatory module for children who need to be enrolled in grade 1 but have not been through pre-primary is envisaged by the policy. It is applicable to Karnataka as well because it will take a couple of years before all children are enrolled in early years by age 3. Till then, such a preparatory module is expected to help those children to enrol in grade 1 with some basic skill sets.

The above approach is recommended for the following reasons:

- The WCD in the State has done commendable work over the years and has a repository of knowledge with regard to early years care as well as education.
- The current curriculum – ‘Chilli Pili Plus’ – has been evolved from the curriculum that WCD had developed called ‘Chilli Pili’.
- A large number of efficient and functioning anganwadis exist in the State and as the policy suggests these anganwadis together with pre-primary sections of schools serve the early years.
- Most habitations have children between 0 to 3-year olds requiring care and creche services.
- There are locations where only anganwadis exist without pre-primary sections in schools and also locations where both exist hence the multiple approaches.

D. Key Actions for Implementation

1. A State level co-ordination unit to be established, led by a Principal Secretary level officer who will ensure all meetings across WCD and Education Department take place in order to establish the roles and responsibilities of the two departments.
2. Committee to work out the revision of Nali Kali curriculum and separation of Nali Kali grades 1-2 and grade 3.
3. Detailed guidelines to be issued that all early years’ education across the State will be based on the ‘Chilli Pili Plus’ curriculum.
4. Mapping of students between 0 to 3 and 3 to 8 years along with number of teachers serving them and the geographies. This will provide information for identifying which children will study in anganwadis and the pre-primary sections respectively.
5. Identify potential anganwadi karyakarthas and civil society organizations to take the movement of early years education into every village of the State; fine arts students and institutions could be used to develop aesthetically pleasing designs using local context for creating a rich early years environment.
6. Consultations should be held with all stakeholders, such as expert individuals and institutions, who would have something to offer in this domain.
7. DSERT should establish a wing to champion the overall Foundation stage education



4. Attainment of foundational literacy and numeracy

A. Objective: By 2025, every student in Grade 3 and beyond has achieved foundational literacy and numeracy.

B. NEP Perspective

The policy points from 2.1 to 2.9 of NEP 2020 focus on the learning crisis in language and mathematics during the primary school years and its impact on attendance, retention and later learning.

A National Mission on Foundational Literacy and Numeracy will ensure that by 2025, every student in Grade 3 and beyond achieves foundational literacy and numeracy. All States/UTs will prepare an implementation plan with stage-wise targets and goals set till 2025.

There will be increased focus on early language and mathematics in Grades 1-5, with teacher preparation and professional development ensuring their preparedness. Quality learning materials will be available in all local and Indian languages. School and public libraries, including digital libraries, will be strengthened and expanded.

The mid-day meal programme will be expanded to ensure adequate nutrition as well as breakfast. All children will undergo health checks; immunization schedules and health cards will be issued and monitored.

A three-month school preparation module will be developed by NCERT and all SCERTs for all Grade 1 students. Further, pupil-teacher ratio under 30:1 will be ensured in every school; this ratio will be lower, that is, under 25:1, in schools in disadvantaged geographies.

C. Suggested Plan for Karnataka

The Education Department (the department) should immediately set up a Foundation Literacy and Numeracy Wing to initiate action in this regard. This wing will also co-ordinate with the curricular wing for foundational literacy and numeracy set up at DSERT. Once the National Mission is set up this wing could be converted to a Mission mirroring the National Mission.

The Census State Achievement Survey (C-SAS) already has lots of data on learning achievement; last year all students enrolled in grades III to X wrote these assessments. The data for Grades III to V will have to be thoroughly analysed in order to identify the State action plan on Foundation Literacy and Numeracy and in case the Department plans to conduct the assessments again, the focus should be in identifying the basic literacy and numeracy skills in grade III, IV and V as it will give a fair idea of the level at which children are. The wing should evolve the initial action plan based on this analysis. Along with C-SAS, the wing should also use the surveys on Nali-Kali that could provide further inputs.

The wing should use this analysis of C-SAS and Nali-Kali macro studies to identify the disadvantaged areas where large number of children have not acquired the basic literacy and numeracy. These are the areas that the department could identify to reduce the PTR, definitely below 1:30 and strive for 1:25 as the policy suggests.

Learning and health of children go hand in hand. The current MDM provisioning has to be enhanced. Studies indicate that a carb rich diet could be filling children's stomachs, but not aiding to their cognitive development. Provisioning should be such that children get enough protein and a balanced diet. Additionally, the analysis of learning achievement could be used to introduce breakfast in the disadvantaged areas till finances improve and it can be expanded across the State. Food related aspects should get the top priority of any money allocated towards education.

The above approach is recommended for the following reasons:

- The State already has a unit working on C-SAS as well as on Nali-Kali; it will be quickest to convert these units into the wing focussing on foundational literacy and numeracy as it will have people with academic, pedagogic and analytical skills.
- By establishing a wing before the National Mission is announced the State can accomplish a lot of ground work to achieve the target set by the policy.
- Enhancing the food provisioning and focussing on child's health will enable focussing at the root cause of the learning deficiency in our system.

D. Key Actions for Implementation

1. Establish Foundational Literacy and Numeracy Wing which can be re-converted to the State Mission on the model expected to be established at the Centre.
2. Map the State on the current learning status regarding basic literacy and numeracy using existing data; specifically identify disadvantaged areas based on children's performance in grades III to V.
3. Revise the guidelines for MDM in order to enhance protein levels and overall quality; introduce breakfast in the disadvantaged areas at the earliest as a pilot to be scaled up as soon as possible.



5. Equitable and inclusive education

A. Objective: Achieve an inclusive and equitable education system so that all children have equal opportunity to learn and thrive, and so that participation and learning outcomes are equalised across all genders and social categories by 2030.

B. NEP Perspective

The policy points from 6.1 to 6.20 of NEP 2020 emphasise the role of education as the single greatest tool for achieving social justice and equality, and delineate how to reach children from socio-economically disadvantaged groups (SEDG).

Special Education Zones (SEZ) will be set up in disadvantaged regions across the country to act upon all that is stated in this Policy for inclusion of SEDGs.

Among other measures, single-window clearance for scholarships, focus on developing resources and facilities for students from socio-economically disadvantaged groups (SEDGs), Gender Inclusion Fund and extension of KGBVs to Grade 12 will meet goals of access.

Targeted funding and support will be provided to identified districts / institutions for inclusion and access, and the creation of inclusive school environments, with inclusive curriculum and pedagogy will help each student attain learning goals.

The policy is in consonance with the Rights of Persons with Disabilities (RPWD) Act 2016, and all actions on the Act will inform decisions about the education of children with disabilities.

C. Suggested Plan for Karnataka

Kalyana Karnataka Board is a good example of special provisioning of disadvantaged areas within a State. This could be a model for many other States and at the same time this can be refined further to ensure objectives are met by identifying areas to be earmarked as SEZs even within a designated disadvantaged geography such as NEK. SEZs should be established across the State where SEDG are in large numbers. For e.g. Chamarajnar and Malnad regions could have SEZs along with areas in our Coastal district as well as the North-west. Every district could have SEZs within them. Appropriate mapping of State's population as per the SEDG population will enable Government of Karnataka to establish SEZs at the right places.

A special task force to identify Special Education Zones (SEZs), with specific sections within zones, based on the criteria in NEP 2020 could be established for this specific purpose (this task force could be the same for both Higher Education and School Education and the oversight could be with both KHEC and KSEC).

The Government also has a number of scholarships for students in School Education – however these are benefits from different departments which require streamlining. As suggested by the NEP there should be a single window policy for scholarships. Many scholarships are not taken up due to lack of awareness among the students

and their parents – a single window and a transparent and automated system will enable all those eligible for scholarships to receive them without anyone's fear or favour. A Gender inclusion fund could be established along with the Disability fund; current incentives in this regard could be brought into this fund and a plan to continuously enhance it should be developed. Therefore, many aspects to address equity and inclusion require enhanced funding which is another crucial aspect for the Government to focus upon.

DSERT should also develop a guideline to ensure that when any new material is developed it complies to certain guiding principles on equity and inclusion.

A crucial aspect of equitable access to quality education is to enhance learning. The policy suggestions to provide a better PTR is one approach towards enhancing learning opportunities and the State should work out processes through which this can be made feasible. Ensuring the children of anganwadis join the public-school without any drop out is another dimension to ensuring equitable access.

The above approach is suggested for the following reasons:

- Karnataka has to invest on this aspect to showcase any progress.
- The State has some very disadvantaged geographical locations and some specific areas within a particular location; these are spread across the State and the SEZ idea in the policy suits to address this challenge.
- There is no body at the top which can co-ordinate all activities of School Education hence a School Education Council is required.
- Karnataka also gets a lot of Corporate Social Responsibility (CSR) funding into education which could be used effectively if there is a streamlining of initiatives for inclusive education.
- DSERT needs to orient itself, with people working on material development across the State, including the District Institute of Education and Training (DIETs), to ensure the basic parameters are in place with regard to equity and inclusion.

D. Key Actions for Implementation

1. Government of Karnataka should initiate Gender Inclusion Funding and Disability Funding as two special components.
2. The State should focus on establishing adequate number of SEZs; the Eligibility Enrolment Ratio (EER) could be a determinant. KHEC would guide the Government in Higher Education and in the similar manner KSEC will play the role for School Education.
 - a. North-East Karnataka could be the first priority as it already has special funds with exclusive portion for education - re-appropriation of budget heads could take place.
 - b. It should set up well-resourced school complexes in educationally backward districts.

- c. It should establish micro targets for different sections / areas even within a SEZ.
 - d. There should also be surveys from the students and potential students in SEZs, as well as other sections and areas that are disadvantaged, on issues such as expectations of learning.
3. Government of Karnataka should consolidate scholarships as well as launch more.
 - a. Increased financial assistance for students should be the overall objective.
 - b. Imperative to launch one platform for all kinds of scholarships that are available from different departments; this will ensure that access becomes easy and universal.
 - c. More scholarships should be launched – currently it is available only in zones.
 - d. Scholarships for disability is another crucial area of funding to ensure inclusiveness.
4. KSEC should maintain databases which will include all relevant information.
 - a. KSEC should maintain data repositories on all School Education aspects, with up to date information for each student from SEDGs; this should be linked to the Digital India Programme.
 - b. All records related to institutions, teachers, and students should be maintained in digital form at KSEC.
 - c. While some education indicators could be common to all SEDGs, specific indicators may be tracked for particular groups within the SEDGs.
5. CSR funds should be used / directed toward addressing the equity issue.
6. Student outreach is an important activity that the Government, through KSEC, should make sure is taken up by the appropriate bodies.
 - a. For example, outreach to secondary school students to enhance entry into Higher Education is a very useful endeavour.
 - b. While the existing policies on reservations for specific categories in public institutions will continue, efforts on many other fronts need to be taken to ensure effective inclusion at the admissions stage and beyond such as counselling and preparation for the admissions process; designing admission process that is bias-free and gives weight to dimensions of disadvantage unaccounted for in the reservation mechanism; information on processes application fee discounts/waivers, scholarship and freship opportunities for SEDGs and so on.



6. School complexes/clusters for effective governance and optimal resourcing

A. **Objective:** Schools are grouped into school complexes to facilitate the sharing of resources and render school governance more local, effective, and efficient.

B. NEP Perspective

The policy points from 7.1 to 7.12 of NEP 2020 describe how school complexes/clusters will address the issue of small schools that are economically suboptimal, operationally complex and pedagogically non-viable.

School complexes/clusters will be a viable unit of school governance. A school complex/cluster comprises public schools from Foundational to Secondary stage within a contiguous geography, creating a coherent set of educational institutions in each geography. Each complex/cluster comprises one secondary school and all other public schools in its neighbourhood.

School complexes/clusters will act as an effective administrative unit without compromising access; they will not require physical relocation of schools. This will enable sharing of learning resources e.g. laboratories, libraries, sports equipment, sports fields. It will also enable sharing of subject teachers, sports, music and art teachers, counsellors and social workers.

School complexes/cluster will create a community of teachers that will work together and support each other, both academically and administratively.

Each school will have a School Management Committee and each school complex will have a School Complex Management Committee (SCMC); these Committees will use the School Development Plan and the School Complex Development Plan (SCDP) for oversight of the functioning and direction of the school and will assist in the execution of these plans.

C. Suggested Plan for Karnataka

As discussed earlier, the stage is already set in Karnataka to establish school complexes. The KPS is well positioned to be made the centre of a school complex. Adequate planning and resource allocation will ensure that KPS can turn into a school complex as envisaged in NEP 2020. Certain KPSs based on their performance over the last couple of years should be identified as pilot school complex centres. A detailed planning with all the select KPS leadership should lead the exercise. KSEC should think through a robust leadership program for the identified KPS leaders.

A tenure posting for the Heads of KPS can ensure that the leaders of these KPS can do long-term planning as well as short-term and mid-term planning. The KPS heads are expected to map their immediate area and also come up with the network schools of the complex and develop the SCDP along with the SDMCs of the individual schools and the complexes.

An initial teacher voluntary transfer scheme into school complex should be worked out by the department. This could be the pre-cursor to the teacher recruitment to the school complex that should be in place once the rules are revised accordingly.

Further, private schools also should be encouraged to create a mutually beneficial network wherein a set of educational institutions in a specific geographical region come together and share resources. Funding for private school networks could be done by well-established institutions in that specific geographical region. Through such a mechanism the private schools can develop a collaborative relationship with other private schools and raise the overall quality of education. There will have to be appropriate guidelines in this regard so that the schools, particularly the larger ones which will have to share their resources also see these collaborations providing benefits; these guidelines should be developed by SSSA.

The above approach is suggested for the following reasons:

- Karnataka already has KPS established and some of them have run successfully over the last couple of years; it makes sense to leverage on this pilot and start establishing more KPS as well as grow the successful KPSs into school complex centres.
- Resourcing school complex is an important task. By identifying the school complexes early, it is easy to begin channelizing the funds into the school complexes. There are some KPSs which have already secured a lot of funds which could be the ones to become school complex in phase I.
- Leadership is crucial for the success of school complex; hence by identifying the successful KPS the leaders with potential could also be identified.
- The complexes will have to be managed with a consensus and hence the development of the SCDP with an active participation of the community through the SDMC of the school complex is suggested.
- Recruiting teachers to school complexes is a long-term target of the policy and a voluntary scheme could help the State take the first step.
- Private schools enrol a large number of children; hence the implementation plan should also draw up appropriate guidelines for their development as well.

D. Key Actions for Implementation

1. Identify successful KPS to develop them into phase I school complexes.
2. School complex leadership CPD to be launched; option of tenure-ship to be explored
3. School complexes establish the school complex management committees.
4. School complexes evolve school complex development plans.
5. Launch voluntary teacher transfer scheme to resource identified school complexes.

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6. Funding for school complexes to be budgeted in the education department's annual budget.
 7. Channelize any other available funds such as CSR funds into developing school complexes.
 8. Learning communities should be formed within and across KPS.
 9. Guidelines for private schools to start their own networks for mutual benefit.



7. Universal access to quality education for all children aged 3-18 years

A. Objective: 100% Gross Enrolment Ratio in schools by 2030.

B. NEP Perspective

The policy points from 3.1 to 3.7 of NEP 2020 suggest several measures to ensure universal access to quality education for all children aged 3-18 years. These include increased intake in existing schools, new facilities in underserved locations, and improved infrastructure and teacher quality. At the same time, attendance and learning outcomes of enrolled children will be tracked by teachers, social workers and counsellors. Emphasis will also be on tracking drop-outs and out-of-school children.

Multiple pathways to learning will be available, including formal and non-formal modes, strengthening of open and distance schooling, and technology platforms.

C. Suggested Plan for Karnataka

One of the keys to ensure access to good quality education is to provide facilities for a large number of students in full-fledged schools with residential facilities. The Government of Karnataka should focus on converting identified schools into such institutions. Among the first steps is to analyse school-wise enrolment data for all grades for last five years. This will indicate the trends across schools and those that have had an upward curve should be identified as potential institutions for upgradation.

The Karnataka Public Schools have been carefully chosen as those schools wherein pre-primary as well as PUC exist; these are ideal to be enlarged into institutions that could enrol thousands of children from 3 to 18 years in a K-12 context. Hostel facilities should be integrated into these schools; there could be hostels from other departments of the department which could work in close co-ordination with the KPS management & and where hotels are not available, new hostels could be established. In remote areas, a few staff quarters could also be thought of.

A child-wise tracking mechanism, which is already in place through SATS data-base should be made robust. The unique ID of children who drop out of regular enrolment should pop up and get flagged at all relevant levels where tracing could be initiated. A unit within the department should focus on tracing children who drop out and ensure their re-admission. This unit should be staffed with great care, with people who understand that reasons for drop-out requires empathy and to re-enrol and retain children requires a soft-hand approach. Additionally, studies can be taken up to identify specific drop-out related issues and potential local solutions can be developed to address the same. The Karnataka Evaluation Authority (KEA) could be provided with a list of priority items they could take up for evaluation in the School Education domain.

The above approach is recommended for the following reasons:

- With larger institutions it is easier to provide resources and make them full-fledged.
- Access barrier plays out differently for individuals and hence individual solutions are difficult; facilities such as hostels are very useful for children in older classes, such as, Grade 6 onwards.
- As finances are involved in expanding the services, it is ideal to start with the KPS which already have some of the basics taken care of.
- Continuous studies are important to understand the complex issues surrounding drop-out and retention of children in school.

D. Key Actions for Implementation

1. Review KPS which are ready for expansion to meet increase in potential enrolment. A focus on reaching the goals – BEOs provided with an orientation about goals and targets to be reached along with timelines. They should prioritize the actions such as the grades to be focussed upon for expansion based on the enrolment trends.
2. A brief criterion should be developed by the DSERT to assess quality; self-assessment should be encouraged and awareness created around it. This is for the immediate purpose as the DSERT is expected to evolve the SQAAF as well within the next couple of years.
3. Map the hostels available and its current capacity as well as its full capacity; co-ordinate with the concerned Departments that run the hostels and arrive at a macro plan to expand facilities based on the ground realities as part of the medium-term plan. Disadvantaged areas will require more hostels.
4. In the long-term, Government of Karnataka should plan for construction of more KPS with hostel facilities by making budgetary provisions which will ensure equitable access across the State.



8. Curricular, pedagogical and assessment reforms

A. **Objective:** Curriculum and pedagogy to be transformed by 2022 to encourage holistic development with minimal rote learning.

B. NEP Perspective

The policy points from 4.4 to 4.46 of NEP 2020 present the reforms that need to be undertaken with respect to curriculum, pedagogy and assessment in schools.

NCERT will develop a new National Curriculum Framework for School Education by 2021, following which States may develop the State Curriculum Frameworks. The curriculum will develop language proficiency, scientific temper, sense of aesthetics, ethical reasoning, digital literacy, knowledge of India, current affairs. An integrated approach will be taken, with no hierarchy of subjects and equal emphasis on science, social sciences, art, languages, sports, mathematics. There will be no hard separation of curricular, co-curricular or extra-curricular areas, and integration of vocational and academic streams – each subject will have an equal status.

The curriculum will be flexible, with student choice for subjects. Curricular load will be reduced, with emphasis on key concepts and essential ideas, thereby allowing for analysis and reflection. High quality new textbooks will be developed in Indian languages. All Curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge.

Assessment will be reformed to focus on formative and holistic assessment. The National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) will be the standard-setting body for student assessment and evaluation. Alternative models of Board examinations will be tried out to reduce stress among students, and also eliminate the culture of coaching.

C. Suggested Plan for Karnataka

A large part of work in this area will begin with the arrival of NCF 2021. However, given Karnataka's experience in reforming curriculum to make it holistic, particularly in the early years through Nali Kali, Karnataka should begin curricular reforms for the Foundational stage as indicated in the earlier section. The curriculum, as per the policy should be one that develops language proficiency, scientific temper, sense of aesthetics, ethical reasoning, provides digital literacy, knowledge of India and current affairs. With this broad framework the contours of the new curriculum could be drawn up and once the NCF 2021 is available appropriate edits could be made. Another aspect that needs to be addressed is the integration of vocational and academic streams; the existing pilot system of vocational education in selected schools for classes 9 to 12 should be studied and a road map to scaling it up should

be planned in a manner that there is no hard separation between different areas of studies.

The curriculum review could be done collaboratively between DSERT and the KSEEB as it will provide the exam board with exposure to the kind of changes required. If KSEEB can gain the expertise quickly given the assessment reforms it has conducted under Karnataka School Quality Assessment and Accreditation Council (KSQAAC), it could also provide useful insights to PARAKH at the Centre as it begins to work on assessment reforms.

As part of the effort to create alternative boards of assessments, Government of Karnataka should provide support to develop Karnataka Open School (KOS) Board into a robust alternative.

Further, with regard to assessment reforms, policy suggests boards to adopt suitable systems to reduce pressure from exams and hence clarity should emerge regarding assessment procedures for classes 9 to 12. Discussions should be held and decisions will have to be taken whether annual/semester/ or customised modular board exams will be in place. Till these decisions are made, the exam board will continue to conduct grade 10 and 12 board exams; the board will also propose tools and other processes for the assessments at grades 3, 5 and 8 which should be low stakes and primarily to check the health of the system.

The above approach is recommended for the following reasons:

- It may seem prudent to wait for NCF 2021, however given Karnataka's experience in curricular and pedagogic innovations such as Nali Kali and Chilli-pili that corresponds to the grades of the Foundational stage of the policy it is useful for the State to begin work in this regard.
- After NCF 2021 is available, there will be huge amounts of work particularly with regard
- to the Middle and Secondary stages of school, hence it will be useful for most of the work for Foundational and Preparatory stage to commence now.
- Engaging KSEEB/ KSQAAC could provide an opportunity to the State to contribute to the work on assessment reforms at the Centre if certain pilots could also be conducted based on changes brought about in the assessments.
- KOS has been in place for many years; as an alternative open Board it aligns perfectly with the vision of the policy. Government of Karnataka must explore ways in which it can be strengthened.
- Expertise that currently lies with the exam board should be utilized and some of the crucial current practices continued till the new arrangement is in place.

D. Key Actions for Implementation

1. DSERT to lead the curricular and pedagogic revision based on the principles advocated by NEP 2020; Foundational year's wing to take on the responsibility. Concerted efforts should be made to bring synergy in curriculum between all levels of School Education i.e., ECCE, Primary and secondary levels and Higher Education. The irrational separations of responsibility such as preparation of curriculum and syllabus with DSERT and preparation of Textbooks with KTBS should be addressed as per the principles of the policy.
2. KSEEB to be engaged in the activities in order to gain exposure and begin working on assessment reforms and pilot assessments and make suggestions to PARAKH.
3. Strengthen KOS as an alternative Board.



9. Teacher recruitment, service conditions and career progression

A. Objective: Ensure that all students at all levels of School Education are taught by passionate, motivated, highly qualified, professionally trained, and well equipped teachers.

B. NEP Perspective

Policy points from 5.1 to 5.29 of NEP 2020 reiterate that teachers are central to the success of any effort to foster quality education, which is determined by the quality of teacher preparation and continuous professional development, as well as robust recruitment processes and empowering service conditions.

The focus will be on facilitating teachers' work through adequate physical infrastructure, learning resources and pupil-teacher ratio. The Teacher Eligibility Test will be strengthened and extended to all stages of School Education. Teachers will be incentivised to serve in rural areas, and merit-based scholarships will be available for undertaking teacher education. Teacher transfers will be reduced and teachers will be recruited to the school complex to increase stability.

Merit-based teacher career development will be facilitated, with options to move into teacher education or educational administration after a minimum number of teaching years.

Flexible and modular approach where teachers choose what and how they want to learn will be the basis of continuous teacher professional development.

The teacher's work will be further facilitated through high-quality material for teachers and teacher educators in Indian languages, and the rejuvenation of academic support institutions, that is, SCERT, DIET, BITE, BRC, CRC, CTE, IASE.

C. Suggested Plan for Karnataka

Teacher recruitment in Karnataka is appreciated as one of the finer models in the country with a counselling process embedded into it. The first placements to areas marked as C, invariably rural, with a fixed term is on paper a good rule but in practise it leads the youngest and newest of teachers to the most difficult geographies while the older and more experienced are not available. NEP 2020 recommends recruiting to the school complexes which is the only approach that will solve this issue.

Once the first set of school complexes are established a one-time voluntary transfer to the school complexes should be initiated. The teachers in the school complexes will be supervised by the school complex head and the teachers will be serving the complex and the network of about 12 schools associated with the complex.

The service rules will have to be revised to incorporate promotions, salary increments and incentives within each school stages the teachers are serving in (i.e. opportunity for vertical growth). There should also be guidelines evolved for the manner in which the teachers could move from one stage to another (i.e. opportunity for horizontal movement). Some of these could come from the Central Professional Standard Settings Body (PSSBs) and the DSERT could develop State standards based on those standards.

For the purpose of promoting local professions, knowledge and skills, eminent local persons who can be hired to teach at schools or school complexes as master instructors should be worked out. These could require changes in definition of who can be considered as master instructors.

To ensure State's teacher professional development is in line with the NEP 2020 we should strengthen and make the Guru Chetna a more robust offering. As was originally conceived it should become a platform for continuous teacher professional development which offers the 50 hours of professional development annually to every teacher as suggested by the policy.

The above approach is recommended for the following reasons:

- Karnataka should retain its status as the pioneer in teacher recruitment and professional development policies.
- The advantage of established practices such as transparent recruitment and self-choice based professional development should be made use of.
- The change in service rules and recruitment to the school complexes would be additional bold steps with regard to ensuring teacher growth as well as optimising their contributions.

D. Key Actions for Implementation

1. Strengthen Guru Chetna and make it the exclusive platform for all teacher professional development; it should truly be made a choice-based and self-paced CPD for teachers by integrating the technology completely such that

teachers are communicated well in advance and even their absence request for such CPD should become automated too.

2. CPD for teachers should be opened up for teachers in private schools and educators from civil society organizations with a minimum fee.
3. Change in service rules should be brought about, to ensure both, vertical growth within the different stages of School Education so that no one has to move to different stages for a career growth, and at the same time provide for the lateral movement across stages if one desires.
4. Voluntary selection of school complexes by teachers followed by changes in recruitment in order to ensure recruitments take place only to the identified school complexes.
5. For the purpose of promoting local professions, the district administration can start identifying eminent local persons who can be hired to teach about their field of knowledge and skills at schools or school complexes as master instructors.



V. Report on Higher Education in Karnataka

1. Structure for Higher Education regulation in Karnataka

A. Objective: Effective, enabling and responsive regulation for excellence and public-spiritedness in Higher Education

B. NEP Perspective

The policy point from 18.1 to 18.14 of NEP 2020 provide for a regulatory structure for Higher Education in India with the establishment of Higher Education Commission of India with four verticals – namely The National Higher Education Regulatory Council (NHERC) for regulation, The Higher Education Grants Council (HEGC) for funding, The National Accreditation Council (NAC) for accreditation and The General Education Council (GEC) for standard setting. These verticals will be independent bodies, eliminating concentration of power and conflicts of interest.

Regulation will be light (based on financial probity, good governance and public spiritedness of the institution) but rigorous (tight) on these matters.

Commercialization of education to be completely stopped through the new regulatory structure.

Adequate Higher Education access to students from socially and economically disadvantaged groups (SEDGs) through special education zones (SEZs) in disadvantaged regions; additionally, SEDG scholarships over and above the regular constitutional provisioning of existing reservations.

C. Suggested Plan for Karnataka

To meet the policy objectives, a new Act requires to be enacted ensuring that the functions of regulation, provision of education, funding, accreditation and standard setting are dealt with by independent and empowered bodies. The new Karnataka State Universities (KSU) Act should ensure that there is neither concentrations of power within a few bodies nor any conflicts of interest among these bodies. All the current State Acts related to Higher Education has to be withdrawn or revised appropriately in order to align with the provisions of the new Act. The new KSU Act should be drawn up in a manner that it completely overhauls the regulatory system and re-energizes the Higher Education sector and enables it to thrive.

As per the new Act, a new Karnataka Higher Education Commission (KHEC) should be established first. KHEC will have three verticals – namely, The Karnataka Higher Education Regulatory Council (KHERC) for the regulation of HEIs, The Karnataka Higher Education Grants Council (KHEGC) for funding/financing and The Karnataka Research and Innovation Council (KRIC) for promoting research culture. The new Act could also focus on the concept of Universities, independent BOG, strengthening of affiliated colleges, graded autonomy to them, importance to Institutional Development Plan (IDP), innovation and flexibility to Universities,

removal of geographical restrictions for admission, enabling mechanism for new academic architecture, etc as per the NEP 2020.

KHEC and its' three verticals are conceptualized as follows:

- i. The Karnataka Higher Education Commission (KHEC)** which will be the overarching body that will guide all Higher Education in Karnataka and play a significant mentoring role in transforming the domain as envisaged in the Policy.
- ii. The Karnataka Higher Education Regulatory Council (KHERC)** which will be the only regulator for all Higher Education in the State except legal and medical education.
- iii. The Karnataka Higher Education Grants Council (KHEGC)** which will be responsible for funding and financing based on transparent criteria.
- iv. The Karnataka Research and Innovation Council (KRIC)** which will catalyze research, promote innovation and collaborate with industry and public services across the State.

The new Act will have adequate measures to safeguard institutional autonomy of these independent bodies; the commission and the councils will have independent Board of Governors and other governance mechanism. This will be along the lines of structure suggested at the Centre excluding the two verticals suggested for standard setting and accreditation which are not needed for a state as the Centre will provide the required support on these aspects. One innovation suggested in the structure for Karnataka is to have Karnataka Research and Innovative Council (KRIC) considering the presence of knowledge industry, numerous R&D labs and National Institutions which build a robust research eco system.

The Act will also ensure that the HEIs, both public and private, in the State will have the autonomy as visualized in the policy. The Act should not deviate from the NEP 2020 core principle that autonomy is a non-negotiable fundamental principle to ensure that each institution develops its unique culture determined by its mandate, vision and geography.

Prof. Yashvantha Dongre's sub-committee's insightful report is a good base material upon which the new structure and the prerequisites to establish the new architecture could be developed.

The above structure is recommended for the following reasons.

- It will enable the implementation of the policy points of NEP 2020 by meeting the objectives of separation of power in the Higher Education structure and removing any conflicts of interest among the various bodies.
- It takes the State firmly towards the commitment already made by Government of Karnataka for implementing NEP 2020 in Karnataka by creating the core architecture.

- This structure will make Karnataka a model to the whole country in implementing the policy and could allow for enhanced support from Government of India.
- The new structure is bold and transformative in nature which will continue the tradition, legacy and image of progressive, innovative and out-of-box Ideas from the State.
- It will ensure that Higher Education is energized for ensuring the all-round development of students, particularly those belonging to SEDGs through easy access to high quality public education system.
- The sub-committee established for this purpose has also given a similar framework.

D. Key Actions for Implementation

1. Working out the detailed and salient features of the above structure by the Task Force with the help of Higher Education Department / Government of Karnataka.
 - a. The proposed structure requires detailing out the composition of the new independent and autonomous bodies and the selection of the Chair and Vice Chair of the independent boards.
 - b. It will require evolution of clear guidelines to ensure the autonomy of these bodies.
 - c. These will have to be carefully drawn up by the key officials of Government of Karnataka along with the Task Force members.
2. Preparation of a blueprint of the proposed structure for regulation.
 - a. The regulation is proposed through an independent and autonomous regulator.
 - b. The regulator will use quality and standards framework developed at the Centre.
 - c. Financial probity and transparency are the cornerstones of the new regulatory regime as per NEP 2020 which needs to be ensured in the blueprint.
 - d. The regulation will ensure commercialization of Higher Education is completely curbed.
 - e. The blue print of the structure for this body will have to incorporate the above key aspects as well as the selection of the Chair and Vice Chair of the Board.
3. Solicit suggestions of stakeholders on the operative parts.
 - a. The policy has been accepted by Government of India and thereby by the Nation; however, the operative parts require further consultations.
 - b. Suggestions have to be sought on the operative parts of the above blue print by identified stakeholders.

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4. Government of Karnataka should decide the route through which the changes can be brought quickly to put in place the mechanisms of NEP 2020 at the earliest; the option could be:
 - a. To issue an Ordinance; as this is issued with the Governor's approval and can be confirmed through legislation, it will be quick and provides scope for legislative approval as well. It can even be a role model for the country if done well.
 - b. After the ordinance has been passed by Government of Karnataka, it must be ensured that the new KSU Act has mustered the support of the legislature.
 5. Identification, nomination and selection of suitable persons.
 - a. There are a number of people who have to be chosen to head the independent boards, such as the Chair and Vice-Chair of the Boards who have to be people of high integrity.
 - b. Each of the Boards could have 8-12 members, who should be people with high integrity identified by the Chair and the Vice-Chair.
 - c. This process has to be transparent and done through consensus at the highest level.
 6. Commencement of the operations by the new bodies.
 - a. The independent bodies will have to commence operations once members are chosen.
 - b. Initial guidelines of functioning independently must be clearly drawn up and shared widely such that everyone is aware.
 7. Proper dissemination of the new regulatory structure among all the concerned stakeholders, including everyone in the Department of Higher Education.



2. Governance and Leadership of Universities in Karnataka

A. Key Objective: All Universities to become autonomous self-governing multi-disciplinary entities

B. NEP Perspective

The policy point from 19.1 to 19.5 of NEP 2020 presents the governance model for all HEIs under the new framework in the policy. The governance of all Universities will be through an independent Board of Governors (BoGs) as is the feature in all world-class institutions globally. The existence of strong self-governance and outstanding merit-based appointments of institutional leaders is the key. The Vice-Chancellors report to their respective BoGs.

All Universities will be free to start and run programmes, decide curricula, student capacity and resource requirements, develop internal systems for governance and people management.

C. Suggested Plan for Karnataka

The Vice Chancellor shall be the Chief Executive (CE) of the Universities and shall report to the BoG as per the hierarchy suggested in NEP 2020. All bodies/authorities/structures within the University shall report to the CE. The entire governance will be based on Institution development Plans (IDPs) which will be developed and approved by the BoG and used for all developmental and operational aspects including funding.

The proposed KSU Act should make provision for creating this structure. New KSU Act could be brought in with focus on the concept of Universities, independent BOG, strengthening of affiliated colleges, graded autonomy to them, importance to Institutional Development Plan (IDP), innovation and flexibility to Universities, removal of geographical restrictions for admission, enabling mechanism for new academic architecture etc as per the NEP 2020. In addition,

1. Constitution and Composition of BoG
2. Powers and Functions of BoG
3. Compliance System – disclosure, reporting, cross-checking

The BoG shall approve and adopt statutes and establish all the required Committees.

The IDP could be long-term (10-15 year), medium-term (5 years), short-term (1-3 years) and could have details such as educational and research outcomes, quality and capacity parameters including those related to equity and inclusion, human resource and organizational development plans, along with financial support and mentoring required for the foregoing. The Regulatory Council – namely, KHERC will draw up a detailed framework and the BoGs could measure the institution's progress against the IDP as the same would also be used for other purposes such as funding. The IDP and its review should be available in the public domain.

The IDPs will form the basis of the graded accreditation (GA) of HEIs with concomitant graded autonomy. This phase wise empowerment of HEIs is the path towards complete autonomy as suggested by the policy. And at the same time, it meets the other requirement of the policy to provide flexibility to individual HEIs to pace their own progress to achieve autonomy within a certain timeframe.

The KHEGC will ensure adequate funding is provided to the HEIs to achieve the autonomy by ensuring that the IDPs are thoroughly reviewed and sent to KHEC which in turn will calculate the fund required to be sought from the Government. KHEC will analyse the overall requirement, based on the funds and the matrix released from the Centre, and will seek adequate funding from the State Government. KHEC will also ensure that additional funds are provided to the HEIs, particularly those located in disadvantaged geographies / SEZs, in order to grow into high quality autonomous institutions.

The above structure is suggested for the following reasons:

- The Universities will have to get autonomy and also have accountability – the BoG and IDP will provide the balance.
- Among the 65 Universities in Karnataka, there are many which are ready for autonomy due to many years of capacity building and hence the next step of establishing BoGs and identifying visionary leaders as CEs is critical.
- In order to ensure that over the next decade these Universities will not only be best examples of the new governance models but also be the leading mentor Universities which will provide support to other HEIs to become autonomous.
- This will allow Karnataka State to be among the first in the country to create the required platform to transform governance in Higher Education as per NEP 2020.

D. Key Actions for Implementation

1. Consult stakeholders with an initial thought process based on the basic principles of effective governance laid down in NEP 2020.
2. Create the new HEI governance structure through appropriate legislation.
 - a. The new Act should be applicable for both public and private HEIs
 - b. It should be an overarching legislation to provide for the constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoGs requires to be enacted.
 - c. This will supersede any contravening provisions of other earlier legislations.
 - d. Drafting this bill will require collaboration of the officials in the Higher Education department / Government of Karnataka and the Task Force members so that the policy points are addressed without dilution.

3. Evolve criteria to appoint suitable people to the BoGs.
 - a. KHEC / Government of Karnataka will have to evolve the criteria so that appropriate selection takes place to establish the BoGs for all the State Universities
 - b. BoGs will become the apex body of the University with complete autonomy.
 - c. Private Universities should also be asked to establish their BoGs within a certain time-frame.
 - d. The BoGs could be provided the policy guidelines on the criteria to be used to choose the CE.
 - e. The key role of the BoG must be to ensure that the HEI operates as a public-spirited institution striving for excellence and not as a commercial body and these could be made explicit by the KHEC to all Universities.
 - f. The Universities could be asked to begin the process of preparing their respective IDPs in order to establish credentials as well as to plan for enrollment enhancements and funding.
4. Enable adequate number of Type 1: Research-intensive Universities (RIUs) and Type 2: Teaching-intensive Universities (TIUs) to emerge in the state. An incentive package would need to be introduced for this purpose.
 - a. Of the 65 existing Universities, the State should immediately begin the process of identifying the Universities which can be categorized as Type 1 or 2.
 - b. NEP 2020 suggests that the HE GER should reach 50% by 2035 for which a large University is required in every district of the country; the State would achieve the target if it can immediately identify one HEI in every district that can be turned into a large multi-disciplinary University.
 - c. With these Universities having quickly developed into the large multi-disciplinary institutions that are autonomous, they can be used as models as well as mentor institutions (MERU; policy point II.II) in order to double the figures in the next ten years.



3. Governance and Leadership of Colleges in Karnataka

A. Key Objective: Revamping colleges to foster excellence; to move towards becoming large multi-disciplinary and autonomous degree granting HEIs (AC) over a period of time.

B. NEP Perspective

The policy points 9.2 and 9.3 in NEP 2020 present the rationale behind the above objective and the policy points 19.2 to 19.5 presents the road map towards establishing high quality colleges and the leadership and governance model for them under the new framework. The governance of all colleges will eventually be through an independent Board of Governors (BoGs) as is the feature in the Universities. The college leadership will also report to their respective BoGs once it is established.

Eventually colleges will be large multidisciplinary institution of higher learning that grant undergraduate degrees and are primarily focused on undergraduate teaching and are generally smaller than a typical university. However, it would not be restricted to that and if they so wish, they could grow to become a University of Type 1 or 2. Once the colleges become completely autonomous, they will be free to start and run programmes, decide curricula, student capacity and resource requirements, develop internal systems for governance and people management. This may happen quickly, approximately a couple of years in some cases, while it may take a long time, more than a decade, in others.

C. Suggested Plan for Karnataka

The head of colleges could be called the Director as suggested in the policy and shall report to their respective BoGs. Similar to the university governance, even the college governance will be based on Institution development Plans (IDPs) which will be developed and approved by their respective BoGs. IDPs should be used for all developmental and operational aspects including funding for all public colleges – directly from the Grant Council, namely KHEGC - if completely autonomous, or from the affiliated University if not yet autonomous or if it is a constituent college; there could be some incentives thought of for the unaided colleges as an encouragement for good performance. All rights of the constituent colleges will be vested with the chosen University as they effectively become part of the University having given up the right to become autonomous.

The above structure is suggested for the following reasons:

- All colleges will have to get complete autonomy or become constituent colleges of the University as per NEP 2020 – once the BoGs are established in the colleges they can start progressing towards their identified goal.
- Of the thousands of colleges in the State, there may already be a handful which can be provided graded empowerment; hence it is crucial that all the colleges

develop the IDPs so that these decisions can be taken by the BoGs of the respective Universities.

- This transformation – affiliated to empowered - empowered to accredited - accredited to autonomous and degree granting colleges is one of the most challenging ones in the Higher Education space. Given the existing capability of a large number of colleges, Karnataka is the State best placed to carry this transformation and showcase autonomous degree granting HEIs in the next few years by immediately getting the colleges ready for graded empowerment, accreditation and autonomy.

D. Key Actions for Implementation

1. Discuss with representatives of management, teachers and student associations on improving the effectiveness of colleges.
2. KSHEC could identify few models of governance and management of colleges on pilot basis and evaluate them on professional lines; this can be outsourced with the provision for a grant.
3. Create the guidelines for establishing BoGs in all colleges.
 - a. An overarching order to provide for the constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoGs requires to be enacted.
 - b. This will supersede any contravening provisions of other earlier legislations.
 - c. Drafting it will require collaboration of the University officials, officers of the Higher Education department / Government of Karnataka and the Task Force members so that all aspects are taken into consideration.
4. Evolve criteria to appoint suitable people to the BoGs.
 - a. KHEC / Government of Karnataka will evolve these guidelines to establish college BoGs and the respective Universities will hand-hold the colleges to set up the BoGs.
 - b. The key role of the BoG must be (i) to ensure that the college operates as a public-spirited institution striving for excellence and not as a commercial body (ii) develops the IDP (iii) incorporates a road map of graded empowerment based on their willingness to move towards graded accreditation and autonomy, and (iv) training / capacity development of directors.
5. Roles and responsibilities of the Director.
 - a. The new leadership position in the colleges is a crucial one.
 - b. A clear set of role and responsibilities in this regard should be evolved by the KHEC / Government of Karnataka / BoGs (both Universities and Colleges).

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- c. A lot will depend on how the director leads the college towards the potential autonomous status and hence the choice of leadership is crucial and therefore the role of BoG in its choice of the director assumes high significance.
6. Developing IDPs.
 - a. All colleges without any exception will require to develop IDPs.
 - b. The college director in particular and the college BoG in general will be responsible for this action point.
 - c. Accountability of all HEIs, including colleges is driven through their IDPs in the NEP 2020. Hence, this aspect assumes crucial importance and will be a critical implementation aspect that is monitored by all the bodies, starting from the institute's BoG to the KHEC. Therefore, sufficient importance should be accorded to ensuring IDPs by the KHEC / Government of Karnataka.
 7. Support for accreditation.
 - a. Most colleges and their BoGs will require support for accreditation.
 - b. A mechanism should be put in place by KHEC to ensure this support is available to all colleges through mentor institutions or any other means.
 8. Scheme of incentives.
 - a. The college BoGs that take efforts to move towards becoming multi-disciplinary and large scale and take adequate steps towards autonomy should be incentivised.
 - b. These incentives should be thought through to ensure they make moving towards autonomy attractive, particularly the unaided colleges which are not going to receive funding from KHEGC or the Government.
 9. Move towards legislation.
 - a. Though the ordinance route would help in quickly putting into place the required processes, it is important that a legislation is also in place in this regard.
 - b. The Government should simultaneously start to work on a comprehensive bill; however, this should not delay the initiation of the process and placing the colleges on the path towards graded empowerment.



4. Graded empowerment of affiliated colleges of Karnataka

A. Key Objective: Vibrant, high-quality, autonomous multidisciplinary colleges across the State that significantly expand reach and capacity while building strong educational communities.

B. NEP Perspective

Policy points 10.5 and 10.12 in chapter 10 of NEP 2020 highlights the manner in which all HEIs will eventually transform into large, autonomous and independent multi-disciplinary institutions. A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation

The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. This will be achieved through a concerted effort including suitable mentoring, graded empowerment and governmental support for the same.

C. Suggested Plan for Karnataka

A stage-wise mechanism should provide graded empowerment to colleges. This should be done through a transparent system of graded accreditation established as per the norms by the Central bodies such as HECI and NHERC.

A mechanism should be evolved by which all the nearly 5000 colleges in the State will be encouraged, mentored, supported, and incentivized to gradually become empowered and move out of affiliation to become autonomous degree granting colleges. To start with, graded empowerment will be based on voluntarism. Over a period of time, it is envisaged that at least a third of these colleges would develop into either an autonomous degree-granting college giving the State more than 1500 such HEIs. This will adequately address accessibility for Higher Education to all youth in the State aspiring to study. The rest of the colleges become constituent colleges of the University they are affiliated to, in other words merge into the University.

The above approach is suggested for the following reasons:

- High quality under graduate colleges is crucial to provide good Higher Education to needy students as it is the most accessible HEI.

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- Colleges have to gradually move towards becoming autonomous and it is important to mentor them; it cannot be allowed to happen at its own pace nor can it be pushed without adequate preparation / hand-holding.
 - Mentorship is crucial to this entire process; Karnataka should set the standards in this regard as this is a difficult task and will not be immediately possible by all States in the country. With already close to 5000 colleges in existence, Karnataka has a large pool of colleges from which to identify the ones that are better prepared to start this journey towards complete autonomy.

D. Key Actions for Implementation

1. Prepare the scheme of graded empowerment of affiliated colleges in consultation with Universities, teacher associations and NGOs.
 - a. Pilot a few models of graded empowerment and evaluate them; the successful ones can be scaled up.
 - b. Introduce a mentoring system for graded empowerment.
 - c. The orders should be issued by Universities.
2. There should be a strong focus on disadvantaged geographies; areas already identified as SEZs should get a greater number of colleges which would eventually become degree granting.
 - a. KHEC should develop criteria to identify colleges at different levels of empowered status using the accreditation by NAC.
 - b. A strong system of mentorship should be in place to facilitate this transition.
3. NEP 2020 states that the practice of affiliating colleges will end by 2035 to enable the transition of these colleges into the new architecture for Higher Education, in keeping with the principles of empowerment and autonomy, and to enable and encourage local innovation.
 - a. The phasing out of affiliation should happen in a gradual manner - both in terms of graded empowerment as well as number of institutions coming out of affiliation. To begin with, all Universities need to stop giving any new affiliation immediately and by next academic year (2021-22) about 20% of affiliated institutions could be encouraged out of affiliation based on their 2018 NAAC accreditation; and around 10% of affiliated institutions could be mentored every year such that in about eight years, all are autonomous. This will ensure that the target would be met well before 2035.
 - b. Affiliated colleges should be strengthened and supported in their path towards graded empowerment by the affiliating Universities; these mechanisms have to be thought through by officials of KHEC / KHERC / KHEGC / Government of Karnataka.

- c. Universities should have a major responsibility to empower the affiliated colleges; it could be made the key role of the University BoG; these details will have to be worked out by KHEC / Government of Karnataka.
4. Appropriate provisions in this regard should be included in the new Act.
5. KHEC should take charge of this entire transition; it should start a Mission on College Empowerment.



5. Curriculum framework for transition into holistic under-graduate program

A. **Objective:** Four-year imaginative, broad-based holistic undergraduate programme in all Higher Education Institutions.

B. NEP Perspective

Policy points II.6, II.9 and II.12 in chapter II of NEP 2020 presents a number of provisions in order to make all HEIs offer a robust four-year holistic undergraduate program. The policy states that all HEIs will introduce the four-year undergraduate programmes with flexible and imaginative curricular structures, creative combinations of disciplines of study. The undergraduate degree will also have multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. The four-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education. They will also help set the highest standards for multidisciplinary education across India.

C. Suggested Plan for Karnataka

The General Education Council (GEC) at the Centre will evolve graduate attributes along with the National Higher Education Qualifications Framework (NHEQF). Using this as a base, the four-year under-graduate programme should be developed and implemented by each HEI. The four-year Teacher Education programme will also be developed and implemented on similar lines.

As the policy states, large multidisciplinary universities and colleges will facilitate the move towards high-quality holistic and multidisciplinary education. Karnataka should heed the policy directive and ensure flexibility in curriculum and offer novel and engaging course options to students, in addition to rigorous specialization in a subject or subjects. This could be done by provisioning for increased faculty as well as institutional autonomy in setting curricula.

Prof. Thimme Gowda's sub-committee has submitted a detailed report on all of the above as well as the Academic Bank of Credit (ABC) which could be the basis upon which the State can approach the task of developing four-year undergraduate programs.

The above approach is suggested for the following reasons:

- It aligns with NEP 2020 directive of a four-year under-graduate program.
- Prof. Thimme Gowda sub-committee has already submitted a detailed report similar to what has been proposed for the State in this section.
- These measures will allow for larger number of students to enroll in Higher Education, particularly the multiple exit and entry options.

D. Key Actions for Implementation

1. A broad curriculum framework for the four-year under-graduate programme should be developed under the leadership of KHEC; the standards and graduate attributes will come from the independent body focussing on curriculum at the Centre.
 - a. Boards of Studies or Curriculum Reforms Committee should be established in all HEIs and made responsible for developing this curriculum.
 - b. Each HEI will develop its own curriculum.
 - c. As per Prof. Thimme Gowda's sub-committee report students should be able to gather credits which can be transferred across institutions, years of study and programmes; collaboration between Universities for course (online / offline) with credits should be tried out on experimental basis.
 - d. KHEC should support HEIs to develop and implement the new curriculum through different mechanisms such as, identifying mentor institutions, State and regional forums for four-year under-graduate programmes, online discussion forums, sharing of sample curricula, resource material, etc.
 - e. Platforms for different Boards of Studies to discuss and learn from each other could be another useful initiative.
 - f. KHEC should think of similar initiatives and encourage BoGs to arrive at multiple ways to address the curricular issue comprehensively.
1. Comprehensive survey of students' aspirations to be explored in order to understand the student community needs.
2. Broad consensus on curricular reforms in Universities could be arrived at the State level based on NEP (based on present UGC regulations)
3. A Mission on Curricular Reforms should be established to carry out the changes.

6. Development of Research and Innovation in Higher Education of Karnataka

A. **Objective:** Catalyse and energise research and innovation across the State in all academic disciplines, with a special focus on seeding and growing research at universities and colleges - create a conducive ecosystem for research through competitive peer-reviewed funding, mentoring, and facilitation.

B. NEP Perspective

Policy points 17.I to 17.II in NEP 2020 focusses on meeting the objective of catalysing research in our country by establishing the National Research Foundation (NRF). This chapter in the policy notes that evidence from the world's best universities throughout history shows that the best teaching and learning processes at the Higher Education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings. It further adds that to thereby truly grow and catalyze quality research in the nation the policy envisages establishment of an NRF with an overarching goal of enabling a culture of research to permeate through our universities.

It is also important that adequate research takes place on issues concerning our society such as aspects related to equity and inclusiveness. The policy states that the NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations.

C. Suggested Plan for Karnataka

On the lines of NRF, the State could establish a **Karnataka Research and Innovation Council (KRIC)** which will catalyse and expand research and innovation in the State. It should be an autonomous body, as a vertical of KHEC, which establishes mechanisms to fund and mentor research capacity creation and innovations.

The independent KRIC Board should be the custodian of the overall vision and it will work with the Divisional Councils and Committees to ensure oversight and course corrections as needed. It could have four divisions as recommended for NRF at the Centre - Science, Technology, Social Sciences, and Arts and Humanities and each of the four divisions could have an associated Divisional Council consisting of an appropriate number of eminent academics from the State and beyond, including from abroad who have a broad range of expertise within these respective divisions.

The focus of this independent Board should be to grow research by supporting the existing high quality research institutions in the State by commissioning research that will be useful for the State as well as to build capacity to do more research where the State has the competency or the potential by providing appropriate support to HEIs in this regard.

The above structure is suggested for the following reasons:

- It mirrors the NRF; can supplement to what NRF provides
- The independence of the body will allow it to focus on the research needs of the State
- By complimenting NRF, the overall funding for research will be enhanced providing the State to be a leader in this regard.
- India has been ranked 48th on the Global Innovation Index among 131 economies and Bengaluru cluster is one of the three clusters identified as a top hot spot which should be leveraged further.

D. Key Actions for Implementation

1. Establish KRIC as part of the overarching new legislation.
2. Government of Karnataka and the Higher Education Department officials should bring together a group of eminent academics, researchers and educationists along with the Task Force members to ensure that the bill to be drafted for the new legislation adequately captures the requirement of research in the State.
3. The objectives for KRIC should be drawn keeping in mind the overall objective to seed, grow, and facilitate research at all HEIs, particularly those where research is at a nascent stage, through mechanisms of mentoring that will be institutionalized.
4. A big focus should be to grow an ecosystem for research at institutions where it currently does not exist or is limited; there are already a few high-quality research institutions which should be roped in to become mentors or lead institutions in this regard by providing them the required incentives.
5. Government of Karnataka should meet this objective by setting aside a large enough corpus; this should include consolidation of funds across various Departments.

7. Faculty development in Universities and colleges

A. **Objective:** Empowered faculty and high-quality classroom processes in every HEI

B. NEP Perspective

Chapter 13 of NEP 2020 focusses on the need for and development of motivated, energized and capable faculty. The policy points from 13.1 to 13.7 states the need to empower and energize our faculty and the measures already taken in this regard as well as the ones to be taken to meet the objectives. Providing infrastructure, rationalizing teaching load and balancing it room to make their own curricular and research choices, transparent process of recruitments, promotions and career paths are some of the measures listed in the policy.

C. Suggested Plan for Karnataka

The State's approach in this regard should be to continue with all the existing good measures that are already in place and work on a few specific things as per the policy. Ensuring vacancies are filled across all positions and developing the leadership in all HEIs are two crucial aspects as the entire objective of developing faculty to perform at their optimum will be best fulfilled when the leadership in individual HEIs along with the BoGs can provide the right support.

All institutions, including public institutions, should have the autonomy to recruit faculty based on common norms. This is a very crucial aspect of HEI autonomy in NEP 2020. There should be clear guidelines as to how the BoGs in all HEIs will clearly enunciate the above measures, particularly regarding a transparent merit-based recruitment criterion, with appropriate affirmative action, in its' Institutional Development Plan (IDP).

The different phases of IDP of the HEIs should reflect the steps taken in this regard. It could keep the NEP 2020 blue print and begin from where it currently stands with regard to faculty development – both recruitment and empowerment – and chart a path towards meeting the vision articulated in the policy.

The above approach is suggested for the following reasons:

- Without faculty development initiatives other changes will be difficult to drive.
- These initiatives form the key action points for the Higher Education commission to draw out plans that can guide the BoGs as well as for the grants council to allocate funds where the impact is large.
- Faculty development is an important aspect of every IDP

D. Key Actions for Implementation

1. To begin with, the responsibilities could be divided amongst the current agencies such as KSHEC, KHEA, Commissioner of Collegiate Education and the HRD Centres of Universities.

2. KHEA must play a significant role as one of the key objectives of the Academy is to build capacity among the faculty, particularly the new recruits.
3. KHEC should prioritize its study and evolve best practices in faculty development; it could prepare a blue print for faculty development for the next 3 to 5 years and evolve guidelines for BoGs with regard to faculty recruitment, career progression and compensation management (faculty development related aspects will be part of every IDP of all mentor and pilot HEIs). Some of the specific guidelines that KHEC should ask BoGs to focus on in this regard could be as follows:
 - a. Collect data related to faculty infrastructure in the IDP.
 - b. Develop professional standards focused on the core functions of teaching, research, and scholarship; should be aligned to what is developed at the Centre.
 - c. Support credit-based continuous professional development for all faculty through both online and offline systems.
 - d. Identify a large pool of outstanding senior/retired faculty, willing to provide short term mentoring/professional support to University/ College teachers and they must be funded; particularly those with the ability to teach in Indian languages.
4. KHEGC should do the following based on policy pointers in NEP 2020:
 - a. Make financial support available to improve academic facilities required for effective organization of teaching-learning activities; these should be taken up by the BoGs and presented as part of the IDP.
 - b. KHEGC will draw out a plan to ensure that the financial requirements are met over a given period of time.
 - c. KHEGC will put forward a plan of action in this regard which will be transparent and clearly communicated to each BoG.
5. Human Resource Development Centres (HRDCs) of Universities in the State should be integrated into the Universities presently hosting them. These should be funded by KHEGC in order to play the role of facilitating faculty development. KHEC could also extend the number of HRDCs and even establish Centres of Excellence (COEs)/Teaching Learning Centres (TLCs).
 - a. Of the 100 additional Centres of Excellence (CoEs)/Teaching-Learning Centres (TLCs) under the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT), at least one each for the four educational divisions in Karnataka should be sought by Government of Karnataka.
6. Concurrent evaluation and course correction on a regular basis are crucial in order to develop an appropriate mechanism with regard to faculty development.



8. Interventions on equity and inclusiveness in Higher Educations in Karnataka

A. Objective: High quality education available to all students.

B. NEP Perspective

Chapter 14 of NEP 2020 exclusively focusses on the issue of equity and inclusion in Higher Education. The crucial implementation agenda of the policy is to ensure that Higher Education is accessible to every student above 18 years. Therefore, making high quality HEIs available in all geographies such as colleges in every district, and enough universities in all regions coupled with financial and residential resources to students is an important factor to realize the NEP goal of 50% GER in Higher Education by 2030. At the same time, special measures will be taken to ensure socio-economically disadvantaged groups (SEDG) are included in Higher Education and supported to succeed.

C. Suggested Plan for Karnataka

The significant steps the State has taken in this regard will have to be further enhanced and built upon. Establishing the Kalyana Karnataka Board is a big step towards addressing the issue of equity by providing special attention to a disadvantaged geography. Similarly, many other pockets within the State that requires special focus due to a high concentration of people from SEDGs should get the deserved focus through additional funding and allocation of resources.

Government of Karnataka should establish a special task force to identify Special Education Zones (SEZs) based on the criteria in NEP 2020.

The State also has a number of scholarships for students in Higher Education – however these are benefits from different departments which requires streamlining. As suggested by the policy some specific action on this by the State would be very useful and have a direct impact.

Many aspects with regard to addressing equity and inclusion also requires enhanced funding which is another crucial aspect for Government of Karnataka to be focusing upon.

The above approach is suggested for the following reasons:

- State has to invest on this aspect to showcase any progress.
- Karnataka has some very disadvantaged geographical locations and some specific areas within a particular location; these are spread across the State and the SEZ idea in the policy suits to address this challenge.
- It is a paradox that a state which leads the rest of the country in terms of total number of HEIs and average density of HEIs, has a HE GER that is below the National average. Hence urgent concrete steps are required to enhance access to students who are currently not enrolling into HE in order to increase the enrollment ratio.

D. Key Actions for Implementation

1. Government of Karnataka should put together a task force that will work out how to significantly increase public funding.
 - a. The task force should be a collaboration between the KHEC / Higher Education Department and the Social Welfare Department.
 - b. Gender Inclusion Funding and Disability Funding could be two special components.
2. Government of Karnataka along with KHEC should focus on establishing adequate number of SEZs; the Eligibility Enrollment Ratio (EER) could be a determinant.
 - a. North-East Karnataka could be the first priority as it already has special funds with exclusive portion for education - re appropriation of budget heads could take place.
 - b. Will set up well-resourced College' in educationally backward districts.
 - c. It should establish micro targets for different sections / areas even within a SEZ.
 - d. There should also be surveys from the students and potential students in SEZs, as well as other the sections and areas that are disadvantaged, on issue such as expectations of learning.
3. Government of Karnataka should consolidate scholarships as well as launch more.
 - a. Increased financial assistance for students should be the overall objective.
 - b. Imperative to launch one platform for all kinds of scholarships that are available from different departments; this will ensure that access becomes easy and universal.
 - c. More scholarships should be launched – currently it is available only in zones.
 - d. Scholarships for disability is another crucial area of funding to ensure inclusiveness.
4. KHEC should maintain databases which will include all relevant information.
 - a. KHEC should maintain data repositories with up to date information for each student from SEDGs; this should be linked to the Digital India Programme.
 - b. All records related to institutions, teachers, and students should be maintained in digital form at KHEC.
 - c. While some education indicators could be common to all SEDGs, specific indicators may be tracked for particular groups within the SEDGs.

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5. CSR funds should be used / directed toward addressing the equity issue.
 6. KHEC and KHERC should provide guidelines to BoGs on how IDP should include aspects related to inclusion; as indicated in the policy it will be part of the assessment and accreditation of the HEIs as part of the regulatory protocol. The goal should be to eliminate exclusionary practices.
 7. Student outreach is an important activity that Government of Karnataka should make sure appropriate Government bodies take up.
 - a. For example, outreach to secondary school students to enhance entry into Higher Education is a very useful endeavour.
 - b. While the existing policies on reservations for specific categories in public institutions will continue, efforts on many other fronts need to be taken to ensure effective inclusion at the admissions stage and beyond, such as counselling and preparation for the admissions process; designing admission process that is bias-free and gives weight to dimensions of disadvantage unaccounted for in the reservation mechanism; information on processes application fee discounts/waivers, scholarship and freeship opportunities for SEDGs, etc.



VI. Implementation of NEP 2020 in Karnataka

1. As presented in this Implementation Plan, it is evident that the task is enormous and requires a continuous coordination for at least a few years.
2. To constitute an Implementation Mission with specific targets that are mapped on a quarterly calendar for the next 3 years.
3. Given this, it is useful to have an Implementation Task Force.
4. Implementation Task Force [ITF].
 - a. A Core Committee for oversight.
 - b. Consist of nodal officers – for leading the action on the various initiatives of the plan.
 - c. There could be few young and dynamic fellows/interns deputed to different initiatives.
5. There should be a public review of implementation in every quarter.
6. There should be a provision made immediately for ‘implementation fund’ in SSK (Samagra Shikshana) and Karnataka State Higher Education Council (KSHEC); this should be transferred to Karnataka School Education Council (KSEC) and Karnataka Higher Education Commission (KHEC) after they are established as they should lead the NEP 2020 implementation in the State.
7. A select few institutions and individuals should be ‘enrolled’ for the Implementation Mission.
8. A collaborative approach should be undertaken during the various implementation phases.
9. Establishment of a few multi-disciplinary Universities and colleges by public-spirited philanthropic organizations could be supported by Government with multiple objectives, for example, as proof-of-concept, for experimentation, for serving particular geographies, etc.

There are certain specific actions that are immediately required in order to commence the implementation. Some of the key actions are listed below.

Legislative / Government actions

1. Establish Karnataka State School Education Council (KSEC) as a high-level co-ordination and liaison body for School Education.
2. Establish the Karnataka Higher Education Commission (KHEC).
3. The Task-force for NEP 2020 implementation to be constituted jointly by KSEC and KHEC
4. Establish Special Education Zones (SEZs) across identified regions and sections within the State.

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5. Establish the regulatory bodies – the State School Standards Authority (SSSA) as an independent regulatory body for all schools in the State and the Karnataka Higher Education Regulatory Council (KHERC) for regulating the HEIs in the State.
 6. Enact a new comprehensive Act (KSU Act) for establishing the proposed Higher Education structure.
 7. Separation of powers within the existing bodies in the education department such as the Commissionerate, DSERT and KSEEB in the School Education needs to be undertaken by the Government of Karnataka; similarly, the separation in the Higher Education domain between the regulatory, funding and research bodies within the State also to be undertaken.
 - a. Amendments to service rules
 - Rules amended to delineate teacher career progression within the school stages.
 - Rules amended to bring tenure ships in KPS / school complex leadership positions
 - State rules governing faculty positions in Higher Education requires to be reviewed thoroughly and aligned to the Policy principles.
 - b. Establish gender and disability funds along with other inclusive education measures such as scholarships and freeships for SEDGs on a single easy-to-access platform.

Department / Independent Units' actions

School Education

1. Overhaul and capacitate DSERT into a fully resourced SCERT (justifying the tag of the apex academic institution for School Education) with the appropriate units to focus on implementation of NEP 2020; establish the Foundational Years' Wing and the Literacy and Numeracy Wing within DSERT to focus on achieving the near-term targets.
2. Curriculum and pedagogic revisions to be undertaken by DSERT for Foundational and Preparatory stages of schooling; the middle and secondary stage to be taken up after NCF 2021 is released.
3. Identify successful Karnataka Public Schools (KPS) and build them into School Complex Centres.
4. Leadership modules for school complex heads (along with tenure ships) to be worked out.
5. Strengthen Guru Chetna further and make it the exclusive teacher professional development platform in the State.

Higher Education

1. Establish BoGs within the HEIs; initial handholding from KSHEC which can focus on mentor institutions at first so that they can become mentors and hand hold other HEIs.
2. Mentor institutions to be identified and workshops conducted to ensure alignment with Policy principles.
3. IDPs to be developed by all HEIs; initial handholding from KSHEC and mentor institutions.



Conclusion and Way forward

The Implementation Plan does not contain all the details required to implement the entire policy. Instead it suggests that these details should evolve through a consultative process with all stakeholders of education. The other point that it emphasizes is that the detailed plan should be in phases with clear targets that have to be achieved.

The way forward and the phases are suggested from a pragmatic stand-point. Providing the implementation enough time and at the same time not placing the target too far away such that it loses momentum is a fine balance to achieve. It is also crucial to ensure that some of the fundamental principles of the policy and policy making is retained.

1. The detailed plan should focus on a phased implementation.
 - i. Phase 1 - targets for 2023; beginning with 2020 as 'year 0'.
 - ii. Phase 2 - targets for 2025.
 - iii. Phase 3 - Targets for the next 10 years i.e.2030.
2. A detailed quarterly planning is required for all phases.
3. This detailed plan should be developed through a consultative process involving the key stakeholders in education in Karnataka.
4. An implementation Task Force, either established by the KSEC and KHEC, or by Government of Karnataka will be required to ensure the continuity of the implementation.
5. Action points could be prioritized based on what is most critical and can be done without financial implications, such as those requiring legislative action.
6. High priority action points are also 'tough' decisions and must happen at the earliest - seizing the current momentum at the Centre is very important.



APPENDICES

Appendix I: Government Order on Task Force

ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ನಡವಳಿಗಳು

- ವಿಷಯ: ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ಜಾರಿಗೊಳಿಸಲು ಕಾರ್ಯಪಡೆಯನ್ನು ರಚಿಸುವ ಬಗ್ಗೆ.
 ಓದಲಾಗಿದೆ: 1. ಕಾರ್ಯನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕರು, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತು,
 ಬೆಂಗಳೂರು ಅವರ ಪತ್ರ ಸಂ. KSHEC/ Draft NEP/ 2019/757,
 ದಿನಾಂಕ: 19-11-2019
 2. ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತಿನ ಕಡತ ಸಂ. KSHEC /93/
 NEP/2019-20

ಪ್ರಸ್ತಾವನೆ:-

ಕೇಂದ್ರ ಸರ್ಕಾರದ ಮಾನವ ಸಂಪನ್ಮೂಲ ಇಲಾಖೆಯು ಕರಡು ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ, 2019ನ್ನು ಪ್ರಕಟಿಸಿ ಅದರ ಬಗ್ಗೆ ರಾಜ್ಯ ಸರ್ಕಾರಗಳ ಅಭಿಪ್ರಾಯವನ್ನು ಕೋರಿತ್ತು. ಕರಡು ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ಕೂಲಂಕಷವಾಗಿ ಪರಿಶೀಲಿಸಿ ಕೇಂದ್ರ ಸರ್ಕಾರಕ್ಕೆ ಸಲ್ಲಿಸಬಹುದಾದ ಅಭಿಪ್ರಾಯವನ್ನು ತಿಳಿಸಲು ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತಿಗೆ ಸೂಚಿಸಲಾಗಿತ್ತು. ಪರಿಷತ್ತು ರಾಜ್ಯದ ಎಲ್ಲಾ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳ ಕುಲಪತಿಗಳು (ರಾಜ್ಯ ಖಾಸಗಿ ಮತ್ತು ಡೀಮ್ಡ್ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳು) ನುರಿತ ಶಿಕ್ಷಣ ತಜ್ಞರು ವಿಶ್ರಾಂತ ಕುಲಪತಿಗಳೊಂದಿಗೆ ಕಾರ್ಯಾಗಾರವನ್ನು ಏರ್ಪಡಿಸಿ, ಸುಧೀರ್ಘವಾಗಿ ಚರ್ಚಿಸಿ ಕೇಂದ್ರ ಸರ್ಕಾರಕ್ಕೆ ಸಲ್ಲಿಸಬಹುದಾದ ವರದಿಯನ್ನು ಸಿದ್ಧಪಡಿಸಿತ್ತು. ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತು ಸಿದ್ಧಪಡಿಸಿದ ವರದಿಯ ಬಗ್ಗೆ ಮಾನ್ಯ ಉಪಮುಖ್ಯಮಂತ್ರಿಗಳು (ಉನ್ನತ ಶಿಕ್ಷಣ) ಇವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಅಪರ ಮುಖ್ಯ ಕಾರ್ಯದರ್ಶಿಗಳು ಹಾಗೂ ಇತರ ಶಿಕ್ಷಣ ತಜ್ಞರುಗಳೊಂದಿಗೆ ಉಪ ಸಮಿತಿಯು ಕರಡು ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ, 2019ರ ಕುರಿತು ಅವಲೋಕಿಸಿ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ರಾಜ್ಯದಲ್ಲಿ 2019-20ನೇ ಸಾಲಿಗೆ ಜಾರಿಗೆ ತರುವಲ್ಲಿ ತೆಗೆದುಕೊಳ್ಳಬಹುದಾದ ಕ್ರಮದ ಬಗ್ಗೆ ಚರ್ಚಿಸಲಾಯಿತು.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯು ಜನವರಿ-ಫೆಬ್ರವರಿ 2020ರಲ್ಲಿ ಜಾರಿಗೆ ಬರಲಿದೆ. ಇದನ್ನು ಉನ್ನತ ಶಿಕ್ಷಣ ಹಾಗೂ ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರದಲ್ಲಿ ಸುಧಾರಣೆಯನ್ನು ಜಾರಿಗೆ ತರುವ ನಿಟ್ಟಿನಲ್ಲಿ ರಾಜ್ಯವು ಸಕ್ರಿಯವಾಗಿ ಆದ್ಯತೆಗಳನ್ನು ಹಾಗೂ ವಾಸ್ತವತೆಗಳನ್ನು ಪರಿಗಣಿಸಿ ಜಾರಿಗೆ ತಂದು ಅನುಷ್ಠಾನಗೊಳಿಸಲು ಬದ್ಧರಾಗಿರಬೇಕಾಗುತ್ತದೆ.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ಜಾರಿಗೆ ತರಲು ರಚಿಸಲು ಉದ್ದೇಶಿಸಿರುವ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020 ಅನುಷ್ಠಾನ ಕಾರ್ಯಪಡೆಯು ಆದ್ಯತೆಯ ಮೇಲೆ ನಿಗದಿತ ಅವಧಿಯಲ್ಲಿ ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲು ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಬೇಕಾಗುತ್ತದೆ.

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1. Identify the priority/key areas of NEP along with key tasks for implementation in Karnataka.
2. Preparation of draft implementation framework in phase-1.
3. Finalising the draft implementation framework amongst members of the taskforce.
4. Working out the details of draft implementation framework in consultation with the stakeholders.

ಮೇಲ್ಕಂಡ ಅಂಶಗಳನ್ನು ಪರಿಗಣಿಸಿ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ರಾಜ್ಯದಲ್ಲಿ ಸಮರ್ಪಕವಾಗಿ ಜಾರಿಗೆ ತಂದು ಕಾರ್ಯನಿರ್ವಹಿಸುವ ಸಲುವಾಗಿ ಎನ್‌ಇಪಿ - 2020 ಅನುಷ್ಠಾನ ಕಾರ್ಯಪಡೆ (Task Force on Implementation of NEP 2020) ರಚಿಸುವುದು ಸೂಕ್ತವೆಂದು ಸರ್ಕಾರವು ನಿರ್ಧರಿಸಿ ಈ ಕೆಳಕಂಡಂತೆ ಆದೇಶಿಸಿದೆ.

ಸರ್ಕಾರಿ ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 260 ಯುಎನ್‌ಇ 2019, ಬೆಂಗಳೂರು, ದಿನಾಂಕ:04-03-2020

ಪ್ರಸ್ತಾವನೆಯಲ್ಲಿ ವಿವರಿಸಿದ ಅಂಶಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ, ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ರಾಜ್ಯದಲ್ಲಿ ಸಮರ್ಪಕವಾಗಿ ಜಾರಿಗೆ ತಂದು ಕಾರ್ಯನಿರ್ವಹಿಸುವ ಸಲುವಾಗಿ ಈ ಕೆಳಕಂಡ ಸದಸ್ಯರುಗಳನ್ನೊಳಗೊಂಡ ಎನ್‌ಇಪಿ - 2020 ಅನುಷ್ಠಾನ ಕಾರ್ಯಪಡೆಯನ್ನು ರಚಿಸಿ ಆದೇಶಿಸಲಾಗಿದೆ.

ಕ್ರ.ಸಂ.	ಹೆಸರು ಮತ್ತು ಪದನಾಮ	
1	ಶ್ರೀ ಎಸ್.ವಿ. ರಂಗನಾಥ್, ಐ.ಎ.ಎಸ್ (ನಿ) ಉಪಾಧ್ಯಕ್ಷರು. ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತು	ಅಧ್ಯಕ್ಷರು
2	ಸರ್ಕಾರದ ಆಪರ ಮುಖ್ಯ ಕಾರ್ಯದರ್ಶಿಗಳು/ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ (ಅಥವಾ ಅವರ ನಾಮ ನಿರ್ದೇಶಕರು - Not below the rank of Deputy Secretary)	ಸದಸ್ಯರು
3	ಪ್ರೊ. ಬಿ. ತಿಮ್ಮೇಗೌಡ, ವಿಶ್ವಾಸಾರ್ಹ ಕುಲಪತಿಗಳು, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ	ಸದಸ್ಯರು
4	ಪ್ರೊ. ಎಂ.ಕೆ. ಶ್ರೀಧರ್, ಸದಸ್ಯರು, ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ ಸಮಿತಿ	ಸದಸ್ಯರು

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5	ಪ್ರೊ. ಅನುರಾಗ ಬೆಹರ, ಕುಲಪತಿಗಳು, ಅಜೀಂ ಪ್ರೇಮಚ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು	ಸದಸ್ಯರು
6	ಶ್ರೀ ಆರುಣ ಶಹಾಪುರ, ಮಾನ್ಯ ಶಾಸಕರು, ಕರ್ನಾಟಕ ವಿಧಾನ ಪರಿಷತ್ತು (ಶಿಕ್ಷಕರ ಕ್ಷೇತ್ರ)	ಸದಸ್ಯರು
7	ಶ್ರೀಮತಿ ನಿಶಾ ಹೊಳ್ಳೆ, ಶಿಕ್ಷಣ ತಜ್ಞರು	ಸದಸ್ಯರು
8	ಉಪಮುಖ್ಯಮಂತ್ರಿಗಳ (ಉನ್ನತ ಶಿಕ್ಷಣ) ಕಾರ್ಯದರ್ಶಿಗಳು	ಸದಸ್ಯರು
9	ಆಯುಕ್ತರು, ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆ	ಸದಸ್ಯರು
10	ನಿರ್ದೇಶಕರು, ತಾಂತ್ರಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ	ಸದಸ್ಯರು
11	ಆಯುಕ್ತರು, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ	ಸದಸ್ಯರು
12	ಆಯುಕ್ತರು, ಪದವಿ ಪೂರ್ವ ಶಿಕ್ಷಣ ಇಲಾಖೆ	ಸದಸ್ಯರು
13	ಶ್ರೀ ಗೋಪಾಕೃಷ್ಣ, ನಿರ್ದೇಶಕರು (ಗುಣಮಟ್ಟ) ಸಮಗ್ರ ಶಿಕ್ಷಣ ಅಭಿಯಾನ, ಬೆಂಗಳೂರು - ಕರ್ನಾಟಕ	ಸದಸ್ಯರು
14	ಶ್ರೀ ಕರಿಚಣ್ಣವರ್, ನಿರ್ದೇಶಕರು (ಪ್ರೌಢ ಶಿಕ್ಷಣ), ಆಯುಕ್ತರ ಕಛೇರಿ, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು	ಸದಸ್ಯರು

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15	ಕಾರ್ಯನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕರು, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತು ಅಥವಾ ಉಪ ಕಾರ್ಯದರ್ಶಿಗಳು (ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳು) ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ	ಸದಸ್ಯ-ಕಾರ್ಯದರ್ಶಿಗಳು
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ಸದರಿ ಕಾರ್ಯಪಡೆಯ ವೆಚ್ಚವನ್ನು ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತಿನಲ್ಲಿ ಲಭ್ಯವಿರುವ
ಆನುದಾನದಲ್ಲಿ ಭರಿಸತಕ್ಕದ್ದು.


ಕರ್ನಾಟಕ ರಾಜ್ಯಪಾಲರ ಆದೇಶಾನುಸಾರ
ಮತ್ತು ಅವರ ಹೆಸರಿನಲ್ಲಿ,

(ಕೆ.ಎಲ್. ಸುಬ್ರಮಣ್ಯ)

ಸರ್ಕಾರದ ಉಪ ಕಾರ್ಯದರ್ಶಿ,

ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ (ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು).

ಇವರಿಗೆ:


04/03/20

ಮೇಲ್ಕಂಡ ಸಮಿತಿಯ ಅಧ್ಯಕ್ಷರು, ಸದಸ್ಯರುಗಳು ಹಾಗೂ ಸದಸ್ಯ - ಕಾರ್ಯದರ್ಶಿಗಳು,
ಪ್ರತಿಯನ್ನು:-

1. ಸನ್ಮಾನ್ಯ ಉಪ ಮುಖ್ಯಮಂತ್ರಿಗಳು (ಉನ್ನತ ಶಿಕ್ಷಣ) ರವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು
2. ಸನ್ಮಾನ್ಯ ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ ಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು.
3. ಸರ್ಕಾರದ ಅವರ ಮುಖ್ಯ ಕಾರ್ಯದರ್ಶಿಯವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ.
4. ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು (ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ) ಅವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು.
5. ಸರ್ಕಾರದ ಉಪ ಕಾರ್ಯದರ್ಶಿಯವರ ಆಪ್ತ ಸಹಾಯಕರು, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ (ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು).

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ಕರ್ನಾಟಕ ಸರ್ಕಾರ

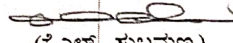
ಸಂಖ್ಯೆ: ಇಡಿ 260 ಯುಎನ್‌ಇ 2019

ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಸಚಿವಾಲಯ,
ಬಹುಮಹಡಿ ಕಟ್ಟಡ,
ಬೆಂಗಳೂರು. ದಿನಾಂಕ: 06-03-2020.

ತಿದ್ದುಪಡಿ ಆದೇಶ

ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 260 ಯುಎನ್‌ಇ 2019, ದಿನಾಂಕ: 04-03-2020ರ ಆದೇಶ ಭಾಗದ ಕ್ರಮ ಸಂಖ್ಯೆ: 15ರಲ್ಲಿ ಹೆಸರು ಮತ್ತು ಪದನಾಮದ ಕಲಂನಲ್ಲಿ "ಕಾರ್ಯನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕರು, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತು ಅಥವಾ ಉಪ ಕಾರ್ಯದರ್ಶಿಗಳು (ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು) ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ" ಎಂಬುದರ ಬದಲಾಗಿ "ಕಾರ್ಯನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕರು, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು" ಎಂದು ತಿದ್ದಿ ಓದಿಕೊಳ್ಳತಕ್ಕದ್ದು. ಉಳಿದಂತೆ ಯಾವುದೇ ಬದಲಾವಣೆಗಳಿರುವುದಿಲ್ಲ.

ಕರ್ನಾಟಕ ರಾಜ್ಯಪಾಲರ ಆದೇಶಾನುಸಾರ
ಮತ್ತು ಅವರ ಹೆಸರಿನಲ್ಲಿ,


(ಕೆ.ವಿ. ಸುಬ್ರಮಣ್ಯ)

ಸರ್ಕಾರದ ಉಪ ಕಾರ್ಯದರ್ಶಿ,

ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ (ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು).

ಇವರಿಗೆ:

ಮೇಲ್ಕಂಡ ಸಮಿತಿಯ ಅಧ್ಯಕ್ಷರು, ಸದಸ್ಯರುಗಳು ಹಾಗೂ ಸದಸ್ಯ - ಕಾರ್ಯದರ್ಶಿಗಳು,

ಪ್ರತಿಯನ್ನು:-

1. ಸನ್ಮಾನ್ಯ ಉಪ ಮುಖ್ಯಮಂತ್ರಿಗಳು (ಉನ್ನತ ಶಿಕ್ಷಣ) ರವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು
2. ಸನ್ಮಾನ್ಯ ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ ಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು.
3. ಸರ್ಕಾರದ ಅವರ ಮುಖ್ಯ ಕಾರ್ಯದರ್ಶಿಯವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ.
4. ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು (ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ) ಅವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು.
5. ಸರ್ಕಾರದ ಉಪ ಕಾರ್ಯದರ್ಶಿಯವರ ಆಪ್ತ ಸಹಾಯಕರು, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ (ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು).



ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್

ಸಂ.ಕರಾಲಿಪಿ/93/ಎನ್.ಇ.ಪಿ-ಉಪಸಮಿತಿ-1/2019-20

೨೬

ದಿನಾಂಕ:11.05.2020

ಅಧಿಸೂಚನೆ

ವಿಷಯ: Task Force on Implementation of NEP -2020 ನೇ ಉಪ ಸಮಿತಿಗಳು.

ಉಲ್ಲೇಖ: 1) ದಿನಾಂಕ: 16-03-2020 ರಂದು ನಡೆದ Task Force on Implementation of

NEP -2020 ನ ಉಪ ಸಮಿತಿ-1ರ ಸಭೆಯಲ್ಲಿ ನಿರ್ಣಯಿಸಿದಂತೆ.

2) ಪ್ರೊ.ಎಂ.ಕೆ.ಶ್ರೀಧರ್, ಅಧ್ಯಕ್ಷರು, ಸೆಸ್, ಬೆಂಗಳೂರು ಇವರ ಇ-ಮೇಲ್

ದಿನಾಂಕ:20-03-2020

ದಿನಾಂಕ: 16-03-2020 ರಂದು ನಡೆದ Task Force on Implementation of NEP -2020 ನ ಉಪ ಸಮಿತಿ-1ರ ಸಭೆಯಲ್ಲಿ NEP -2020 ನ್ನು ತುರ್ತಾಗಿ ಕ್ರಮವಹಿಸಿ ಅನುಷ್ಠಾನಗೊಳಿಸಬೇಕಾದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ನುರಿತ 2-3 ಸದಸ್ಯರುಳ್ಳ ಪ್ರತ್ಯೇಕವಾದ ಎರಡು ಉಪ ಸಮಿತಿಗಳನ್ನು ರಚಿಸಲು ತೀರ್ಮಾನಿಸಿ ಹಾಗೂ ಸದರಿ ಸಮಿತಿಗಳು ಈ ಕೆಳಕಂಡ ವಿಷಯಗಳ ಕುರಿತು ಕ್ರಮವಹಿಸಲು ನಿರ್ಣಯಿಸಲಾಯಿತು.

1) Curriculum Reform in Higher Education (ಉಪ ಸಮಿತಿ-1)

2) Governance and Regulation in Higher Education (ಉಪ ಸಮಿತಿ-2)

ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ, ಎರಡು ಉಪ ಸಮಿತಿಗಳನ್ನು ಈ ಕೆಳಕಂಡ ಸದಸ್ಯರನ್ನೊಳಗೊಂಡಂತೆ ರಚಿಸಲಾಗಿದೆ:

1ನೇ ಉಪ ಸಮಿತಿ: Curriculum Reform in Higher Education

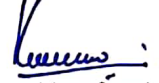
1	ಪ್ರೊ.ಬಿ.ತಿಮ್ಮೇಗೌಡ ವಿಶ್ರಾಂತ ಕುಲಪತಿಗಳು, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ ಮತ್ತು ಕರ್ನಾಟಕ ರಾಜ್ಯ ಗ್ರಾಮೀಣಾಭಿವೃದ್ಧಿ ಹಾಗೂ ಪಂಚಾಯತ್ ರಾಜ್ ವಿಶ್ವವಿದ್ಯಾಲಯ ಮೊ:9880571210	ಅಧ್ಯಕ್ಷರು
2	ಪ್ರೊ.ಇಂದು ಪ್ರಸಾದ್ ಅಜೀಂ ಪ್ರೇಮ್‌ಜಿ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು ಮೊ:9845053249	ಸದಸ್ಯರು
3	ಡಾ.ಮಾನಸ ನಾಗಭೂಷಣ್ ಸದಸ್ಯರು, ಕಾರ್ಯನಿರ್ವಾಹಕ ಸಮಿತಿ ಗುಲಬರ್ಗಾ ಕೇಂದ್ರೀಯ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಗುಲಬರ್ಗಾ ಮೊ:9448129991	ಸದಸ್ಯರು
4	ಡಾ.ಬಿ.ಎಸ್.ಪದ್ಮಾವತಿ CESS, Bangalore, ಮೊ:9742976652	ಸಂಚಾಲಕರು

2ನೇ ಉಪ ಸಮಿತಿ: Governance and Regulation in Higher Education

1	ಪ್ರೊ.ಯಶವಂತ್ ಡೋಂಗ್ರೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೊ:9448005216	ಅಧ್ಯಕ್ಷರು
2	ಡಾ.ರವಿ ಕುಮಾರ್ ಪ್ರಾಂಶುಪಾಲರು, ಎಸ್.ಜೆ.ಸಿ ಇನ್‌ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಟೆಕ್ನಾಲಜಿ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ ಮೊ:9880373629	ಸದಸ್ಯರು

3	ಡಾ.ಮೂರಳಿ ಸರ್ಕಾರಿ ಕಾಲೇಜು, ಕೋಲಾರ, ಮೊ:9036861366	ಸದಸ್ಯರು
4	1) ಡಾ.ಚೇತನ್ ಸಿಂಗ್ CESS, Bangalore, ಮೊ:9483507705 2) ಡಾ.ರಿಸಿಕೇಶ್ ಅಜೀಂ ಪ್ರೇಮ್‌ಜಿ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು, ಮೊ:9845949066	ಸಂಚಾಲಕರು

ಮೇಲ್ಕಂಡ ಎರಡು ಉಪ ಸಮಿತಿಗಳು ದಿನಾಂಕ:30.05.2020 ರೊಳಗಾಗಿ ವರದಿಯನ್ನು ಸಲ್ಲಿಸಲು ಕೋರಲಾಗಿದೆ.

 11/5/2020
ಕಾರ್ಯನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕರು

ಗೆ,

ಎರಡು ಉಪ ಸಮಿತಿಗಳ ಅಧ್ಯಕ್ಷರು, ಸದಸ್ಯರು ಹಾಗೂ ಸಂಚಾಲಕರು

ಪ್ರತಿ ಮಾಹಿತಿಗಾಗಿ:

- 1) ಮಾನ್ಯ ಉಪ ಮುಖ್ಯಮಂತ್ರಿಗಳ (ಉನ್ನತ ಶಿಕ್ಷಣ, ಐಟಿ-ಬಿಟಿ, ವಿಜ್ಞಾನ ಮತ್ತು ತಂತ್ರಜ್ಞಾನ, ಕೌಶಲ್ಯ ಅಭಿವೃದ್ಧಿ, ಉದ್ಯಮಶೀಲತೆ ಮತ್ತು ಜೀವನೋಪಾಯ ಇಲಾಖೆ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ವಿಕಾಸಸೌಧ, ಬೆಂಗಳೂರು
- 2) ಉಪಾಧ್ಯಕ್ಷರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು
- 3) ಸರ್ಕಾರದ ಅಪರ ಮುಖ್ಯ ಕಾರ್ಯದರ್ಶಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು
- 4) ಕಛೇರಿ ಪ್ರತಿ

Appendix II: Dr. B. Thimme Gowda Sub-Committee Report

National Education Policy (NEP) 2020 -

Proposed Curriculum Framework for Four Years Multidisciplinary Undergraduate Programmes with Multiple Exit Options: General and Teacher Education

By

Task Force Sub-Committee on Curriculum Reform in Higher Education

1. Prof. B. Thimme Gowda, Chairman
2. Dr. Indu Prasad, Member
3. Dr. Manasa Nagabhushanam, Member
4. Dr. Padmavathi. B.S., Convenor.

Submitted to

Task Force on Implementation of NEP-2020

Karnataka State Higher Education Council,

30, Prasanna Kumar Block, Bangalore City University Campus, Gandhinagara, Bengaluru
560009

Curriculum Framework for Four Years Multidisciplinary Undergraduate Programmes with Multiple Exit Options: General and Teacher Education

1.0 Background

Education plays a significant role in building a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. However, our present education system is churning out youth who have to compete locally, regionally, nationally as well as globally. The 21st Century has opened up many new challenges in the field of Higher Education. The present alarming situation necessitates transformation and/or redesigning of the system, not only by introducing innovations but developing a “learner-centric” approach. But the majority of our Higher Education institutions have been following the system which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. Thus, there is a need to allow flexibility in the education system, so that students depending upon their interests can choose inter-disciplinary, intra-disciplinary and skill-based courses. It should be holistic to train the student into a perfect human being and a useful member of society. The aim of Higher Education is to develop good, well rounded and creative individuals. It has to enable an individual to study one or more specialized areas of interest at a deeper level, while at the same time building character, ethical and constitutional values, intellectual curiosity, spirit of service and capabilities across disciplines including sciences, social sciences, arts, humanities as well as professional, technical and vocational crafts. At the society level Higher Education must enable development of an enlightened, socially conscious, knowledgeable and skilled nation that can uplift its people and construct and implement solutions to its own problems. It is also to bridge the increasing gap between an undergraduate degree and employability

The New Education Policy (2019) initiated and developed by the Ministry of Human Resource Development (HRD), Govt. of India, has been approved by the Central cabinet on 28th July 2020. The New Education Policy (NEP) has brought several reforms in Indian education which also includes broad based multidisciplinary Undergraduate Education with 21st Century skills while developing specialized knowledge with disciplinary rigor. It is to bring equity, efficiency and academic excellence in National Higher Education System. The important ones include innovation and improvement in course- curricula, introduction of paradigm shift in learning and teaching pedagogy, evaluation and education system.

The role of Universities and colleges in the 21st Century extends far beyond traditional knowledge creation and dissemination to encompass new expectations for innovations that will have broader, social and economic benefits. To cater to the needs of students with diverse talents, aspirations and professional requirements, it is necessary to make qualitative changes in its undergraduate and postgraduate programs. In this backdrop, the National Education Policy has recommended a Multi-disciplinary Undergraduate Program with multiple exit and entry options

with certificate/Diploma/degrees at each of the exits. A nationwide ecosystem of vibrant multi-disciplinary graded Higher Educational institutions (Universities and Colleges) are to be developed. In this context, a liberal approach has to be the basis of undergraduate education in all fields and disciplines at the undergraduate level, including professional education. Undergraduate curriculum needs to be focussed on creativity and innovation, critical thinking and higher order thinking capacities, problem solving abilities, team work, communication skills, more in-depth learning and mastery of curricula across fields

The Karnataka State Higher Education Council proposes to draft the curriculum framework and an implementation plan for the State of Karnataka. It is to suggest and facilitate the implementation of schemes and programs, which improve not only the level of academic excellence but also improve the academic and research environment in the state. The proposed curriculum framework endeavors to empower the students and help them in their pursuit for achieving overall excellence.

The proposed Four-year Multidisciplinary Undergraduate program is a fundamental transformation to the current undergraduate education which replaces the conventional undergraduate programmes of Universities in the State. Outcome Based Education (OBE) practices will be used to design curriculum. It is proposed to develop Graduate Attributes at appropriate level which will act as common denominator for curriculum across universities.

Curriculum shall focus on critical thinking and problem solving. Conscious efforts to develop cognitive and non-cognitive problem-solving skills among the learners shall be part of the curriculum. Use of Bloom's Taxonomy in designing curriculum to move from lower order thinking skills to higher order thinking skills is a desired option. The programmes designed shall empower graduates as expert problem solvers using their disciplinary knowledge and collaborating in multi-disciplinary teams.

2.0 Salient Features of the Proposed Four Years Multidisciplinary Undergraduate Programme with Multiple Entry and Exit Options

- a. The program shall be structured in a semester mode with multiple exit options with Certification, Diploma and Basic Bachelor Degree at the completion of first, second and third years, respectively. The candidate who completes the four years Undergraduate Program, either in one stretch or through multiple exits and re-entries would get a Bachelors degree with Honours.
- b. The four year undergraduate Honours degree holders with research component and a suitable grade are eligible to enter the 'Doctoral (Ph.D.) Program' in a relevant discipline or to enter 'Two Semester Masters Degree programme with project work'.
- c. Candidates who wish to enter the masters/doctoral programme in a discipline other than the major discipline studied at the undergraduate programmes, have

to take additional courses in the new discipline to meet the requirement or to make up the gap between the requirement and the courses already studied.

- d. There may be parallel five year integrated Masters degree programmes with exit options at the completion of third and fourth years, with the undergraduate basic degree and undergraduate Honours degree in a discipline, respectively.
- e. There may also be an integrated doctoral programme with exit options at the end of the fourth and fifth years with the Bachelor degree with Honours and the Masters degree, respectively.
- f. The students who exit with Certification, Diploma and Basic Bachelor Degree shall be eligible to re-enter the Programme at the exit level to complete the programme or to complete the next level. The candidates may have a maximum of two exit options or lateral entries to complete the programme.
- g. The Multidisciplinary Undergraduate Programme may help in the improvement of all the educational outcomes, with a flexible and imaginative curricular approach. The program provides for both breadth and depth in diverse areas of knowledge. A range of courses are offered with rigorous exposure to multiple disciplines and areas, while specializing in one or two areas. The programme fulfils knowledge, vocational, professional and skill requirements along-side humanities and arts, social, physical and life sciences, mathematics, sports etc.
- h. The curriculum combines conceptual knowledge with practical engagement and understanding that has relevant real world application through practical laboratory work, field work, internships, workshops and research projects.
- i. A few courses are common to all students which contribute to the breadth of study and two areas of specialization in disciplinary areas provides for depth of study.
- j. The areas of specialization which the Students are required to choose are either one or two disciplines/subjects or a 'major' (e.g. History or Economics or Philosophy or Physics or Mathematics) and an area of additional discipline called 'minor' (e.g. Music or Sports or Geography). Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (major). They gain a reasonable understanding of the area of additional study (minor) that they choose. Students can choose subject combinations across 'streams'(e.g. a student can choose a 'major' in physics and combine it with a 'minor' in history or Music or Sports). One of the disciplines can also be a vocational subject or Teacher Education.
- k. The students may study two disciplines at the same level or breadth up to the sixth semester and choose one of them for study in the fourth year to obtain the Honours degree in that discipline. A student who wishes to get dual degrees may repeat the fourth year of the program in the second discipline.

- l. The students may choose one discipline and vocational subject or Teacher Education for their study in the undergraduate program. This will enable them to get an Honours degree either in the discipline or in the vocational subject/ Teacher Education or both, in the discipline and in the vocational subject/ Teacher Education.
- m. Skills shall be explicitly integrated, highly visible, taught in context, and have explicit assessment. The skills shall include abilities in language and communication, working in diverse teams, critical thinking, problem solving, data analysis and life skills.
- n. Students shall be given options to choose courses from a basket of courses which the institution is capable of offering. There shall be no rigidity of combination of subjects.

2.1 Five Alternate options of Study to make the course more broad based:

<i>Option 1</i>	Single Discipline Major along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including the Extracurricular Activities (Co-curricular and Extension Activities)
<i>Option 2</i>	One Major and one Minor Discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including the Extracurricular Activities
<i>Option 3</i>	Two Major Disciplines along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses, including the Extracurricular Activities
<i>Option 4</i>	One Major Discipline and One Vocation Discipline along with Languages, Generic Electives, Ability Enhancement and Skill Development and Courses including Extracurricular Activities.
<i>Option 5</i>	One Major Discipline and One Education Discipline along with Languages, Generic Electives, Ability Enhancement and Skill Development Courses including Extracurricular Activities.

2.2 Progressive Certificate, Diploma, Bachelor Degree or Bachelor Degree with Honours provided at the end of each year of Exit of the Four years Undergraduate Programme

<i>Exit with</i>	<i>Credits Requirement*</i>
Certificate at the Successful Completion of First Year (Two Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	44 - 48
A Diploma at the Successful Completion of the Second Year (Four Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	88 - 96
Basic Bachelor Degree at the Successful Completion of the Third Year (Six Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	132 - 144
Bachelor Degree with Honours in a Discipline at the Successful Completion of the Four Years (Eight Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	176 - 192

**Details of credits are described later in this report*

2.3 The Components of Curriculum for Four Years Multidisciplinary Undergraduate Programme: The Category of Courses and Their Descriptions

1	<i>Languages</i>	Languages provide the medium of fresh and free thinking, expression and clarity in thought and speech. It forms as a foundation for learning other courses. Helps fluent communication. In addition to English, a candidate shall opt for any of the languages studied at the Pre-University or equivalent level.
2	<i>Foundation Courses/ Ability Enhancement Courses</i>	Foundation Courses enable students to develop a deeper sense of commitment to oneself and to the society and nation largely. These courses will supplement in better understanding of how to integrate knowledge to application into a society. Ability enhancement courses are the generic skill courses which are basic and needed to all to pursue any career. These courses ensure progression across all careers.
3	<i>Skill Development Courses/ Vocational courses</i>	Skill Enhancement/Development courses are to promote skills pertaining to a particular field of study. The purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability/ Self-employment. The objective is to integrate discipline related skills in a holistic manner with general education. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge. Each University has complete freedom to suggest their own papers under this category based on their expertise, specialization, requirements, scope and need.
	<i>Discipline based Introductory Courses</i>	Introductory courses bridge the gap for a student if he/she has not got a basic groundwork in a specific area of discipline
4	<i>Major Discipline Core Courses</i>	A Major discipline is the field in which a student focuses during the course of his/her degree. A course in a discipline, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. The core courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen. The courses under this category are to be taught uniformly across all universities with minimum deviation. The purpose of fixing core courses is to ensure that all the institutions follow a minimum common curriculum so that each institution adheres to a common minimum standard which makes credit transfer and mobility of students easier.

	<i>Major Discipline Elective Courses</i>	<p>Elective Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/ subject/domain or which nurtures the candidate's proficiency/skill.</p> <p>Elective courses offered under the main discipline are referred to as Discipline Specific Electives. These courses provide more depth within the discipline itself or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline.</p> <p>The institutions have freedom to have their own courses based on their expertise, specialization, requirements, scope and need. The elective courses may be of interdisciplinary nature</p>
	<i>Minor Discipline Courses</i>	<p>A Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies which are not interrelated at well.</p>
5	<i>Generic Elective Courses</i>	<p>Generic Elective Courses are courses chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice. The purpose of these is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective Courses.</p> <p>Note: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Electives.</p>
8	<i>Project work/ Dissertation/ Internship/ Entrepreneurship</i>	<p>Project work is considered as a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem/ data analysis. Project Work has the intention to provide research competencies at Undergraduate level. It enables to acquire special/ advanced knowledge through supplement / support study to a project work. Candidates shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/ project report. Internship/ Entrepreneurship shall be an integral part of the Curriculum</p>
9	<i>Extra Curricular Activities / Co-curricular and Extension Activities</i>	<p>These activities help in character building, spiritual growth, physical growth, etc. They facilitate development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments. Creativity, Enthusiasm, and Positive thinking are some of the facets of personality development and the outcomes of these activities</p>

The progressive curriculum proposed shall position knowledge and skills required on the continuum of novice problem solvers (at entry level of the program) to expert problem solvers (by the time of graduation):

At the end of first year – Ability to solve well defined problems

At the end of second year – Ability to solve broadly defined problems

At the end of third year – Ability to solve complex problems that are ill-structured requiring multi-disciplinary skills to solve them

During fourth year – Experience of workplace problem solving in the form of internship or Research Experience preparing for Higher Education or Entrepreneurship Experience

2.4 Proposed Curriculum Framework for Four Years Multidisciplinary

Undergraduate Programme

Year	Objective	Nature of Courses	Outcome	No. of courses
1st year – 1 st & 2 nd Semesters	Understanding and Exploration	1. Major Core Courses	Understanding of Disciplines	1+1
		2. Minor/ Related Discipline		1+1
		3. Languages,	Language Competency	2+2
		4. Ability Enhancement Compulsory Courses	Gaining perspective of context/ Generic skills	1+1
		5. Skill Enhancement/ Development Courses	Basic skills sets to pursue any vocation	1+1
Exit option with Certification				
2 nd Year - 3 rd & 4 th Semesters	Focus and Immersion	1. Major Core Courses	Understanding of disciplines	2+2
		2. Minor/ Related Discipline		1+1
		3. Ability Enhancement courses	Gaining Perspective of context Skill sets to pursue vocation	1+1
		4. Skill based Vocation course	Facilitate development of various domains of mind and personality	1+1
		5. Extra Curricular Activities		1+1
Exit Option with Diploma				
3 rd Year - 5 th & 6 th Semesters	Real time Learning	1. Major Discipline Core and Elective Courses	In depth learning of major and minor disciplines, Skill sets for employability.	2+2
		2. Minor Discipline/ Generic or Vocational Electives /Field based Learning/ Research Project	Exposure to discipline beyond the chosen Experiential learning/ Research Orientation	1+1 1+1
Exit option with Bachelor Degree				
4 th Year - 7 th & 8 th Semesters	Deeper Concentration	Major Discipline Core and Elective courses Research/Project Work with Dissertation	Deeper and Advanced Learning of the Major Discipline. Foundation to pursue Doctoral Studies and Developing Research competencies	4+4
<i>Bachelor Degree with Honours</i>				

The details of Suggestive Curricular and Credits Structures and the Proposed Choice Based Credit System (CBCS) Schemes for all the Five Alternate Options of the Four Year Multidisciplinary Undergraduate Honours Programme and Teacher Education Programmes are given in **Tables 1A, B; 2A, B; 3A, B; 4A, B; 5A, B and 6A, B** in the **Appendix**. These are suggestive in nature. Each University has complete freedom to suggest their own courses/ papers, except for the core courses, based on their expertise, specialization, requirements, scope and need. The core courses are to be taught uniformly across all universities with minimum deviation as these aim to cover the basics that a student is expected to imbibe in a discipline. It is to ensure that all the institutions follow a minimum curriculum so that each institution adheres to a common minimum standard **which makes credit transfer and mobility of students easier.**

2.5 Pedagogy for Multi-Disciplinary Four Years Undergraduate Program

Effective learning requires appropriate curriculum, an apt pedagogy, continuous formative assessment and adequate student support. The intention is to contextualize curriculum through meaningful pedagogical practices, which determine learning experiences directly influencing learning outcomes. Active, cooperative, collaborative and experiential learning pedagogies are some of the examples. Use of technology in creating learning environment that connects learners with content, peers and instructors all through the learning process respecting the pace of learners is need of the hour

- a. Classroom processes must encourage rigorous thinking, reading and writing, debate, discussion, peer learning and self-learning.
- b. The emphasis is on critical thinking and challenge to current subject orthodoxy and develop innovative solutions. Curricular content must be presented in ways that invite questioning and not as a body of ready knowledge to be assimilated or reproduced. Faculty should be facilitators of questioning and not authorities on knowledge.
- c. Classroom pedagogy should focus on the 'how' of things i.e. the application of theory and ideas. All courses including social sciences and humanities should design projects and practicums to enable students get relevant hands-on experiences.
- d. Learning must be situated in the Indian context to ensure that there is no sense of alienation from their context, country and culture.
- e. Classroom processes must address issues of inclusion and diversity since students are likely to be from diverse cultural, linguistic, socio-economic and intellectual backgrounds.
- f. Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning.
- g. Faculty will have the freedom to identify and use the pedagogical approach that is best suited to a particular course and student.

- h. Pedagogies like PBL (Problem / Project Based Learning), Service Learning be brought into practice as part of curriculum. Experiential learning in the form of internship with a specified number of credits is to be made mandatory.

3. Teacher Education Programme

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- i. Pre-service teacher education must be situated within the multi-disciplinary institutions.
- ii. The four-year stage-specific subject-specific teacher education programme post Class 12 will be the minimal degree qualification to become a teacher.

3.1 Approach to Four Years Undergraduate Teacher Education Programme

- i. Structure and Eligibility
 - a. The four-year integrated teacher education programme will provide for school subjects (e.g. language, mathematics) and educational stage (e.g. early childhood, secondary) specialization.
 - b. The entry criteria shall be completion of Class 12 or equivalent.
- ii. Teacher education as an integral part of Higher Education
 - a. The isolation of teacher education institutions from both Higher Education and School Education has been inimical to the profession.
 - b. Both teacher educators and student teachers would benefit from being an integral part of the larger academic system of Higher Education.
- iii. Equivalence
 - a. The Teacher Education programme shall be equivalent to any other multidisciplinary undergraduate degree programme.
 - b. In case the student teacher opts to enter a master's programme or for any other purpose where an undergraduate degree is a requirement, this will serve the purpose.
 - c. Mobility across programmes and institutions will be assured by equivalence through a credit-based system.
- iv. Multi-disciplinary Higher Education institutions
 - a. This programme will be offered only by multidisciplinary Higher Education institutions.
 - b. Good teacher education requires expertise across all areas connected to education - specialists in early childhood education, understanding and pedagogy of school subjects, assessment, curriculum and material

development, school leadership and management along with psychology, philosophy, sociology and history of education.

- c. Institutions that can provide for faculty across disciplines and offer different programmes besides teacher education are best suited to run teacher preparation programmes.
- v. Direct and continuous connection with schools
 - a. Each Higher Education institution offering this programme will have a network of schools to work with to ensure a strong theory-practice connect.
 - b. The association between the schools and the Higher Education institution could be beneficial to both - opportunities for student teachers to observe and practice, collaborative research, sharing the Higher Education institution library and offering teachers short courses of interest

3.2 Curricular and Pedagogical Principles of Four Years Undergraduate

Teacher Education Programme

1. Teacher education curriculum must provide for rigorous theoretical understanding of educational perspectives, subject and pedagogy along with a strong theory-practice connect.
2. Student teachers must engage deeply with ideas in education - its history, aims, connect with society and its ethical moorings. They need to have an appreciation of issues around child development and the social context of learning in addition to conceptual understanding of the subject and learning how to teach.
3. The curriculum must ensure that every student teacher develops command over content and understanding of curriculum and pedagogy of one school subject area. That will involve nature of knowledge in that subject area, ways of student learning particular to a school stage, effective classroom practices and assessment practices within the social context.
4. The curriculum must have cohesiveness and connections within and across courses and between theory and practice. For example, pedagogy courses must build on perspectives discussed in the foundational courses, while practicum within theory courses must strengthen understanding of theoretical perspectives.
5. Theory must be meaningfully integrated with continuous guided, graded practice. Teaching can never be a mere application of theories generated from different disciplines. An effective teacher is able to make educational judgements based on the perspectives gained through engagement with disciplines. For a novice teacher, educational judgement also develops through guided practice and the ability to critically reflect on her own practice and that of others.

6. Our diversity brings learners from different contexts and with different abilities into classrooms. The curriculum must enable student teachers to see this diversity as a strength, learn curricular and pedagogical approaches that reach every student and address multiple learning needs/levels thus creating an inclusive classroom environment. All student teachers must learn how to identify and support children with disability and other learning difficulties.
7. Pedagogy should be based on a combination of peer-facilitated, expert-led, and self-learning processes. Conceptual understanding, collaboration and creativity must be emphasized both in the teacher education classroom and in the school classroom where student teachers practice.
8. Assessment literacy is critical - projects, rubrics, portfolios, concept maps and mock classroom observations will replace or significantly supplement written tests, so that continuous assessment of higher order objectives will become the norm.
9. Education is a public service contributing to the well-being of individuals. The practice of education involves qualities of open mindedness, empathy, care, humility, patience, respect and a love of learning. The transaction of the curriculum must enable student teachers to create spaces for reflective dialogue so that they can examine their own belief systems and learn to work collaboratively in diverse groups.

3.3 Exit Options of Four Years Undergraduate Teacher Education Programme

1. Students will be required to declare education as their major at the end of the second year (after Semester 4).
2. They will be required to choose education-related courses in the first two years (first four semesters) as a requirement to declare education as a major. This is to ensure their interest and commitment to pursuing teaching as a career.
3. When declaring education as a major, students will be required to declare their specialization - subject as well as the school stage.
4. In the first two years, students will get an exposure to various courses in their chosen stream (sciences, humanities, social sciences) through a choice-based credit system.
5. If students want to exit early, they can exit with either Certificate, Diploma or Degree

Equivalence between the Multidisciplinary and Teacher Education Curriculum

<i>Exit with</i>	<i>Credits Requirement – Multidisciplinary Education</i>	<i>Credits Requirement – Teacher Education</i>
Certificate at the Successful Completion of First Year /Two Semesters of the Four Years Undergraduate Degree Programme	44 - 48	44 - 48
Diploma at the Successful Completion of the Second Year / Four Semesters of the Four Years Undergraduate Degree Programme	88 - 96	88 - 96
Basic Bachelor Degree at the Successful Completion of the Third Year / Six Semesters of the Four Years Undergraduate Degree Programme	132 - 144	132 - 144
Bachelor Degree with Honours in a Discipline / Education at the Successful Completion of the Four Years / Eight Semesters of the Four Years Undergraduate Degree Programme	188 - 192	188 - 192

3.4 Components of Curriculum for Four Years Undergraduate Teacher Education Programme: Specialization in a School Subject and a School Stage

	Area	Key Components	Key Areas of Focus
1	<i>Language, and Professional Capacities, and Dispositions</i>	Language and Communication Critical reading and writing Classroom research and data analysis Arts & Aesthetics, Sensitivity to others Working in teams, Ethical compass	Structured opportunities for observation, inquiry, dialogue, reading, writing, collaborative working and self-reflection
2	<i>Understanding of Discipline/ Subject Core Courses</i>	Specialization in one of the Subjects: Mathematics/Science (Physics, Chemistry, Botany, Zoology) Social Sciences (History, Economics, Political Science, Geography) Languages	Engagement with a chosen subject. The core courses provide fundamental knowledge and expertise with a strong scientific, technical and academic acumen. Elective courses provide more depth advanced knowledge in a discipline
3	<i>Foundations of Education</i>	Philosophy, Psychology, Sociology, History and Political Economy of Education, Policy Perspectives Curriculum Studies	Engagement with educational perspectives which are connected to reality through practicum and school experiences
4	<i>Pedagogy of Subject</i>	Nature of subject, Aims and objectives of learning subject Curriculum Pedagogy Assessment Material Development	Understanding how school subjects translate into classroom teaching and learning Analysis of school curricula, syllabi and textbooks Classroom Planning & transaction, Material development, Assessment
5	<i>School Experience</i>	Regular school practicum & Short school practice connected to specific courses Long school internship - immersion in all aspects of school life	Observation and participation in school and classroom processes Guided Teaching Team Teaching Independent Teaching
6	<i>Project work/ Dissertation</i>	Project work is considered as a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem/ data analysis.	To provide research competencies at UG level. It enables to acquire special/ advanced knowledge. Candidates shall carry out project work on their own with an advisory support by a faculty member to produce dissertation/project report.
7	<i>Extra Curricular Activities (Co-curricular and Extension Activities)</i>	Help in character building, spiritual and physical growth, and facilitate development of various domains of mind and personality, such as intellectual, emotional, social, moral and aesthetic developments.	Creativity, Enthusiasm and Positive thinking are some of the facets of personality development and the outcomes of these activities

3.5 Proposed Curriculum Framework for Four Years Undergraduate Teacher Education Programme: Specialization in a School Subject and a School Stage

Year	Objective	Nature of Courses	Outcome	Credits Load
1st year – 1st & 2nd Semesters	Understanding and Exploration	1. Discipline core courses 2. Language and Communication 3. Critical reading & writing 4. Ability Enhancement Compulsory Courses 5. Skill Enhancement/ Development Courses	Understanding of Discipline	44 - 48
			Language Competency & Communicative abilities Gaining perspective of context Generic skills/ Understanding India Basic skills sets to pursue any vocation	44 - 48 44 - 48 88 - 96 44 - 48 132-144 44 - 48
Exit option with Certification				
2nd Year - 3rd & 4th Semesters	Focus and Immersion	1. Discipline Core Courses 2. Foundation of Education 3. Weekly School Practicum 4. Skill development course 5. Extra Curricular Activities	Understanding of disciplines Gaining Perspective of Education and Practicum Experiential Learning Skill Sets to pursue Vocation Dev. of Various Domains of Mind and Personality	
Exit Option with Diploma				
3rd Year - 5th & 6th Semesters	Real time Learning	1. Discipline Core and Elective Courses 2. Pedagogy of Subject 3. Short School Practice 4. Arts & Aesthetics, and Arts in Education 5. Field based Learning/ Research Project	In depth learning of discipline, Understand how school subjects translate into classroom teaching & learning Experiential learning Structured Opportunities Research Orientation	
Exit Option with Bachelor Degree in Education				
4th Year - 7th & 8th Semesters	Deeper Concentration	1. Policy perspectives and Curriculum Studies 2. Teaching Subjects 3. Classroom Research & data analysis, and Journals, Portfolios 4. Long school internship- immersion in all aspects of School life OR Discipline Core and Elective courses Research/Project Work with Dissertation	Gaining Policy perspectives and school experiences Classroom transaction and material development Developing Research competencies Observation & participation in school processes - Guided, team & independent teaching OR Deeper and Advanced Learning of Major Discipline Developing Research competencies	
Bachelor Degree with Honours in Education or in a Discipline				176-192

3.6 Components of Curriculum for Four Years Undergraduate Teacher Education Programme: Specialization: Subject - Literature (English); Stage - Early Childhood Education (Pre-school to Grade 2)

	Area	Key Components	Key Areas of Focus
1	Language, and Professional Capacities and Dispositions	Language and Communication Critical Reading and Writing Understanding India Arts and Aesthetics, Arts in Education Classroom Research and Data Analysis, Journals, Portfolios	Structured opportunities for observation, inquiry, dialogue, reading, writing, collaborative working and self-reflection
2	Understanding of Subject / Discipline Core Courses	Specialization in Literature (English): Forms of Literature, Colonial and Post-colonial Literature in India. Indian Literature in English and in Translation, Gender, caste and class in Indian literature. Children's Literature. Literary theory. Classical and Modern Poetry in India. Classical and Modern Drama. Language and the Media. Language Multilingualism and power	Engagement with a chosen subject. The core courses provide fundamental knowledge and expertise with a strong scientific, technical and academic acumen. Elective courses provide more depth advanced knowledge in a discipline
3	Foundations of Education	The Nature and Purpose of Education Language in Education, School & Society. Human Development Teaching & Learning Policy Perspectives. Curriculum Studies.	Engagement with educational perspectives which are connected to reality through practicum and school experiences
	Pedagogy of Subject	Introduction to Curriculum, Pedagogy & Assessment in early education. Methods & materials for early education. Development of language, literacy and mathematical concepts in children. Planning & organizing an early education programme. Working with children with disabilities, parents and community	Understanding how school subjects translate into classroom teaching and learning Analysis of school curricula, syllabi and textbooks Classroom Planning & transaction, Material development, Assessment
	School Experience	Weekly Pre-school & Early Primary School practicum connected to specific courses. Short Pre-school and Early Primary School practice. Long Pre-school & Early Primary School Internship and Immersion in all aspects of school life	Observation and participation in school and classroom processes Guided Teaching Team Teaching Independent Teaching
	Project work/ Dissertation	Project work is considered as a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem/ data analysis.	To provide research competencies which enable to acquire special/ advanced knowledge. Candidates shall carry out project work with an advisory support by a faculty to produce dissertation/ project report.
8	Extra Curricular Activities	Help in character building, spiritual and physical growth, and facilitate development of various domains of mind and personality, such as intellectual, emotional, social, moral and aesthetic developments.	Creativity, Enthusiasm and Positive thinking are some of the facets of personality development and the outcomes of these activities

3.7 Proposed Curriculum Framework for Four Years Undergraduate Teacher Education Programme: Specialization: Subject - Literature (English); Stage- Early Childhood Education (Pre-school to Grade 2)

Year	Objective	Nature of Courses	Outcome	Credits Load
1st year – 1st & 2nd Semesters	Understanding and Exploration	<ol style="list-style-type: none"> 1. Discipline core courses 2. Language and Communication 3. Critical reading & writing 4. Ability Enhancement Compulsory Courses 5. Skill Enhancement/ Development Courses 	<p>Understanding of Discipline Language Competency & Communicative abilities</p> <p>Gaining perspective of context</p> <p>Generic skills/Understanding</p> <p>Basic skills sets to pursue any vocation</p>	44 - 48
Exit Option with Certification				44 - 48
2nd Year - 3rd & 4th Semesters	Focus and Immersion	<ol style="list-style-type: none"> 1. Discipline Core Courses 2. Foundation of Education 3. Weekly Pre-school/ Early Primary School Practicum 4. Extra Curricular Activities 	<p>Understanding of disciplines</p> <p>Gaining Perspective of Education & Practicum</p> <p>Experiential learning</p> <p>Facilitate development of domains of mind & personality</p>	44 - 48
Exit Option with Diploma				88 - 96
3rd Year - 5th & 6th Semesters	Real time Learning	<ol style="list-style-type: none"> 1. Discipline Core and Elective Courses 2. Pedagogy of Subject 3. Short Pre-school & Early Primary School Practice 4. Arts & Aesthetics, and Arts in Education 5. Field based Learning 	<p>In depth learning of discipline,</p> <p>Understand how school subjects translate into classroom teaching & learning</p> <p>Experiential learning</p> <p>Structured Opportunities</p> <p>Research Orientation</p>	44 - 48
Exit Option with Bachelor Degree				132-144
4th Year - 7th & 8th Semesters	Deeper Concentration	<ol style="list-style-type: none"> 1. Policy perspectives and Curriculum Studies 2. Planning and organizing Early Education Program. Working with Stakeholders 3. Classroom Research & data analysis, and Journals & Portfolios 4. Long school internship-immersion in all aspects of School life <p>OR</p> <p>Discipline Core and Elective courses, and Research/Project Work with Dissertation</p>	<p>Gaining Policy perspectives and school experiences</p> <p>Classroom transaction and material development</p> <p>Developing Research competencies</p> <p>Observation & participation in school processes - Guided, team & independent teaching</p> <p>OR</p> <p>Deeper and Advanced Learning of the Discipline. Developing Research competencies</p>	44 - 48
Bachelor Degree with Honours in Education or in a Discipline				176-192

The details of Suggestive Curricular and Credits Structures for the Four Years Multidisciplinary Undergraduate Honours and Teacher Education Programmes for different options are given in **Tables 1A,B; 2A,B; 3A,B; 4A,B; 5A,B and 6A,B** in the **Appendix**.

4. Assessment and Evaluation Guidelines

Assessment is an integral part of the teaching learning process. A multidisciplinary program requires a multidimensional assessment to measure the effectiveness of the diverse courses. The assessment process acts as an indicator to both faculty and students to improve continuously. The following are the guidelines for effective assessment of the program:

- a. Student assessment should be as comprehensive as possible and provide meaningful and constructive feedback to faculty and student about the teaching-learning process.
- b. Assessment tasks need to evaluate the capacity to analyze and synthesize new information and concepts rather than simply recall information previously presented.
- c. The process of assessment should be carried on in a manner that encourages better student participation and rigorous study.
- d. Assessment should be a combination of continuous formative evaluation and an end-point summative evaluation, each could have a maximum of 50% weightage.
- e. A range of tools and processes for assessment should be used (e.g. open book tests, portfolios, case study/assignments, seminars/presentations, field work, projects, dissertations, peer and self-assessment) in addition to the standard paper-pencil test. The teachers concerned shall conduct test / seminar / case study, etc. The students should be informed about the modalities well in advance. The evaluated courses / assignments shall be immediately provided to the students.
- f. Paper-pencil tests should be designed rigorously using a range of tools and processes (e.g. constructed response, open ended items, multiple-choice with more than one correct answer). Faculty may provide options for a student to improve his / her performance in the continuous assessment mode.
- g. Continuous/ Internal assessment marks shall be shown separately. A candidate who has failed or wants to improve the result, shall retain the IA marks, provides he/she fulfils the minimum requirements.

5. Choice Based Credit System (CBCS) Structure

The Four Year Multidisciplinary Undergraduate Program follows The choice based credit system (CBCS), which is in practice globally in all the Universities and Colleges at present. CBCS is an internationally acknowledged system, not only

offers opportunities and avenues to learn core subjects but also explore additional avenues of learning beyond the core subjects for holistic development of an individual.

The choice based credit system has been adopted to make undergraduate education 'student centric' rather than 'system centric' or 'teacher centric'. It is to create a holistic curriculum. Thus, in addition to dedicated focus on a discipline through core papers, elective papers have been added which will give students the freedom to choose the allied/applied/broad areas of their discipline and also the areas of other disciplines of their interest. Further, aligning with the vision of the Government, special emphasis has been given to ability enhancement and skill development courses. Students will have complete freedom to choose these courses from a pool.

As per the choice based credit system, each course shall carry certain number of credits. Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as number of contact hours, the course content, teaching methodology, learning expectations, etc. In the proposed programmes, the credits shall be based on the number of instructional hours per week, generally 1 credit per hour of instruction in theory and 1 credit for 2 hours of practical or project work or internship per week. All courses that include Language, Ability Enhancement, Core and Elective courses in Major and Minor Specialization, Research based learning, Project/ Practical/ Internships are assigned credits. Based on these, an average of around 24 credits per semester and a total of around 192 credits per under-graduate honors degree programme are assigned.

5.1 Implementation of Choice Based Credit System (CBCS):

- i. The **Choice Based Credit System (CBCS)** shall be followed in all the Universities/ Institutions and the stakeholders follow common minimum curriculum and syllabi of the core papers as suggested by the GEC/ NHERC. The allowed deviation from the syllabi shall be as stipulated by these agencies and SHERC.
- ii. The universities are allowed to design their own syllabi for the core and elective papers subject to point no. i. The GEC/ NHERC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the need, expertise and the facilities available.
- iii. Number of Core papers for all Universities has to be same for both UG and PG courses to enable credits transfer and mobility.
- iv. Credit score earned by a student for any course shall be included in the student's overall score tally irrespective of whether the course is offered by the parent university (degree awarding university/institute) or not.
- v. Ability Enhancement (AE) Courses be divided into two categories:
 - a. AE Compulsory Courses (AEC): The universities may have common curriculum for these papers. There may be one paper each at least in the 1st two semesters viz. (i) English/ Communication, (ii) Environmental Science;

- b. Skill Enhancement Courses (SEC): The universities may offer from a common pool of papers listed by GEC/ NHERC or the universities may frame some papers, in addition to the list suggested by GEC/ NHERC.
- vi. An undergraduate degree with Honors in a discipline may be awarded if a student completes 14 Core Courses in that Discipline, a minimum of 10 courses under the category of Discipline Specific Electives, Generic Electives, Minor Discipline and Vocational Courses, 2 Language Courses, 2 Ability Enhancement Courses (AEC), a minimum of 2 Skill Enhancement Courses (SEC) and 2 Extra Curricular Activities (ECA), ensuring that the total credits earned is not less than 184 credits.
- vii. The credit(s) for each theory paper/practical/tutorial/project/dissertation will be as per the norms followed globally. The suggestive details are given in Tables in the Appendix in these regulations.
- viii. Wherever a University requires that an applicant for a particular Masters/ Technical/ Professional course should have studied a specific discipline at the undergraduate level, it is suggested that obtaining 84 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the Masters/ Technical/ Professional Programme.

5.2 Classification of Successful Candidates:

The declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the end of all the eight semesters of the programme and the corresponding overall alpha-sign grades.

An alpha-sign grade, the eight point grading system, as described below may be adopted. If some candidates exit at the completion of first, second or third year of the programme with Certificate, Diploma or the Basic Degree, respectively, then the results at the end of second, fourth or sixth semesters shall also be classified on the basis of the CGPA obtained in the two, four or six semesters, respectively.

Table A: Final Result / Grades Description:

<i>Semester/Program % Marks</i>	<i>Result / Class Description</i>	<i>Semester GPA / Program CGPA</i>	<i>Alpha-Sign / Letter Grade</i>
90.1 - 100	Outstanding	9.01 -10.00	O (Outstanding)
80.1 - 90.0	First Class Exemplary	8.01 - 9.00	A+ (Excellent)
70.1 - 80.0	First Class Distinction	7.01 - 8.00	A (Very Good)
60.1 - 70.0	First Class	6.01 - 7.00	B+ (Good)
55.1 - 60.0	High Second Class	5.51 - 6.00	B (Above average)
50.1 - 55.0	Second Class	5.01 - 5.50	C (Average)
40.0 - 50.0	Pass Class	4.00 - 5.00	P (Pass)
Below 40	Fail / Reappear	Below 4.00	F (Fail/Reappear)
Absent	Ab (Absent)	0	Ab (Absent)

The Semester Grade Point Average (SGPA) in a Semester and the CGPA at the end of each year may be calculated as follows:

5.3 Calculation of Semester Grade Point Average (SGPA):

The Grade Points (GP) in a course shall be assigned on the basis of marks scored in that course as per the Table II. Any fraction of mark in the borderline less than 0.50 be ignored in assigning GP and the fractions of 0.50 or more be rounded off to the next integers. The Credit Points (CP) shall then be calculated as the product of the grade points earned and the credits for the course. The total CP for a semester is the sum of CP of all the courses of the semester. The SGPA for a semester is computed by dividing the total CP of all the courses by the total credits of the semester. It is illustrated below with typical examples.

Table B: Conversion of Percentage of Marks into Grade Points in a Course/Paper

% Marks in a paper/practical	Grade Point (GP)	% Marks in a paper/practical	Grade Point (GP)
98-100	10	63-67	6.5
93-97	9.5	58-62	6.0
88-92	9.0	53-57	5.5
83-87	8.5	48-52	5.0
78-82	8.0	43-47	4.5
73-77	7.5	40-42	4.0
68-72	7.0	Below 40	0

An Illustration of Calculation of Semester Grade Point Average (GPA):

I Semester (Typical)

<i>Papers</i>	C1	C2	C3	C4	C5	C6	Total
<i>Max. Marks</i>	150	150	100	100	50	50	600
<i>Marks Obtained</i>	115	111	62	78	32	34	432
<i>% Marks Obtained</i>	77	74	62	78	64	68	72.0
<i>Grade Points Earned (G)</i>	7.5	7.5	6.0	8.0	6.5	7.0	-
<i>Credits for the Course (C)</i>	6	6	4	4	2	2	24
<i>Credit Points, CP (G x C)</i>	45.0	45.0	24.0	32.0	13.0	14.0	173.0

Semester Aggregate Marks: $432 / 600 = 72.0\%$

Classification of Result: **First Class Distinction**

SGPA = Total CP / Total Credits = $173.0 / 24 = 7.21$

Semester Alpha Sign Grade: A

5.4 Calculation of Cumulative Grade Point Average (CGPA):

The Cumulative Grade Point Average (CGPA) at the end of the second, fourth, sixth and eighth semesters shall be calculated as the weighted average of the semester grade point averages (SGPA) of two, four, six and eight semesters, respectively. The CGPA is obtained by dividing the total of semester credit weightages by the maximum credits for the programme.

i. Calculation of Cumulative Grade Point Average (CGPA) for Certification:

Illustration I

<i>Semester</i>	<i>I</i>	<i>II</i>	<i>Total</i>
<i>Total Marks per Semester</i>	600	600	1200
<i>Total Marks Secured</i>	432	481	913
<i>Semester Alpha Sign Grade</i>	A	A+	-
<i>Semester GPA</i>	7.21	8.02	-
<i>Semester Credits (C)</i>	24	24	48
<i>Semester Credit Points (CP)</i>	173.0	192.5	365.5

Aggregate Percentage of Marks = $913 / 1200 = 76.08\%$

Classification of Result: First Class Distinction

Cumulative Grade Point Average (CGPA) = Total of Semester CP / Total Credits for the program = $365.5 / 48 = 7.61$

Program Alpha Sign Grade: A

ii. Calculation of Cumulative Grade Point Average (CGPA) for the Diploma:

Illustration II

Semester	I	II	III	IV	Total
Total Marks per Semester	600	600	600	600	2400
Total Marks Secured	432	481	498	513	1924
Semester Alpha Sign Grade	A	A+	A+	A+	-
Semester GPA	7.21	8.02	8.30	8.55	-
Semester Credits (C)	24	24	24	24	96
Semester Credit Points (CP)	173.0	192.5	199.2	205.2	769.9

Aggregate Percentage of Marks = $1924 / 2400 = 80.17\%$

Classification of Result: **First Class Exemplary**

Cumulative Grade Point Average (CGPA) = Total of Semester CP / Total Credits for the program = $769.9 / 96 = 8.02$

Program Alpha Sign Grade: **A+**

iii. Calculation of Cumulative Grade Point Average (CGPA) for the Bachelor Degree:

Illustration III

Semester	I	II	III	IV	V	VI	Total
Total Marks per Semester	600	600	600	600	600	600	3600
Total Marks Secured	432	481	498	513	490	499	2913
Semester Alpha Sign Grade	A	A+	A+	A+	A+	A+	-
Semester GPA	7.21	8.02	8.30	8.55	8.17	8.32	-
Semester Credits (C)	24	24	24	24	24	24	144
Semester Credit Points (CP)	173.0	192.5	199.2	205.2	196.1	199.7	1165.7

Aggregate Percentage of Marks = $2913 / 3600 = 80.92\%$

Classification of Result: **First Class Exemplary**

Cumulative Grade Point Average (CGPA) = Total of Semester CP / Total Credits for the program = $1165.7 / 144 = 8.10$

Program Alpha Sign Grade: **A+**

iv. Calculation of Cumulative Grade Point Average (CGPA) for the Bachelor Degree with Honours: Illustration IV

Semester	I	II	III	IV	V	VI	VII	VIII	Total
Total Marks per Semester	600	600	600	600	600	600	600	600	4800
Total Marks Secured	432	481	498	513	490	499	467	506	3886
Semester Alpha Sign Grade	A	A+	A+	A+	A+	A+	A	A+	-
Semester GPA	7.21	8.02	8.30	8.55	8.17	8.32	7.78	8.43	-
Semester Credits (C)	24	24	24	24	24	24	24	24	192
Semester Credit Points (CP)	173.0	192.5	199.2	205.2	196.1	199.7	186.7	202.3	1554.7

Aggregate Percentage of Marks = $3886 / 4800 = 80.96\%$

Classification of Result: **First Class Exemplary**

Cumulative Grade Point Average (CGPA) = Total of Semester CP /

Total Credits for the program = $1554.7 / 192 = 8.10$

Program Alpha Sign Grade: **A**

These are the sample illustrations of computing semester grade point averages (SGPA) and cumulative grade point averages (CGPA) and the Alpha – sign grades assigned.

6. Results based on cumulative grade point averages (CGPA)

i. Minimum for a Pass

- A candidate shall be declared to have passed the program if he/she secures at least 40% of marks or a CGPA of 4.0 (Course Alpha-Sign Grade P) in the aggregate of both internal assessment and semester end examination marks put together in each unit such as theory papers / practicals / field work / internship / project work / dissertation / viva-voce, provided the candidate has secured at least 40% of marks in the semester end examinations in each unit.
- The candidates who pass all the semester examinations in the first attempts are eligible for ranks provided they secure at least CGPA of 6.01 (Alpha-Sign Grade B)

-
- The results of the candidates who have passed the last semester examination but not passed the lower semester examinations shall be declared as NCL (Not Completed the Lower Semester Examinations). Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.
 - A candidate who passes the semester examinations in parts is eligible for only Class, CGPA and Alpha-Sign Grade but not for ranking.
 - There shall be no minimum in respect of internal assessment.
 - A candidate who fails in any of the units such as theory papers/ practicals/ field work/ project work/ dissertation/ viva-voce, shall reappear in that unit and pass the examination subsequently.

ii. Carry Over Provision

The candidates who fail in lower semester examinations may go to the higher semesters and take the lower semester examinations.

iii. Improvement of Results

- A candidate who has passed in all the papers of a semester may be permitted to improve the result by reappearing for the whole examination of that semester.
- The reappearance may be permitted during the period N+2 years (where N refers to duration of the program) without restricting it to the subsequent examination only.
- The student may be permitted to apply for improvement examination 45 days in advance of the pertinent semester examination whenever held.
- If a candidate passes in all the subjects in reappearance, higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance, candidate shall retain the earlier result.
- A candidate who has appeared for improvement examination is eligible for class only and not for ranking.
- Internal assessment (IA) marks shall be shown separately. A candidate who wants to improve the result or who, having failed, takes the examination again or who has appeared for improvement shall retain the IA marks already obtained.
- A candidate who fails in any of the semester examinations may be permitted to take the examinations again at a subsequent appearance as per the syllabus and scheme of examination in vogue at the time the candidate took the examination for the first time. This facility shall be limited to the following two years.

APPENDIX

Table 1A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme - Option 1: Single Major Discipline and Other Courses

Subjects	Subjects with Practicals				Subjects without Practicals			
	No. of Courses	Hrs. per wk per course	Credits	Total Credits	No. of Courses	Hrs. per wk per course	Credits	Total Credits
I. Major Discipline Core								
Courses (DSC):	14	4	14x4	56	14	5	14x5	70
Theory Practicals/ Tutorial*	14	4	14x2	28	14	2	14x1	14
II. Elective Courses								
a) Discipline Specific Electives	4	4	4x4	16	4	5	4x5	20
(DSE):Theory Practicals/ Tutorial*	4	4	4x2	8	4	2	4x1	4
b) Generic Electives								
(GEC): Theory Practicals/ Tutorial*	4	4	4x4	16	4	5	4x5	20
	4	4	4x2	8	4	2	4x1	4
III. Vocational Elective Courses(VCC):	4	4	4x4	16	4	5	6x5	20
Theory Practicals/ Tutorial*	4	4	4x2	8	4	2	6x1	4
IV. Languages								
L1	2	4	2x4	8	2	4	2x4	8
L2	2	4	2x4	8	2	4	2x4	8
V. Ability Enhancement Courses (AEC)	4	2	4x2	8	4	2	4x2	8
VI. Skill Enhancement Courses (SEC)	4	2	4x2	8	4	2	4x2	8
VII. Extra Curricular Activities(ECA)**	2	2	2x2	4	2	2	2x2	4
Total credits				192				192

*wherever there is a practical there will be no tutorial and vice-versa

Table 1B. Proposed CBCS Scheme for the Four Years Multidisciplinary Undergraduate

Semester	Major Discipline:14 Core Courses of 6 credits each (DSC) (14x6=84)	4 Generic & 4 Discipline Specific Electives (GEC/DSE) (4+4) x6=48	4 Vocational Specific Electives of 6 credits each (VCC) (4x6=24)	2 Languages of 2 Courses each of 4 credits (2+2) x4=16	4 Ability Enhancement Courses of 2 credits each (AEC) (4x2=8)	4 Skill Enhancement Courses of 2 credits each (SEC) (4x2=8)	2 Extra-Curricular Activities of 2 credits each (ECA) (2x2=4)	Credit Hour Load
I	DSC-1	GEC-1		L1-1, L2-1	AEC-1	SEC-1		24
II	DSC-2	GEC-2		L1-2, L2-2	AEC-2	SEC-2		24
III	DSC-3, DSC-4	GEC-3			AEC-3	SEC-3	ECA-1	24
IV	DSC-5, DSC-6	GEC-4			AEC-4	SEC-4	ECA-2	24
V	DSC-7, DSC-8	DSE-1	VEC-1					24
VI	DSC-9, DSC-10	DSE-2	VEC-1					24
VII	DSC-11, DSC-12	DSE-3	VEC-1					24
VIII	DSC-13, DSC-14	DSE-4/ Res. Project	VEC-1					24

Honours Programme - Option 1: Single Major Discipline and Other Courses

**The University should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS etc.

Table 2A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme - Option 2: One Major and One Minor Disciplines

Subjects	Subjects with Practicals				Subjects without Practicals			
	No. of Courses	Hrs. per wk per course	Credits	Total Credits	No. of Courses	Hrs. per wk per course	Credits	Total Credits
I. Major Discipline Core Courses (DSC): Theory	14	4	14x4	56	14	5	14x5	70
	Practicals/ Tutorial*	14	4	14x2	28	14	2	14x1
II. Elective Courses								
a) Discipline Specific Electives (DSE):Theory	4	4	4x4	16	4	5	4x5	20
Practicals/Tutorial*	4	4	4x2	8	4	2	4x1	4
b) Generic Electives (GEC): Theory	2	4	2x4	8	2	5	2x5	10
Practicals/ Tutorial*	2	4	2x2	4	2	2	2x1	2
III. Minor Discipline Courses (MDC):Theory	6	4	6x4	24	6	5	6x5	30
Practicals/Tutorial*	6	4	6x2	12	6	2	6x1	6
IV. Languages L1	2	4	2x4	8	2	4	2x4	8
L2	2	4	2x4	8	2	4	2x4	8
V. Ability Enhancement Courses (AEC)	4	2	4x2	8	4	2	4x2	8
VI. Skill Enhancement Courses (SEC)	4	2	4x2	8	4	2	4x2	8
VII. Extra Curricular Activities (ECA)**	2	2	2x2	4	2	2	2x2	4
Total credits				192				192

*wherever there is a practical there will be no tutorial and vice-versa

**The University should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS etc.

Table 2B. Proposed CBCS Scheme for the Four Years UG Honours Programme: Option 2

Semester	Major Discipline: 14 Core Courses of 6 credits each (DSC) (14x6=84)	Minor Discipline 6 Courses of 6 credits each (MDC) (6x6=36)	2 Generic & 4 Discipline Specific Electives (GEC/DSE) (2+4)x6=36	2 Languages of 2 Courses each of 4 credits (2+2)x4=16	4 Ability Enhancement Courses of 2 credits each (AEC) (4x2=8)	4 Skill Enhancement Courses of 2 credits each (SEC) (4x2=8)	2 Extra-Curricular Activities of 2 credits each (ECA) (2x2=4)	Credit Hour Load
I	DSC-1	MDC-1		L1-1, L2-1	AEC-1	SEC-1		24
II	DSC-2	MDC-2		L1-2, L2-2	AEC-2	SEC-2		24
III	DSC-3, DSC-4	MDC-3			AEC-3	SEC-3	ECA-1	24
IV	DSC-5, DSC-6	MDC-4			AEC-4	SEC-4	ECA-2	24
V	DSC-7, DSC-8	MDC-5/ Voc-1	GEC-1					24
VI	DSC-9, DSC-10	MDC-6/ Voc-2	GEC-2					24
VII	DSC-11, DSC-12		DSE-1 / DSE-2					24
VIII	DSC-13, DSC-14		DSE-3 DSE-4/ Res. Project					24

Table 3A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme - Option 3: Dual Degrees in Two Disciplines

Subjects	Subjects with Practicals				Subjects without Practicals			
	No. of Courses	Hrs. per wk per course	Credits	Total Credits	No. of Courses	Hrs. per wk per course	Credits	Total Credits
Discipline I/II Core								
Courses (DSC): Theory	14	4	14x4	56	14	5	14x5	70
Practicals/ Tutorial*	14	4	14x2	28	14	2	14x1	14
II. Discipline II/I Core								
Courses (DSC):Theory	8	4	8x4	32	8	5	8x5	40
Practicals/Tutorial*	8	4	8x2	16	8	2	8x1	8
III. Elective Courses								
Discipline Specific								
Electives (DSE):Theory	2	4	2x4	8	2	5	2x5	10
Practicals/Tutorial*	2	4	2x2	4	2	2	2x1	2
b) Generic Electives								
(GEC): Theory	2	4	2x4	8	2	5	2x5	10
Practicals/ Tutorial*	2	4	2x2	4	2	2	2x1	2
IV. Languages	2	4	2x4	8	2	4	2x4	8
L1	2	4	2x4	8	2	4	2x4	8
L2								
V. Ability Enhancement								
Courses (AEC)	4	2	4x2	8	4	2	4x2	8
VI. Skill Enhancement								
Courses (SEC)	4	2	4x2	8	4	2	4x2	8
VII. Extra Curricular								
Activities (ECA)**	2	2	2x2	4	2	2	2x2	4
Total credits				192				192

*wherever there is a practical there will be no tutorial and vice-versa

**The University should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS etc.

Table 3B. Proposed CBCS Scheme for the Four Years UG Honours Programme: Option 3

Semester	Discipline I 14 Discipline Specific Core Courses of 6 credits each (DSC) (14x6=84)	Discipline II 8 Discipline Specific Core Courses of 6 credits each (DSC) (8x6=48)	2 Generic & 2 Discipline Specific Electives of 6 credits each (DSE) (2+2)x6=24	2 Languages of 2 Courses each of 4 credits (2+2)x4=16	4 Ability Enhancement Courses of 2 credits each (AEC) (4x2=8)	4 Skill Enhancement Courses of 2 credits each (SEC) (4x2=8)	2 Extra-Curricular Activities of 2 credits each (ECA) (2x2=4)	Credit Hour Load
I	DSC I-1	DSC II-1		L1-1, L2-1	AEC-1	SEC-1		24
II	DSC I-2	DSC II-2		L1-2, L2-2	AEC-2	SEC-2		24
III	DSC I-3,	DSC II-3	GEC-1		AEC-3	SEC-3	ECA-1	24
IV	DSC I-4,	DSC II-4	GEC-2		AEC-4	SEC-4	ECA-2	24
V	DSC I-5, DSC I-6	DSC II-5 DSC II-6/ Voc						24
VI	DSC I-7, DSC I-8	DSC II-7 DSC II-8/ Voc						24
VII	(DSC I-9, DSC I-10, DSC I-11) / (DSC II-9, DSC II-10, DSC II-11)		DSE-1					24
VIII	(DSC I-12, DSC I-13 & DSC I-14) / (DSC II-12, DSC II-13 & DSC II-14)		DSE-2/ Res. Project					24

Table 4A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme- Option 4: One Major and One Vocational Discipline

Subjects	Subjects with Practicals				Subjects without Practicals			
	No. of Courses	Hrs. per wk per course	Cred-its	Total Credits	No. of Courses	Hrs. per wk per course	Cred-its	Total Credits
I. Discipline Core								
Courses (DSC): Theory	14	4	14x4	56	14	5	14x5	70
Practicals/ Tutorial*	14	4	14x2	28	14	2	14x1	14
II. Vocational Core								
Courses (VCC): Theory	8	4	8x4	32	8	5	8x5	40
Practicals/Tutorial*	8	4	8x2	16	8	2	8x1	8
III. Elective Courses								
a) Discipline Specific								
Electives (DSE):Theory	2	4	2x4	8	2	5	2x5	10
Practicals/Tutorial*	2	4	2x2	4	2	2	2x1	2
b) Generic Electives								
(GEC): Theory	2	4	2x4	8	2	5	2x5	10
Practicals/ Tutorial*	2	4	2x2	4	2	2	2x1	2
IV. Languages								
L1	2	4	2x4	8	2	4	2x4	8
L2								
V. Ability Enhancement								
Courses (AEC)	4	2	4x2	8	4	2	4x2	8
VI. Skill Enhancement								
Courses (SEC)	4	2	4x2	8	4	2	4x2	8
VII. Extra Curricular								
Activities (ECA)**	2	2	2x2	4	2	2	2x2	4
Total credits				192				192

*wherever there is a practical, there will be no tutorial and vice-versa

**The University should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS etc.

Table 4B. Proposed CBCS Scheme for the Four Years UG Honours Programme: Option 4

Semester	14 Discipline Specific Core Courses of 6 credits each (DSC), (14x6=84)	8 Vocational Core Courses of 6 credits each (VCC) (8x6=48)	2 Generic & 2 Discipline/ 2 Vocational Electives of 6 credits each (DSE/VEC), (2+2)x6=24	2 Languages of 2 Courses each of 4 credits (2+2)x4=16	4 Ability Enhancement Courses of 2 credits each (AEC) (4x2=8)	4 Skill Enhancement Courses of 2 credits each (SEC) (4x2=8)	2 Extra-Curricular Activities of 2 credits each (ECA) (2x2=4)	Credit Hour Load
I	DSC-1	VCC-1		L1-1, L2-1	AEC-1	SEC-1		24
II	DSC-2	VCC-2		L1-2, L2-2	AEC-2	SEC-2		24
III	DSC-3,	VCC-3	GEC-1		AEC-3	SEC-3	ECA-1	24
IV	DSC-4	VCC-4	GEC-2		AEC-4	SEC-4	ECA-2	24
V	DSC-5,DSC-6	VCC-5, VCC-6						24
VI	DSC-7,DSC-8	VCC-7, VCC-8						24
VII	(DSC-9, DSC-10 & DSC-11) / (VCC-9, VCC-10 & VCC-11)		DSE-1/ VEC-1					24
VIII	(DSC-12, DSC-13 & DSC-14) / (VCC-12, VCC-13 & VCC-14)		DSE-2/ VEC-2					24

Table 5A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme - Option 5: Teacher Education - Structure I: Specialization: Subject- Physics; Stage- Secondary:

Area	Understanding of Subject	Professional Capacities and Dispositions	Foundations of Education	Pedagogy of Subject	School Experience
Sem. 1	Physics-1 (4) Physics-2 (4) Physics Practicals-1(2) Mathematics-1 for Physics (2)	Language & Communication-1 (4) Critical Reading & Writing-1 (4) Understanding India-1 (4)			
Sem. 2	Physics-3 (4) Physics-4 (4) Physics Practicals-2(2) Mathematics-2 for Physics (2)	Language & Communication-2 (4) Critical Reading & Writing-2 (4) Understanding India-2 (4)			
Sem. 3	Physics-5 (4) Physics-6 (4) Physics Practicals-3(2)	Arts and Aesthetics (2) ECA-1(2)	Nature and Purpose of Education (4) School and Society (4)		Weekly School Practicum connected to specific courses (2)
Sem. 4	Physics-7 (4) Physics-8(4) Physics Practicals-4 (2)	Arts in Education (2) ECA-1 (2)	Human Development Teaching (4) Language in Education (4)		Weekly School Practicum connected to specific courses (2)
Sem. 5	Physics-9 (4) Physics-10(4) Physics Practicals-5 (2) Biology for Physics (4)			Introduction to Curriculum, Pedagogy and Assessment (4) Teaching Upper Primary Mathematics (2)	Short School Practice (4)
Sem. 6	Physics-11 (4) Physics-12 (4) Physics Practicals-6 (2) Data and Computation(4)			Teaching Upper Primary Science(2) Building Experiments and Demonstrations (4)	Short School Practice (4)
Sem. 7		Classroom Research & Data Analysis (4)	Policy Perspectives (4) Elective-1(2)	Teaching Physics (4)	Long school internship-Immersion in all aspects of school life (10)
Sem. 8		Journals, Portfolios (4)	Curriculum Studies (4) Elective-2(2)	Teaching Chemistry (4)	Long school internship (10)
<i>The fourth year courses may also be in a Discipline instead of Education</i>					
Sem. 7	Discipline Core and Elective Courses (24)				
Sem. 8	Discipline Core and Elective Courses (24))				

*The numbers in parentheses indicate credits assigned to the courses

Table 5B: The spread of credits for each area of the curriculum and for each year

<i>Year/Area</i>	<i>Discipline</i>	<i>Elective</i>	<i>Professional capacities and dispositions</i>	<i>Foundations of Education</i>	<i>Pedagogy of Subject</i>	<i>School Experience</i>	<i>Total credits per year</i>	<i>Cumulative credits</i>
<i>Year 1</i>	20	4	24				48	48
<i>Year 2</i>	20		8	16		4	48	96
<i>Year 3</i>	24	4			12	8	48	144
<i>The fourth year may be with courses in Education or in a Discipline</i>								
<i>Year 4 with Education</i>		4	8	8	8	20	48	192
<i>Cumulative credits</i>	64	12	40	24	20	32	192	192
				Education: 76				
OR								
<i>Year 4 with a Discipline</i>	48						48	192
<i>Cumulative credits</i>	112	8	32	16	12	12	192	192
				Education: 40				

Table 6A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme - Option 5: Teacher Education - Structure 2: Stage-Early Childhood Education (Pre-school to Grade 2): Specialization: Subject - Literature (English);

Area	Understanding of Subject	Professional Capacities & Dispositions	Foundations of Education	Pedagogy of Subject	School Experience
Sem. 1	Forms of Literature. (8) Classical poetry in India & across the world (4) Classical drama in India & across the world (4)	Language & Communication-1 (4) Critical Reading & Writing-1 (4) Understanding India-1 (4)			
Sem. 2	Literary theory (4) Colonial literature in India (4) Indian literature in English (4)	Language & Communication-2 (4) Critical Reading & Writing-2 (4) Understanding India-2 (4)			
Sem. 3	Indian literature in translation (4) Modern poetry in India & across the world (4)	Arts and Aesthetics (2) ECA-1(2)	The Nature and Purpose of Education (4) School and Society (4)		Weekly Pre-school and Early Primary School Practicum connected to specific courses (2)
Sem. 4	Modern drama in India & across the world (4) Language and the Media (4)	Arts in Education (2) ECA-1 (2)	Human Development Teaching and Learning (4) Language in Education(4)		Weekly Pre-school and Early Primary School Practicum connected to specific courses (2)
Sem. 5	Postcolonial literature in India (6) Language, multilingualism and power (6)			Introduction to Curriculum, Pedagogy and Assessment in early education (4) Methods and materials for early education (4)	Short Pre-school and Early Primary School Practice (4)

Sem. 6	Gender, caste and class in Indian literature (4) Children's Literature (4) Miscellaneous Literature (4)			Dev. of language and literacy in children (4) Devevelopment of Mathematical concepts in children (4)	Short Pre-school and Early Primary School Practice (4)
Sem. 7		Classroom Research & Data Analysis (2)		Planning & organizing an early education program (2), Working with children with disabilities (4)	Long Pre-school and Early primary internship - Immersion in all aspects of school life (10)
Sem. 8		Journals, Portfolios (4)		Working with parents and community (4)	Long Pre-school and Early primary internship (10)
The fourth year courses may also be in a Discipline instead of Education					
Sem. 7	Discipline Core and Elective Courses (24)				
Sem. 8	Discipline Core and Elective Courses (24))				

*The numbers in parentheses indicate credits assigned to the courses

Table 6B: The spread of credits for each area of the curriculum and for each year.

Year/Area	Discipline	Elective	Professional capacities and dispositions	Foundations of Education	Pedagogy of Subject	School Experience	Total credits per year	Cumulative credits
Year 1	20	4	24				48	48
Year 2	20		8	16		4	48	96
Year 3	24				16	8	48	144
The fourth year may be with courses in Education or in a Discipline								
Year 4 with Education		4	6	8	10	20	48	192
Cumulative credits	64	12	38	24	26	32	192	192
				Education: 82				
OR								
Year 4 with a Discipline	48						48	192
Cumulative credits	112	8	32	16	12	12	192	192
				Education: 40				

Table 7A. Comparison of Curricular and Credits Structure of the Four Years Undergraduate Teacher Education Programme (Structure 1: Specialization: Subject- Physics; Stage- Secondary) with the Multidisciplinary Undergraduate Programme

Area	Multidisciplinary Education: UG Honours Degree in a Discipline / Subject	Teacher Education - Secondary Stage: UG Honours Degree in Education or in a Discipline / Subject
Major Discipline	84	64
Minor Discipline, Generic, Discipline Specific and Vocational Electives	72	12
Languages	16	
Education	NA	72
Ability Enhancement Compulsory / Foundation Courses	8	NA
Skill Enhancement	8	NA
Extra-curricular Activities	4	4
Professional Dispositions	NA	40
Total	192	192

Appendix III: Prof. Yashwantha Dongre Sub-Committee Report

Report of the Sub Committee of the Task
Force Constituted to Suggest the Framework
for Regulation and Governance for Higher
Education Institutions in the Context of the
National Education Policy (NEP-2020)

SUBMITTED TO

KARNATAKA STATE Higher Education COUNCIL

GOVERNMENT OF KARNATAKA, BENGALURU

COMPOSITION OF THE SUB COMMITTEE (GOVERNANCE AND REGULATION)

Prof. Yashavantha Dongre – Chairman

Dr. K.M. Ravikumar – Member

Dr. Muralidhar. S – Member

Dr. Chetan Singai – Convenor

Mr. Rishikesh. B.S – Convenor

ABBREVIATIONS

<i>Sl. No.</i>	<i>Abbreviation/ Acronym</i>	<i>Expansion</i>
1	BoG	Board of Governors
2	DCE	Directorate of Collegiate Education
3	HEI	Higher Education Institution
4	IDPs	Institutional Development Plans
5	KSHEC	Karnataka State Higher Education Council
6	KSHER	Karnataka State Higher Education Regulatory
7	NAC	National Accreditation Council
8	NEP	National Education Policy
9	NHEQF	National Higher Education Qualification Framework
10	NHERC	National Higher Education Regulatory Council
11	ODL	Open and Distance Learning
12	PSSBs	Professional Standard Setting Bodies
13	SEC	State Education Council
14	SGEC	State General Education Council
15	SHC	State Higher Education Council
16	SHEGC	State Higher Education Grant Council
17	SHERC	State Higher Education Regulatory Council
18	NAAC	National Assessment and Accreditation Council

1. Introduction

The National Education Policy-2020 (NEP-2020) envisions an “India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all”. The NEP-2020 identifies following challenges in Higher Education, suggesting specific interventions. Some of the challenges prefaced in the NEP-2020: fragmentation of the Higher Education system; separation in Higher Education between teaching-intensive universities, research-intensive universities and Autonomous degree-granting college; suboptimal governance and leadership of Higher Education institutions; mechanistic and disempowering regulatory system overcome and lack of teacher and institutional autonomy. This report sets out to provide an action plan for implementation of NEP-2020 in the state of Karnataka, regarding the domain of Higher Education regulation and governance.

The action plan suggested in this report envisages Implementation of NEP-2020 through the following:

- A. Building an appropriate regulatory framework
- B. Ensuring autonomy of HEIs through a balanced Governance Structure and ensuring quality through an appropriate mechanism of Compliance and Disclosure and
- C. Implementing a time-bound action plan to facilitate smooth movement of existing universities and colleges into the Research Universities, Teaching Universities and Autonomous degree awarding HEIs focussed undergraduate education.

In this backdrop, **Table 1.1.** below illustrates specific time-bound reforms and amendments to the Karnataka’s Higher Education system and its institutions in line with NEP-2020:

ARCHITECTURE	TASK	AGENCY	0-1 Yr	1-2 Yrs	2-3 Yrs	3-5 Yrs	5-10 Yrs	10-15 Yrs
Regulation	Common regulation applicable to all HEIs	Dept. of Higher Education	Replace existing multiple legislations with a single Act applicable to both Private and Public HEIs					
Regulation	Establishment of State Higher Education Council	KSHEC/Dept of Higher Education	Amend the existing KSHEC Act by providing for regulatory functions currently performed by Dept. of Higher Education + any other					
Regulation	Evolving autonomous HEIs	SHC/Dept. of Higher Education/Affiliating Universities		Give the status of autonomous HEI to currently affiliated/autonomous colleges having 3.5 CGPA in NAAC accreditation		Start the process of mergers and consolidation of state-owned colleges to become larger degree awarding autonomous HEIs		
Regulation	Evolve benchmarks for Type 1, 2 and 3 Universities based on the national level guidelines	SHC/Dept. of Higher Education/Affiliating Universities	Declare all existing universities as Type 2 Institutions	Depending on the accreditation status declare all colleges meeting the standards as Type 3 Institutions	Depending on choice and after meeting the required benchmark declare the eligible HEIs into Type 1 Universities		Allow mobility of HEIs from one to another type depending on their choice and fulfilment of benchmark criteria	
Governance	Establishing First Board of Governors	SHC/Dept. of Higher Education/Affiliating Universities	As per the new comprehensive legislation replace the currently existing Syndicate of all universities with first Board of Governors	Formation of BoGs for all new HEIs recognized as Type 3 HEIs				
Governance	Ensure Autonomy	SHC/Dept. of Higher Education/Affiliating Universities		The government would confine to funding state HEIs and facilitate the autonomous functioning of all institutions				

2. REFORMING KARNATAKA'S Higher Education SYSTEM: BENEFITS OF EARLY IMPLEMENTATION OF NEP – 2020

Karnataka has been a pioneer in establishing state-of-the-art science and technology institutions; research institutes and streamline the importance of private Higher Education institutions. Karnataka is one of the few states to set-up an active and engaging State Knowledge Commission and State Higher Education Council, very few states in the country have successfully constituted such committees/councils.

The National Education Policy-2020 provides a vantage point to revisit the current and future context of Higher Education in the state of Karnataka. Karnataka could be the first state in the county to evolve a roadmap to implement NEP-2020 by reforming and rejuvenating Higher Education in the state. It could emerge as a model state in envisaging an implementation road map for the country.

The NEP-2020 provides an appropriate direction to increase the Gross Enrolment Ratio (GER) from the current 28.8 per cent to 50 per cent by 2030, as envisaged by NEP-2020. According to AISHE-2019, GER in some of our neighbouring states is as follows: Tamil Nadu is 49 per cent; Kerala 37 per cent; Telangana 36.2 per cent and Andhra Pradesh 32.4 per cent. Karnataka has the lowest GER in the region. To achieve the policy goal of the NEP-2020 of achieving GER of 50 per cent by 2030, Karnataka could gain from the first-mover advantage benefiting the state and the country. Having large multidisciplinary universities in every district in the next decade or so, the NEP-2020 envisions a quality along with accessibility in Higher Education.

According to the AISHE-2019 Karnataka has the distinction of being the most favoured destination with 10,023 international students enrolled in Higher Education out of 47,427 in the country. Karnataka has the highest number of international students at 10,023. However, more than 20-30 thousand students approximately per year from Karnataka go abroad to pursue their higher studies. The NEP-2020 provides an appropriate context and direction to enable systematic and systemic intervention to facilitate a Higher Education ecosystem in the state to support international students in Karnataka and to provide quality Higher Education to our local students going abroad. An expansion which could address issues of regional and socioeconomic disparities.

Reforming Higher Education to current trends and needs in line with the Information Technology and Biotechnology (IT/BT) ecosystem in Karnataka is critical for social, economic, knowledge and employability factors for the state and the country. Karnataka should now emerge as a national and global centre of excellence in education. For this to happen, it is essential that the state not only envisions achieving an education level which is the best in India but one which is also competitive with countries of comparable size/system.

Apart from direct benefits listed above, the implementation of NEP will also have other spill over benefits such as phasing out of qualitatively inferior educational institutions and cleansing the domain, downsizing of the state machinery related to

Higher Education and the consequent cost cutting possibilities, enhanced credibility of the state operates, leadership advantages with other states trying to follow the model set by the state etc.

3. REGULATION OF Higher Education (KARNATAKA) AND NEP-2020

Given the vision of NEP-2020, the implementation road for Karnataka's Higher Education needs to revisit and revamp the education structure, its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education. The proposed recommendations to revamp the regulation of and for Higher Education in Karnataka is based on the principle that regulation, provision of education, accreditation, funding, and standard setting, will all be done by separate entities. The regulation will be kept to a minimum – '**light but tight**' - to ensure integrity, transparency, and resource efficiency of the Higher Education system and HEIs. Regulation is minimalistic to ensure financial probity, transparent disclosure, good governance, and public-spiritedness.

The regulatory system must have multiple dimensions of checks and balances each working in tandem to ensure public-spirited high-quality institutions. Table 1.1 provides an overview of the key tasks, agencies and the timespan for implementing reforms in overall Regulation of Karnataka's Higher Education system, in line with the principle of '**light but tight**'. The following specific tasks needs to be performed to realize such a regulatory mechanism.

Task 1: Convert KSHEC to SHERC (Agency: State Government - By 2020)

By 2021, the Karnataka State Higher Education Council (KSHEC) should be converted into a **State Higher Education Commission (SHERC)** by Department of Higher Education. On lines with the national level regulatory structure and in order to facilitate the implementation of spirit of the regulatory framework suggested in NEP, a state level single point regulatory body should be established. The existing Karnataka State Higher Education Council may be, through appropriate amendment to its Act, converted into Karnataka State Higher Education Commission with both promotional and regulatory roles. This commission can function as a single window for the entire education system implemented in the state. In the context of Higher Education, the state commission (SHERC) can continue the present role played by the Council and also have all the regulatory roles including those currently performed by the Department of Higher Education.

The state commission may function through four verticals, which can operate as divisions to facilitate specific tasks. These verticals could be The State Higher Education Regulatory Council (SHERC) – to oversee the process of compliance, disclosure, reporting and legislative action where need be. The second vertical could be the State Education Council (SEC), which will focus on standard setting including issues of qualification, curriculum framework, quality framework of various programmes and courses etc. The third vertical is the State Council for Research

and Innovation (SCRI). Given the fact that the accreditation process is taken care by the proposed NAC through a franchise system, there is no need for the state commission to have a separate vertical for that purpose. However, since research and innovation and the key spokes of Higher Education domain, separate council to cater to this domain will be a forward-looking idea. In fact, it improvises on the structures suggested in NEP and helps Karnataka to move a step ahead of others in terms of creating a facilitative structure for Higher Education. The last vertical could be the State Higher Education Grant Council (SHEGC) to facilitate resource infusion to HEIs based on their Institutional Development Plans. It is suggested the existing Department of Higher Education can be converted into the funding vertical, which helps both in terms of fulfilling the requirements under NEP and also helps government in terms of downsizing and economy. Once this structure is in place there will be no need for a separate Directorate of Collegiate Education and hence further downsizing and economy could be realized by the state government.

Task 2: Enact KSHER Act / Agency: State Government / By 2020

Karnataka State Higher Education Regulatory Authority Act (KSHER) needs to be enacted. In order to ensure that the HEIs are regulated in a simple but comprehensive manner (Light but Tight) a mechanism that ensures that all HEIs, both public and private, are functioning on a common level playing field is required. Therefore, the existing multiple legislations regulating public and private universities should be replaced by a single legislation. Taking the Karnataka State Universities Act as the basis, suitable changes may be made in the provisions related to establishment of BoG (in place of Syndicate) and overhauling the institutional structure as indicated in the NEP. This legislation will have to provide for continuing the existing structure until the new structure of HEIs emerge. The legislation also needs to empower the BoG and ensure autonomous functioning of the HEIs.

Task 3: Transform the scope of Department of Higher Education / Agency: Government of Karnataka / By 2020

By 2021-22, the Government of Karnataka should transform the current scope of the Department of Higher Education into funding agency. The Department shall peruse and evaluate the request for proposal for funding listed in their respective Institutional Development Plans (IDPs) periodically (annually/bi-annually) for **Research-intensive university; Teaching – intensive university and Autonomous Degree-granting College (AC)**. Such a mechanism will enable autonomy to HEIs. Appropriate provisions should be made in the proposed new legislation to facilitate the roles, responsibilities and functions.

Task 4: Categorize existing universities/colleges fulfilling the criteria into Teaching Universities and Autonomous degree awarding HEIs by 2021.

Once the new comprehensive legislation is in place, all existing universities (both public and private) may be recognized as Teaching Universities (unless there are some that fit into research universities), they may be asked to form the BoG through an expert committee and if some of them are not up to the basic bench mark to be considered as Teaching Universities, they may be give a five year time to equip themselves and become fully eligible. If they cannot do that then these universities too need to go through a consolidation process. All colleges (autonomous or affiliated) who have a CGPA of 3.5 and above under the new pattern of NAAC accreditation (accredited after March 2018) may be considered as autonomous degree awarding HEIs and here again if there are areas where they fall short of the benchmark, they may be give a five year time to equip themselves.

Task 5: Regulation plan / Agency: SHERC / By 2021

After the establishment of National Accreditation Council (NAC), the SHERC (by 2022) should prepare a plan for regulation based on accreditation, and for a transition of the Higher Education sector into one comprising autonomous and empowered HEIs. The plan be prepared by SHERC based on the following:

- developed in consultation with all other relevant agencies;
- include the details of the roles of all bodies (PSSBs, SEC, HE Dept., HEIs, etc.), mechanisms and processes of functioning, authorities and responsibilities, and accountability mechanisms;
- reviewed by the State Government;
- shall treat private and public HEIs in the same manner; the emphasis on private HEIs will be whether they are set up and run with philanthropic and public-spirited intent;
- will determine a proforma for disclosure of key financial matters by HEIs;
- will set up an ombudsperson mechanism to handle grievances with an adequate number of ombudspersons across the country to ensure easy access; and
- will make the rules to nominate the members. shall set up a body or a tribunal for speedy judicial redressal of legal matters (“Adjudicating Body”).

Further, the SHERC shall place every proceeding before the Adjudicating Body which shall be deemed to be a quasi-judicial proceeding. Adequate number of offices will be established across the country that will be empowered and authorized to shut down, derecognize, or penalize by any other means, HEIs that fail to comply with regulatory norms.

4. EFFECTIVE GOVERNANCE AND LEADERSHIP FOR Higher Education INSTITUTIONS

Task 1: Independent BoGs / Agency: Individual HEIs / By 2021

It is effective governance and leadership that enables the creation of a culture of excellence and innovation in Higher Education institutions. To ensure full autonomy, any new HEI being established from 2020 will have to constitute an independent Board of Governors (BoG) by 2020-2021 with a clear chain of responsibility and accountability; members will be selected through a Search-Cum-Selection Committee set up by the relevant body. By 2020-2021, existing HEIs will suitably amend their statutes to reflect their academic, administrative and financial autonomy in all matters of their operations and governance.

The BoG will ensure, administrative autonomy, will be enabled through self-governing, independent entities with an independent Board of Governors at the apex. In the case of private HEIs, the sponsoring body of the HEI will appoint the BoG. All publicly funded HEIs will form a BoG before the commencement of 2021 academic year. The existing apex governance body shall constitute the first such BoG.

The proposed single comprehensive legislation should make provision for creating this structure:

1. Constitution and Composition of BoG
2. Powers and Functions of BoG
3. Compliance System – disclosure, reporting, cross-checking

The BoG shall approve and adopt statutes. The BoG will establish Committees. These shall include:

- Board of Management
- The Academic Council
- Distance Education Committee
- Research Council
- The Finance Committee
- Such other Committees as may be declared by the Statutes to be the Committees of the HEI

The BoG shall be responsible for the institution, in the manner of the responsibilities of all independent board- governed institutions. These responsibilities include upholding the purpose and mission of the institution and their renewal and organizing strategies, resources, programmes, systems, etc., for achieving these purposes and mission.

For the existing HEIs, by 2021, the BoG will set-up Empowered Structures (applicable to existing HEIs as well). It would set up the Development Office for raising resources for the HEI. The BoG will recruit appropriate people for the Development Office through merit-based and transparent processes. Further, the BoG will set up Societal Contribution Council or Community Engagement Council for a direct and useful contribution towards the service of local communities and broader society.

Task 2: Leadership of HEIs / Agency: BoGs of all HEIs / By 2021

Leadership at HEIs needs to be revisited. As envisaged by the NEP-2020, by 2020-2021, the leadership of HEIs will be done by the BoG. The BoG will establish Search-cum-Selection Committee for identifying candidates for the position of Vice-Chancellor/Director (“Chief Executive”) of the HEI. Chairperson of BoG to appoint the Vice-Chancellor/Director of the HEI. The Chief Executive of HEI to appoint people in other academic and operational leadership positions for the HEI through merit-based and transparent processes.

Task 3: Autonomous Institutional Development Plans / Agency: BoGs of all HEIs / By 2021

The BoG shall develop a long-term (10-15 year); a medium-term (5 years) and short-term (1-3 years) Institutional Development Plan (IDP). The IDP will enumerate the institution’s educational and research outcomes, quality and capacity parameters, financial and human resource development plans, and organizational development plans. The BoG should measure the institution’s progress along with the IDP, and the IDP and its review should be made publicly available.

Task 4: By 2020-2021 each HEIs will articulate in their IDPs the strategy to:

Develop program strategy to align to with the liberal education approach. Develop curricula in line with the NHEQF/professional standards set by PSSBs, including teacher education curriculum. If applicable, curricula and mechanisms for delivery of ODL will be reviewed/ developed. Further, based on program strategy, decide the educational resources required, including faculty and their qualifications. Decide the criteria and number for student admission and on multiple campuses. The IDP should initiate a review of student support services and layout details on financial matters while putting in place mechanisms for financial accountability. Put in place robust controllership mechanisms to ensure financial probity, including a process of internal audit to cover key risk areas. Draw up a strategic plan outlining the key priorities of the HEI. Develop a Continuous Professional Development plan for heads of institutions and others in leadership roles. The IDP will also state whether the HEI will offer ODL and associated details. Develop research programs. The IDP should include a plan for the succession planning process.

5. CONCLUSION

NEP-2020 is a comprehensive and interconnected policy framework devised keeping in mind the linkages between School Education and Higher Education as well as the general education, professional education and vocational education within the domain of Higher Education. Therefore, a lot of brainstorming is required to evolve mechanisms that can facilitate smooth implementation of the NEP, true to its spirit and without any dilution. The action plan suggested in this report too needs further thinking and assessment by larger group of experts. However, it is believed that this report could be indicative of the future path to be traversed within the timeline of 15 years envisaged under the NEP-2020.

The first three years would be critical in this process. Enacting a single comprehensive legislation applicable to all HEIs and establishing a single regulatory authority that is autonomous and independent of government department structure are the immediate steps to be initiated. Closely followed by this is recognition/categorization of some of the eligible institutions as teaching universities and autonomous degree awarding institutions. If these issues are addressed the state would have set the tone for the full-scale implementation of NEP-2020 and would have almost determined the path the Higher Education in the state evolves in the next ten to fifteen years.

Needless to say, that the criteria and benchmark to be used and therefore, the actual plan to be implemented will depend on the necessary guidelines issued and institutional framework to be put in place by the central government. However, it is also possible that an early start by the state may make Karnataka provide the necessary inputs to the national bodies to form such guidelines and institutional structures. It is therefore necessary to get a full action plan ready for all aspects of NEP-2020 at the earliest.

Appendix IV: Government Order on Sub-Committee for School Education



ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ನಡವಳಿಗಳು

ವಿಷಯ: ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಗೆ ಅನುಸಾರ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಶಿಕ್ಷಣ ನೀತಿ ರೂಪರೇಷೆಗಳನ್ನು ರೂಪಿಸಲು ಉಪ-ಸಮಿತಿಯನ್ನು ರಚಿಸುವ ಬಗ್ಗೆ.

ಓದಲಾದ: 1. ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ: ಇಪಿ 24 ಪಿಜಿಸಿ 2020, ದಿನಾಂಕ:14.2.2020

2. ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು, ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ, ಬೆಂಗಳೂರು
ರವರ ಏಕ ಕಡತ ಸಂಖ್ಯೆ: DIRQA9JDQ2020.

ಮೇಲೆ ಓದಲಾದ (1)ರಲ್ಲಿ ಭಾರತ ಸರ್ಕಾರವು ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ರೂಪಿಸಿ ಜಾರಿಗೊಳಿಸುತ್ತಿರುವ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಅದಕ್ಕೆ ಅನುಸಾರವಾಗಿ ರಾಜ್ಯವು ಕರ್ನಾಟಕ ರಾಜ್ಯ ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ರೂಪಿಸಿ ಜಾರಿಗೊಳಿಸುವ ಮಹತ್ತರ ಆಶಯದೊಂದಿಗೆ ಕನ್ನಡ ಚಿಂತಕರು, ಶಿಕ್ಷಣ ತಜ್ಞರು, ಶಿಕ್ಷಣ ಅಧಿಕಾರಿಗಳು ಹಾಗೂ ಪದನಿಮಿತ್ತ ಸದಸ್ಯರನ್ನು ಒಳಗೊಂಡ ಸಮಿತಿಯನ್ನು ರಚಿಸಿ ವಿಸ್ತೃತವಾದ ವರದಿಯನ್ನು ಸಲ್ಲಿಸುವ ಜವಾಬ್ದಾರಿ ನೀಡಿ ಕ್ರಮವಹಿಸಲಾಗಿರುತ್ತದೆ.

ಮೇಲೆ ಓದಲಾದ (2)ರ ಏಕ ಕಡತದಲ್ಲಿ ದಿನಾಂಕ:31.07.2020 ರಂದು ಮಾನ್ಯ ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ ಸಚಿವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ನಡೆದ ಸಭೆಯಲ್ಲಿ ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಗೆ ಅನುಗುಣವಾಗಿ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ರೂಪಿಸುವ ಸಂಬಂಧ ಪ್ರಗತಿ ಪರಿಶೀಲನಾ ಸಂದರ್ಭದಲ್ಲಿ ಈ ಬಗ್ಗೆ ವಿಷಯ ಪ್ರಸ್ತಾಪಿಸಲಾಗಿದೆ. ಆಗ ಓದಲಾದ (1)ರಂತೆ ರಚಿಸಿರುವ ಸಮಿತಿಯು ಕರ್ನಾಟಕ ರಾಜ್ಯ ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯ ಬಗ್ಗೆ ನೀಡಿರುವ ವ್ಯಾಪಕ ವರದಿಯನ್ನು ಕೂಲಂಕಷವಾಗಿ ಹಾಗೂ ಎಲ್ಲಾ ಆಯಾಮಗಳಲ್ಲಿ ಅಧ್ಯಯಿಸಿ ಅದನ್ನು ಕಾರ್ಯರೂಪಕ್ಕೆ ತರಲು ಕಾರ್ಯಸೂಚಿಯೊಂದಿಗೆ ಕಾರ್ಯಾಚರಣೆಯ ವರದಿಯನ್ನು ದಿನಾಂಕ:20.08.2020ರೊಳಗೆ ಸರ್ಕಾರಕ್ಕೆ ಸಲ್ಲಿಸಲು ಮಾರ್ಗದರ್ಶನ ನೀಡಿರುತ್ತಾರೆ. ಅದರ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಸದರಿ ಕಾರ್ಯದ ಸಾಕಾರಕ್ಕಾಗಿ ಒಂದು ಉಪ-ಸಮಿತಿಯನ್ನು ರಚಿಸಲು ಸದಸ್ಯರ ವಿವರಗಳೊಂದಿಗೆ ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು, ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ ರವರು ಪ್ರಸ್ತಾವನೆಯನ್ನು ಸಲ್ಲಿಸಿರುತ್ತಾರೆ.

ಮೇಲ್ಕಂಡ ಪ್ರಸ್ತಾವನೆಯ ಎಲ್ಲಾ ಅಂಶಗಳನ್ನು ಕೂಲಂಕಷವಾಗಿ ಪರಿಶೀಲಿಸಿ ಮುಂದಿನಂತೆ ಆದೇಶಿಸಿದೆ.

ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ: ಇಪಿ 102 ಎಂ.ಹೆಚ್.ಟಿ 2020, ಬೆಂಗಳೂರು,

ದಿನಾಂಕ:10.08.2020

ಭಾರತ ಸರ್ಕಾರದ ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಗೆ ಅನುಸಾರವಾಗಿ ರಾಜ್ಯದಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯ ರೂಪರೇಷೆಗಳನ್ನು ಕಾರ್ಯಗತಗೊಳಿಸುವ ಸಲುವಾಗಿ ಹಾಗೂ ಕಾರ್ಯಚರಣೆ ವರದಿಯನ್ನು ರೂಪಿಸುವ ಉದ್ದೇಶದಿಂದ ಕೆಳಕಂಡ ಸದಸ್ಯರನ್ನು ಒಳಗೊಂಡಂತೆ ಉಪ ಸಮಿತಿಯನ್ನು ರಚಿಸಿ ಆದೇಶಿಸಿದೆ.

ಉಪ ಸಮಿತಿಯ ವಿವರಗಳು

ಕ್ರ.ಸಂ.	ಸದಸ್ಯರ ಹೆಸರು & ವಿವರಗಳು	ಉಪ ಸಮಿತಿಯಲ್ಲಿ ಪದನಾಮ
01.	ಶ್ರೀ ಅರುಣ್ ಶಹಾಪುರ, ಮಾನ್ಯ ವಿಧಾನ ಪರಿಷತ್ ಸದಸ್ಯರು	ಅಧ್ಯಕ್ಷರು
02.	ಶ್ರೀಮತಿ ದೀಪ ಚೋಳನ್, ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು, ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ	ಸದಸ್ಯರು
03.	ಶ್ರೀ ಗೋಪಾಲಕೃಷ್ಣ, ನಿರ್ದೇಶಕರು (ಗುಣಮಟ್ಟ) ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ	ಸದಸ್ಯರು
04.	ಶ್ರೀ ಎಸ್. ಕರಿಚಣ್ಣನವರ್, ನಿರ್ದೇಶಕರು, ಪ್ರೌಢ ಶಿಕ್ಷಣ, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ	ಸದಸ್ಯರು
05.	ಶ್ರೀ. ಮಾರುತಿ, ನಿರ್ದೇಶಕರು, ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ. ಬೆಂಗಳೂರು.	ಸದಸ್ಯ ಕಾರ್ಯದರ್ಶಿ
06.	ಶ್ರೀ ಋಷಿಕೇಶ್, ಶಿಕ್ಷಣ ತಜ್ಞರು, ಅಜೀಂ ಪ್ರೇಮ್ ಜಿ ಫೌಂಡೇಷನ್	ಸದಸ್ಯರು

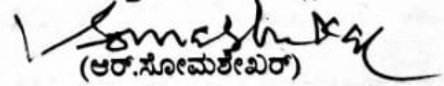
ಮಾರ್ಗದರ್ಶಿ ಅಂಶಗಳು:-

1. ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಗೆ ಅನುಸಾರ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯ ಬಗ್ಗೆ ಸಮಿತಿಯು ನೀಡಿರುವ ವರದಿಯನ್ನು ಸಮಗ್ರವಾಗಿ ಅಧ್ಯಯಿಸಿ ಕಾರ್ಯರೂಪಕ್ಕೆ ತರಲು ಪೂರಕವಾಗಿ ಕಾರ್ಯಸೂಚಿಯನ್ನು ರೂಪಿಸುವುದು.
2. ಕರ್ನಾಟಕ ರಾಜ್ಯ ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯ ಕಾರ್ಯರೂಪಕ್ಕೆ ತರಲು ಕಾರ್ಯಚರಣೆ ವರದಿ ಹಾಗೂ ಕಾರ್ಯಸೂಚಿಯನ್ನು ರೂಪಿಸಿ ದಿನಾಂಕ: 20.08.2020 ರೊಳಗೆ ಸರ್ಕಾರಕ್ಕೆ ಸಲ್ಲಿಸುವುದು.
3. ಕಾರ್ಯಚರಣೆ ವರದಿ ಹಾಗೂ ಕಾರ್ಯಸೂಚಿಯನ್ನು ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ ಕರ್ನಾಟಕದ ಅಂಶಗಳನ್ನು ಸಮಗ್ರವಾಗಿ ಪ್ರತಿಬಿಂಬಿಸುವಂತೆ ರೂಪಿಸುವುದು.

ಈ ಆದೇಶವನ್ನು ಆರ್ಥಿಕ ಇಲಾಖೆಯ ಆದೇಶ ಸಂಖ್ಯೆ: ಎಫ್.ಡಿ 02 ಟಿಎಫ್‌ಪಿ 2020 ದಿನಾಂಕ:30.05.2020 ರಲ್ಲಿ ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಯವರಿಗೆ ಪ್ರತ್ಯಾಯೋಜಿಸಿರುವ ಅಧಿಕಾರದನ್ವಯ ಹೊರಡಿಸಿದೆ.

ಕರ್ನಾಟಕ ರಾಜ್ಯಪಾಲರ ಆಜ್ಞಾನುಸಾರ

ಮತ್ತು ಅವರ ಹೆಸರಿನಲ್ಲಿ


(ಆರ್.ಸೋಮಶೇಖರ್)

ಜಂಟಿ ಕಾರ್ಯದರ್ಶಿಗಳು (ಸೇವೆಗಳು)

ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ ಇಲಾಖೆ

ಪ್ರತಿ:

1. ಮಹಾಲೇಖಪಾಲಕರು, ಕರ್ನಾಟಕ, ಬೆಂಗಳೂರು-01.

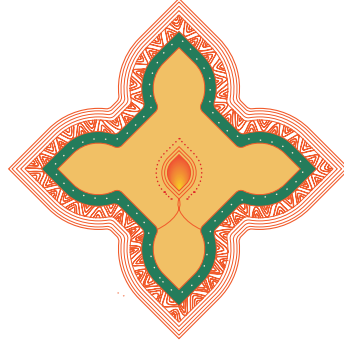
2. ಆಯುಕ್ತರು, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ನೃಪತುಂಗ ರಸ್ತೆ, ಬೆಂಗಳೂರು-01.
3. ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು, ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ, ನೃಪತುಂಗ ರಸ್ತೆ, ಬೆಂಗಳೂರು-01.
4. ನಿರ್ದೇಶಕರು, ಪದವಿ ಪೂರ್ವ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಮಲ್ಲೇಶ್ವರಂ, ಬೆಂಗಳೂರು-03
5. ಅಪರ ಆಯುಕ್ತರು, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಧಾರವಾಡ/ಕಲಬುರಗಿ.
6. ನಿರ್ದೇಶಕರು(ಗುಣಮಟ್ಟ), ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ, ನೃಪತುಂಗ ರಸ್ತೆ, ಬೆಂಗಳೂರು-01.
7. ನಿರ್ದೇಶಕರು, ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ, ಬನಶಂಕರಿ, ಬೆಂಗಳೂರು-83
8. ನಿರ್ದೇಶಕರು, ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ, ಆಯುಕ್ತರ ಕಛೇರಿ, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು.
9. ನಿರ್ದೇಶಕರು, ಉರ್ದು ಮತ್ತು ಇತರೆ ಅಲ್ಪಸಂಖ್ಯಾತ ಭಾಷಾ ಶಾಲೆಗಳು, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು.
10. ವ್ಯವಸ್ಥಾಪಕ ನಿರ್ದೇಶಕರು, ಕರ್ನಾಟಕ ಪಠ್ಯ ಮಸ್ತಕ ಸಂಘ, ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ ಕಟ್ಟಡ, ಬನಶಂಕರಿ, ಬೆಂಗಳೂರು-83.
11. ನಿರ್ದೇಶಕರು, ಕರ್ನಾಟಕ ಪ್ರೌಢ ಶಿಕ್ಷಣ ಪರೀಕ್ಷಾ ಮಂಡಳಿ, ಮಲ್ಲೇಶ್ವರಂ, ಬೆಂಗಳೂರು-03
12. ನಿರ್ದೇಶಕರು, ಲೋಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಮಲ್ಲೇಶ್ವರಂ, ಬೆಂಗಳೂರು-03
13. ನಿರ್ದೇಶಕರು, ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯ, ಬೆಂಗಳೂರು-01
14. ಕಛೇರಿ ಪ್ರತಿ.

V. Acknowledgements

At the outset, it is only appropriate to thank Dr. Ashwathnarayan C.N. Deputy Chief Minister and Minister of Higher Education, Information Technology & Bio Technology, Science & Technology and Skill Development, Entrepreneurship & Livelihood, Government of Karnataka, and Shri S. Suresh Kumar, Minister of Primary & Secondary Education and Sakala, Government of Karnataka. The Additional Chief Secretary and The Principal Secretary of Higher Education under whose tenure this plan was written up, supported the Task Force in their deliberations with other stakeholders. The Commissioner of Higher Education and officials and staff of the department, as well as both the Special Project Directors at Samagra Shikshana (SSK) who contributed the details for the school level planning by engaging all the officers at SSK in a constructive manner.

The Task Force for Implementation of NEP 2020 in Karnataka would like to acknowledge the Chairpersons and Members of the two Sub-Committees in Higher Education, the Chairperson and Members of the School Education Sub-committee, all the special invitees, Members from within the Department of Primary and Secondary Education and the Department of Higher Education, and most importantly the Karnataka State Higher Education Council (KSHEC), whose contributions has made this implementation plan document possible.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ
ಕರ್ನಾಟಕ ಶಿಕ್ಷಣದ ನವಜ್ಯೋತಿ



Implementation Plan – Karnataka National Education Policy 2020

