



# **KARNATAKA STATE HIGHER EDUCATION COUNCIL (KSHEC)**

## **KARNATAKA STATE UNIVERSITIES' VICE CHANCELLORS' MEETING ON STATE LEVEL IMPLEMENTATION OF NEP-2020 IN HIGHER EDUCATION – ISSUES AND CHALLENGES**

### **A BRIEF PRESENTATION ON KARNATAKA PERSPECTIVE**

*BY*

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## IMPLEMENTATION OF NATIONAL EDUCATION POLICY 2020

- The State of Karnataka is one of the front runner states in the field of education due to its innovative initiatives and commitment.
- Karnataka is the educational hub of the country.
- The State has achieved growth in industrial and knowledge-based economies.
- It is mainly due to the importance given by the Government of Karnataka to the education sector.
- The state wants to be one of the first states in the country to implement NEP-2020, to get benefited to strengthen knowledge-based economies for the welfare of the society.
- The Government of Karnataka is among the first in the country to set up a Task Force in March 2020, to realize the vision and goals of the NEP 2020.
- It constituted a Task Force under the Chairmanship of Sri S.V. Ranganath, IAS (Retd.), former Chief Secretary, Govt. of Karnataka & then Vice Chairman, KSHEC.
- The Govt. had also constituted Two Sub-Committees for Higher Education, and one for School Education.

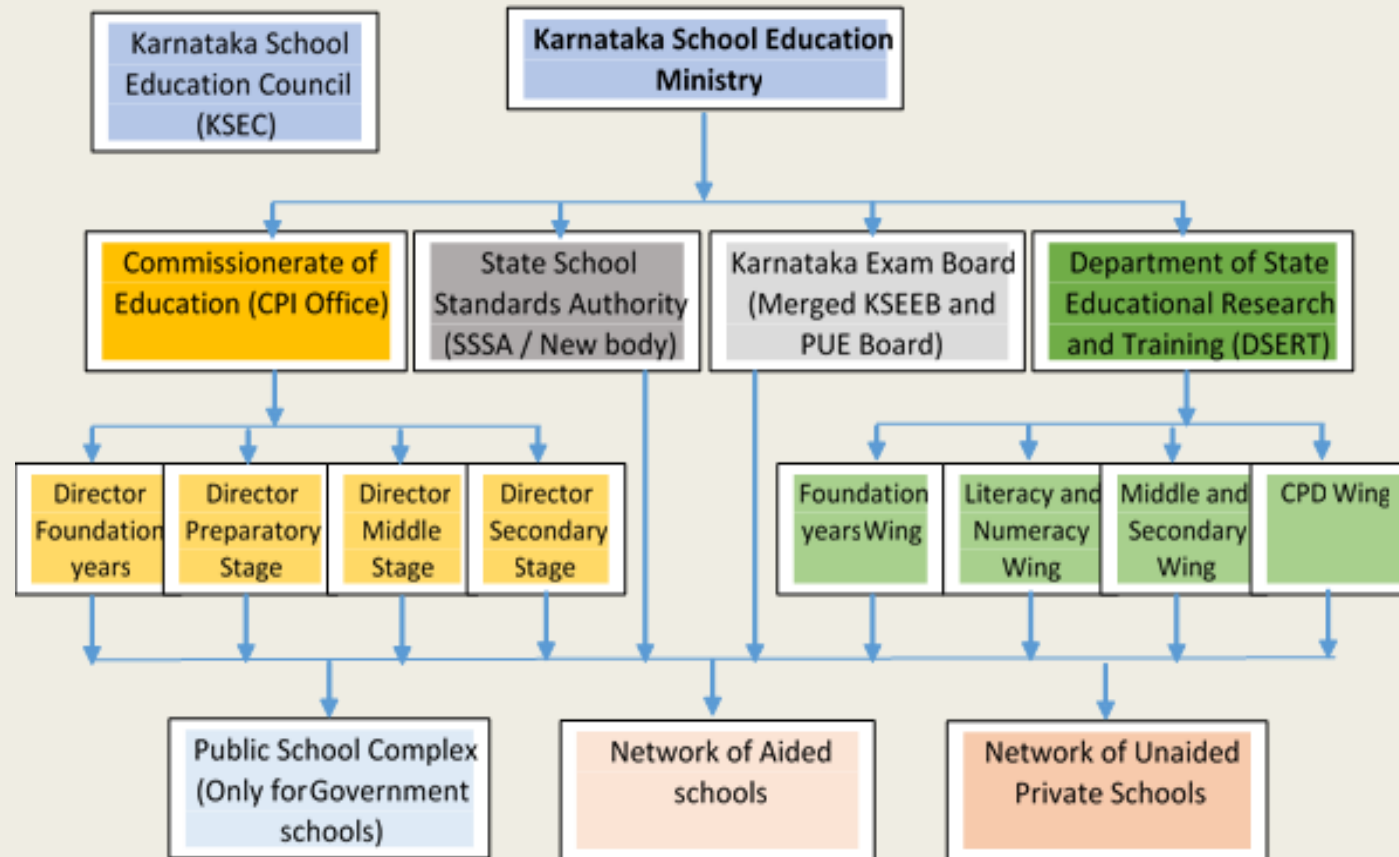
# NEP 2020: Approach for Implementation

- The Task Force and the Sub-Committees have submitted their reports.
- The Task Force has developed an implementation framework for NEP-2020 in terms of Governance & Curricular reforms in School & higher education.
- The implementation Plan Proposed by the Task Force forms the basis for the planned implementation of the NEP 2020 in the State.
- The Implementation Plan presents actions based on critical aspects such as - legislative action, structural transformation, administrative changes and curricular reform.
- The plan focusses on actions in 'year 0' (2021-2022), which requires legislative action.
- Implementation will be successful only if all stakeholders are included, Therefore further phases of implementation are being developed via a consultative process.

# NEW GOVERNING STRUCTURES AND THE ROLE OF SHECS

- **Apex body for guiding education in the State:**
  - Karnataka Shikshana Aayog (KSA)/Karnataka Education Commission (KEC)
  - Chief Minister may be the Chairperson of KSA/KEC
  - The State Higher Education Minister and the School Education Minister may be the Vice Chairpersons of the KSA/KEC.
- **School Education Structure:**
  - Separation of powers and no overlapping jurisdiction
  - Separation of power ensured by the Karnataka School Education Council (KSEC).
  - Independent bodies to administer schools, regulate schools, decide on academic aspects and conduct assessments respectively.
- **Higher Education Structure:**
  - Proposed structure aligned to the structure that is expected to be evolved at the Centre.

# Proposed structure: School Education

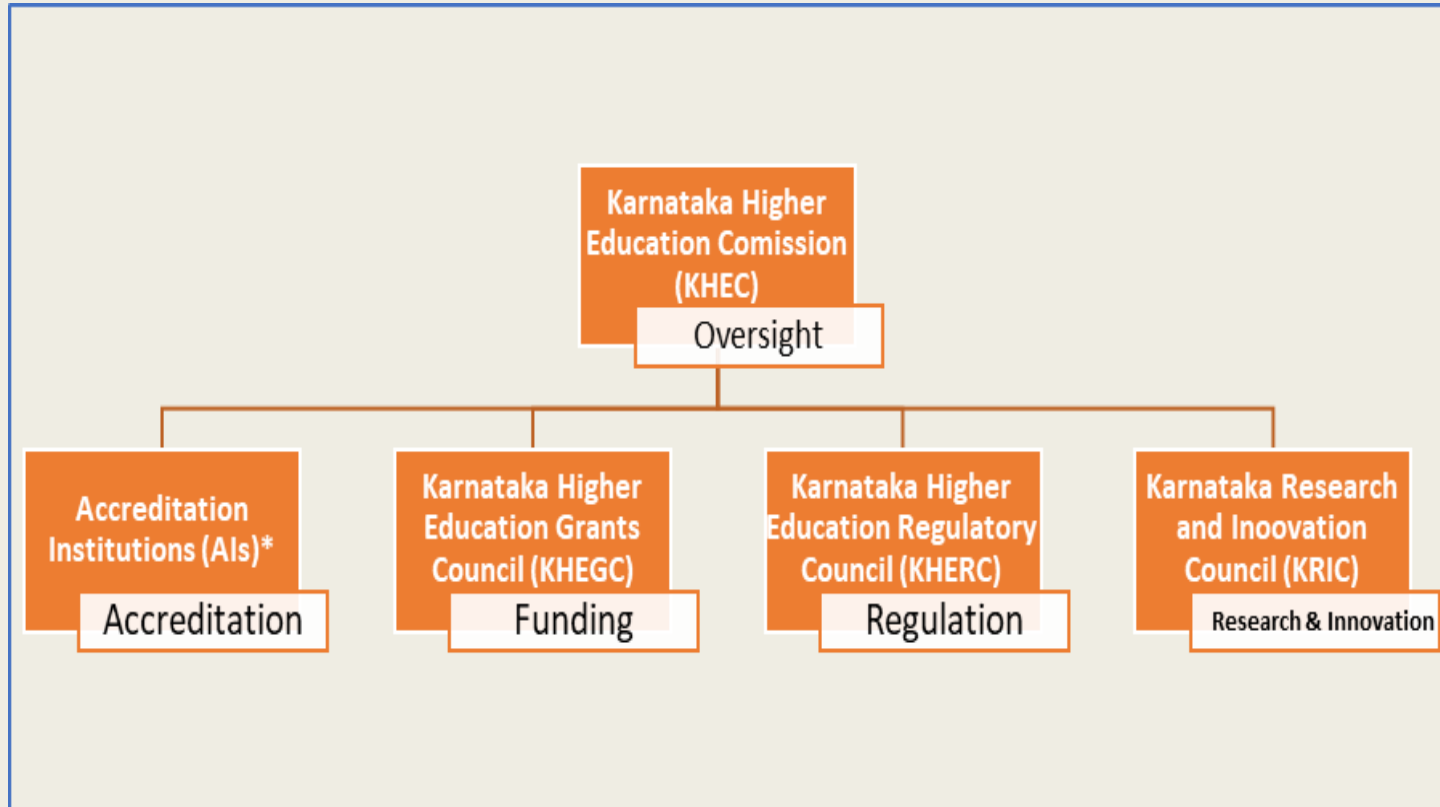


- **Karnataka School Education Council (KSEC):** To provide oversight and co-ordinate between various agencies/ depts.
- **State School Standards Authority (SSSA):** The regulatory unit for education. Will regulate all schools – public and private.
- **The Department of School Education:** Responsible for policy making and overall monitoring.
- **Directorate of School Education:** Will handle operations of the public school system.
- **The DSERT:** will lead all academic matters for all school education (foundational to secondary stage).
- **Boards of Certification / Examination** will grant certification of school completion but will have no role in determining curricula or textbooks.

# **SALIENT FEATURES RELATING TO HIGHER EDUCATION**

- Enact Karnataka State Higher Education Council/Commission (KSHEC)
- Establish independent Councils for Regulation, Funding, Res. & Innovation:
  - a) Karnataka Higher Education Regulatory Council/Board (KHERC/B);
  - b) Karnataka Higher Education Grants Council/Board (KHEGC/B);
  - c) Karnataka Research and Innovation Council (KRIC)
- Enact new Karnataka State Universities Act in line with NEP 2020/KSHEC.
- Ensure establishment of Board of Governors (BoG) and preparation of Institutional Development Plan (IDP) in all the Higher Education Institutions.
- Empower the affiliated and autonomous colleges through mentoring (guidance, help and encouragement).
- Identify and establish Special Education Zones (SEZs)
- Establish single platform for all kinds of scholarships

# Proposed structure: Higher Education



- The Karnataka State Higher Education Council/ Commission (KSHEC): To provide oversight on the independent and autonomous bodies of higher education.
- The Karnataka Higher Education Grants Council (KHEGC): Responsible for funding and financing.
- The Karnataka Higher Education Regulatory Council (KHERC): The sole regulator for all Higher Education in the State (except legal and medical education).
- The Karnataka Research and Innovation Council (KRIC): To catalyze research, promote innovation and collaborate with industry and public services.
- The National Accreditation Council (NAC): This Central body will establish adequate Accreditation Institutions (AIs) in the State – KHEC will influence NAC in ensuring sufficient AIs.

# PLAN FOR SCHOOL EDUCATION IN KARNATAKA

- Curricular changes to lead 5+3+3+4 re-structuring
- KSEC & SSSA to ensure separation of regulation and operations of schools
- Collaboration between Education Department and WCD for ECCE
- State Mission for Foundational Literacy and Numeracy
- Restructure DSERT
- Gender Inclusion & Disability Fund; Attract CSR funds
- Establishing adequate number of SEZs with micro targets for diff. sections / areas
- One platform for all kinds of scholarships, plus scholarships for disability
- KPS and other large school models such as Adarsha, Morarji & KGBV to be turned into School Complexes
- Teacher recruitment, service conditions and career progression:
  - Amendment to service rules
  - Provide for vertical career growth within every school stage
  - Guru Chetna model to become CPD platform



## IMPLEMENTATION OF NEP 2020 IN KARNATAKA

- Targets to be mapped on quarterly calendar and reviewed every quarter
- Establish an Implementation Task Force (ITF)
- Implementation fund to be earmarked
- New legislations and Acts – changes to Rules and Regulations in the School Education and the new KSU/KSHEI Act for Higher Education
- Establish new independent regulatory bodies SSSA for Schools & KHERC for HEIs
- Establish Gender & Disability Funds
- Scholarships & freeships to be increased for SEDGs & consolidated on a single platform
- School Education key actions will include – separate wings for the new stages, restructure DSERT, establish School Complexes and strengthen Guru Chetna
- Higher Education key actions will include – establishing BoGs within the HEIs, identifying mentor institutions and development of IDPs by all HEIs

**KARNATAKA STATE HIGHER EDUCATION COUNCIL**  
**NEP 2020: Implementation of Academic Programs**

- Establishment of RIUs (MERUs), TIUs and Degree granting ACs
- 3-Year vs. 4-Year Bachelor's Degree with Exit Options,
- 1-Year Master's Degree, Revised Eligibility Criteria for Ph.D.
- NEP 2020 is set to bring drastic changes in the higher education system . The students can enjoy flexible education options, such as 3-year or 4-year Multidisciplinary Bachelor's degree, one-year Master's degree, exit options.
- NEP 2020 does not make 4-year degree programs mandatory, But these programs will be preferable options for students who wish to gain a degree with 'Research'.

# Graduate Attributes: Implications for HE Practice & Policy

- The higher education landscape is shifting towards the role of HEIs in producing employable graduates to feed national prosperity in the emerging knowledge economy
- We need to consider how we enhance generic graduate capabilities as well as the disciplinary expertise of our undergraduate students.
- We have to make conscious decisions about our curriculum content and co-curricular activities, pedagogies and the nature and use of learning spaces.
- Our graduates should possess the knowledge, skills and values to enable them to cope with dynamic employment opportunities,
- They must also understand, the benefits and constraints of their disciplinary perspectives, who they are and how they might contribute positively to the heterogeneity they will encounter in their local, regional and global communities

# Graduate Attributes: Implications for HE Practice & Policy

- Graduate attributes are broader and more encompassing than “employability,” helping to develop academic, citizenship and career competencies.
- They are an orientating framework of educational outcomes that graduates should develop on completing their studies successfully.
- Some common graduate attributes include the following: **Critical thinking skills**, such as intellectual curiosity, analytical reasoning, problem-solving and reflective judgement; effective communication; leadership and teamwork skills; research and inquiry skills; information literacy; digital literacy;  
**Personal attributes** such as self-awareness, self-confidence, personal autonomy/ self-reliance, flexibility and creativity; and  
**Personal values** such as ethical, moral and social responsibility, integrity, and cross-cultural awareness.
- Embedding graduate attributes within curricula is dependent upon academic staff in fostering such skills and dispositions positively and delivering learning activities that are effective in the delivery of these attributes.
- Needs to move from teacher-focused to learner-focused activities from passive to participatory pedagogies

## NEP 2020: Implementation of Academic Programs

### ■ Imaginative and Flexible Curricular Structure

- NEP aims to promote an imaginative and flexible curricular structure that will enable creative combinations of disciplines of study.
- The Students will have no restrictions on entry and exit options.
- The universities and colleges shall introduce interesting course options to students apart from mandatory specialization in a subject. The institutes will have autonomy in framing curricula.

### ■ Integrating Arts with STEM

- NEP 2020 aims to integrate Arts stream with STEM (Science, Technology, Engineering, and Mathematics).
- Such practice would increase creativity and innovation, problem-solving abilities, higher-order thinking skills, communication skills, teamwork, social and moral awareness, in-depth learning. Flexible & innovative curricula shall include all these.

# NEP 2020: Holistic and Multidisciplinary Education

- According to NEP 2020, certain aspects of traditional education must also be brought back because of their relevancy in 21st-century education.
- The education is a combination of knowledge of 64 arts.
- The 64 arts not only include subjects such as singing and painting, but also **Scientific Fields** such as Mathematics and Chemistry,
- **Vocational Fields** such as Carpentry and Clothes-Making,
- **Professional Fields** such as Engineering and Medicine and
- **Soft Skills** such as Communication, Discussion and Debate

## Internships and Research Internships

- As a part of holistic education, students pursuing various courses at HEIs shall be provided internship opportunities in local business/ industry, artists, craft persons etc.
- Students will also have an option to take up research internships with faculty and researchers of the respective HEI. This activity will not only improve students' practical side of learning but also improve their employability.

## NEP 2020: 3 Year vs. 4-Year Bachelor's Degree Program

The structure of degree programs shall be to promote holistic and multidisciplinary education. The comparison of 3-year vs. 4-year Bachelor's degree is as follows

### 3-Year Degree with exit option after 1st and 2nd-Year

- Candidates who exit after the 1<sup>st</sup> year will be awarded a Certificate in the field of study
- Candidates who exit after the 2<sup>nd</sup> year will be awarded a Diploma in the field of study
- Candidates who complete the three-years course will be awarded a degree.
- Candidates who do not wish to continue with 4<sup>th</sup> year will have to complete the research project in the 2<sup>nd</sup>-year of Master's programme

### 4-Year Degree) with exit option after 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year

- Candidates who exit after the 1<sup>st</sup> year will be awarded a Certificate.
- Candidates who exit after the 2<sup>nd</sup> year will be awarded a Diploma in the field of study.
- Candidates who wish to continue after the 3<sup>rd</sup> year can specialize in a different field apart from the mandatory major or minor.
- Candidates who complete 4-year degree programs will also get 'Degree with Research' if he/ she completes rigorous research

# NEP 2020: Revised Structure for Master's Programs

Type of Program	Eligibility	Course Details
Type 1: 2-Year Master's Degree Program	Candidates who have completed a 3-year Bachelor's degree	2nd year of the course will have a research project and it is mandatory to complete the same.
Type 2: 1-Year Master's Degree Program	Candidates who have completed 4-year Bachelor's degree program with Research	Research is not mandatory for 1-year course, as students complete research project in a four-year Bachelor's degree.



## Revised Eligibility Criteria for Ph.D. Program

- Candidates who have completed 4-years Bachelor's degree with Research are eligible to take up Ph.D.
- Candidates who have completed 2-year Master's course can also take up Ph.D.
- M.Phil. course has been discontinued.
- **Establishment of MERUs**
- NEP 2020 gives scope for the establishment of Multidisciplinary Education and Research Universities(MERUs).
- MERUs shall offer holistic and multidisciplinary education at par with IITs and IIMs.
- These institutes shall maintain the highest global standards.

## Educational Transformations !

Pick Teachers & Timings

Flexibility & Quality

Frame your Courses

Needs & Interests

Design your Degrees

Student Centricity

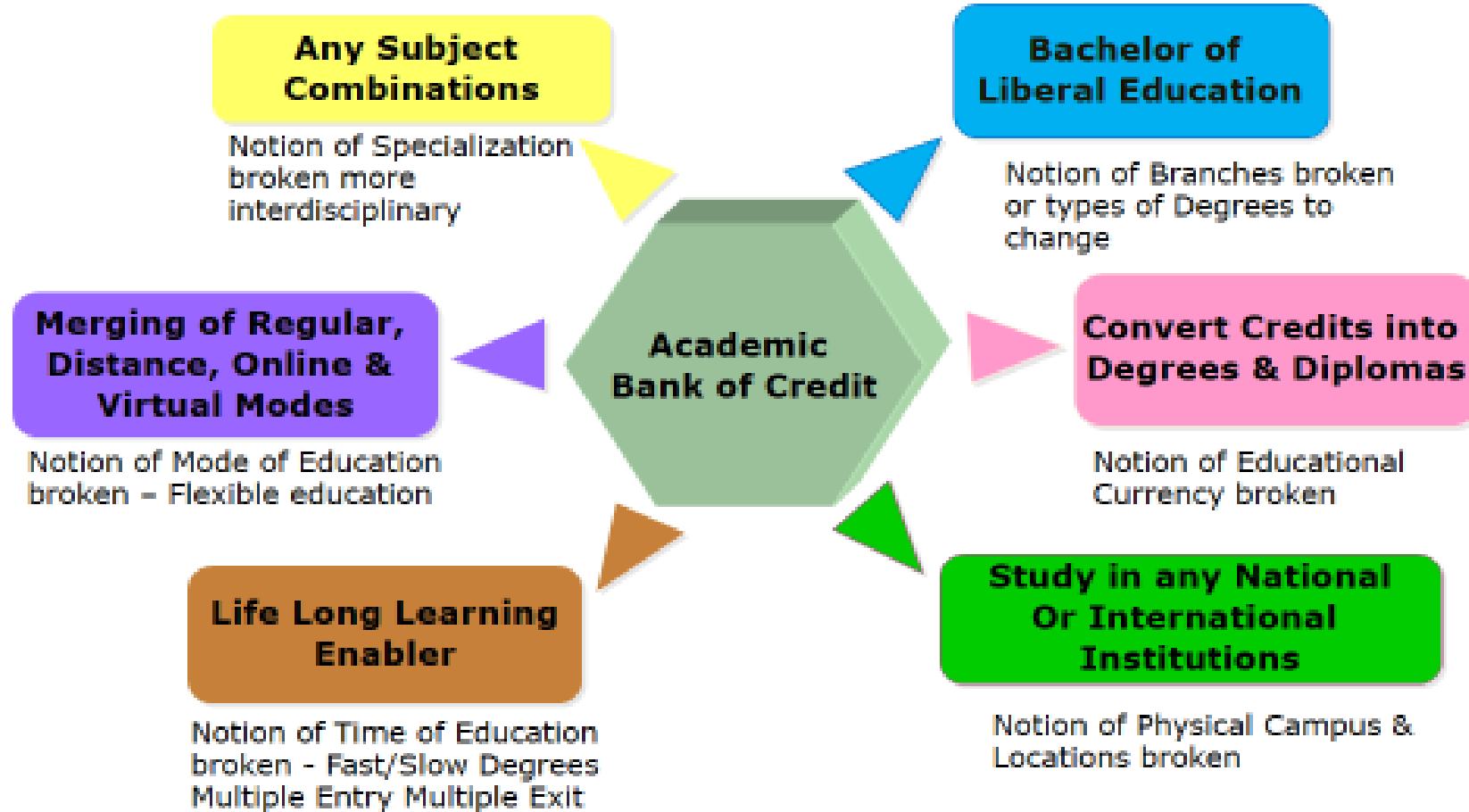
Study through any mode

Real World

Learning or Exams on Demand

When Ready

# ABC Building Blocks



## Important features of Blended Learning

- Increased student engagement in learning.
- Enhanced teacher and student interaction.
- Responsibility for learning.
- Time management and flexibility
- Improved student learning outcomes
- Enhanced institutional reputation.
- More flexible teaching and learning environment
- More amenable for self and continuous learning
- Better opportunities for experiential learning

The advantages of BL for students include increased learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others.

## **BL Enables students to learn at their own pace:**

The flexibility of BL and the ability to access internet resources allows students to learn at their own pace,

Teacher can help speed up the learning process or give more advanced resources

## **BL Prepares students for the future:**

It offers a multitude of real-world skills, that directly translate into life skills, from:

Research skills

Self-learning

Self-engagement

Helps to develop a 'self-driving force'

Better decision making

Offers a larger sense of responsibility

Computer literacy

## IPSIT: Indian Framework for BL

- BL has been implemented across the world successfully. Several models are so far proposed and researched for its implementation.
- IPSIT Model is proposed for HEIs in India.

### IPSIT Stands for:

- Identify Resources and Learner-centred Activities
- Provide resources and announce activities on LMS
- Scaffolding and Support to learners
- Identification of learning gaps and feedback
- Testing

## Implementing Blended Learning (BL) in Universities & Colleges

- BL mode is to be used nation-wide to help learners develop 21<sup>st</sup> century skills along with the effective learning and skill-development related to the subject-domains.
- BL should be carefully implemented and should not be replacing classroom time as a privilege.
- Every institute should strive to be a model institute to demonstrate a successful implementation of BL in the HE of our country.
- The Universities and parent bodies need to ensure checking essential requirements to begin with and ensure them
- They should monitor processes to ensure successful implementation of BL.



THANK YOU