



# MAHATMA GANDHI CENTRAL UNIVERSITY

[A Central University established by an Act of Parliament]

## ROADMAP/IMPLEMENTATION STRATEGIES FOR THE SECTION OF HIGHER EDUCATION IN NATIONAL EDUCATION POLICY 2020

*(Hon'ble PM of India Call to the Nation for Neeti, Rananeeti, Roadmap & Resources)*

### OUTCOME OF THE e-WORKSHOP-CUM-BRAINSTORMING

1. A e-Workshop-cum-Brainstorming on 'Roadmap/Implementation Strategies for the Section of Higher Education in National Education Policy 2020', was organised by School of Education, Mahatma Gandhi Central University (*hereinafter referred to as 'MGCU'*), Motihari, District - East Champaran, Bihar through Virtual Mode on **Sunday, 9<sup>th</sup> August 2020** at **11.30 AM to 2.30 PM** under the Chairmanship of Hon'ble Vice- Chancellor Professor Sanjeev Kumar Sharma, MGCU, Motihari, Bihar.
2. Following subject experts and participant were present in the discussion from different Universities:
  - i. **Prof. Mita Banerjee** **Subject Expert**  
Former Vice-Chancellor, WBTEU, West Bengal
  - ii. **Prof. Dev Raj Goel** **Subject Expert**  
Former Professor of Education, MSU & NCERT
  - iii. **Prof. Arbind Kumar Jha** **Subject Expert**  
Dean, School of Education, BBAU, Lucknow
  - iv. **Prof. Khagendra Kumar** **Subject Expert**  
Professor of Education, Patna University, Bihar

v.	<b>Prof. Jessie Modi</b> Professor of Education, Patna University, Bihar	<b>Subject Expert</b>
vi.	<b>Prof. Pankaj Arora</b> Dean, School of Education, CIE, DU, Delhi	<b>Subject Expert</b>
vii.	<b>Prof. Subhas Chandra Roy</b> Professor of Education, NEHU, Shillong	<b>Subject Expert</b>
viii.	<b>Prof. Pranveer Singh</b> Professor, Department of Zoology, MGCU, Bihar	<b>Subject Expert</b>
ix.	<b>Prof. Asheesh Srivastava</b> Head and Dean School of Education, MGCU	<b>Moderator</b>
x.	<b>Dr Mukesh Kumar</b> Associate Professor, School of Education, MGCU, Bihar	<b>Participant</b>
xi.	<b>Dr Manisha Rani</b> Assistant Professor, School of Education, MGCU, Bihar	<b>Participant</b>
xii.	<b>Dr Pathloth Omkar</b> Assistant Professor, School of Education, MGCU, Bihar	<b>Participant</b>

3. In addition to the above, Ms. Shephalika Mishra, Public Relations Officer, MGCU and all research scholars of Department of Education, MGCU were also present.
4. The Chairperson Professor Sanjeev Kumar Sharma welcomed all the Subject Experts and Participants for attending the said e-Workshop.
5. **Key Points discussed collectively (*Actionable Actions not Conceptual Actions*):**

1. **First Session:**

Roadmap for ending fragmentation and developing multidisciplinary Universities and orienting Universities towards Multidisciplinary Education Research Universities (MERU) in true sense.

- a. Curriculum transactions and its perspectives.
- b. Fragmentations of Higher Education in relation to Academics and Curriculum.

## 2. **Second Session:**

Road Map for Governance and Re-structuring the Higher Education.

## 6. **Key Suggestions (Subject Expert wise):**

### 1. **First Session:**

Roadmap for ending fragmentation and developing multidisciplinary Universities and orienting Universities towards Multidisciplinary Education Research Universities (MERU) in true sense.

- a. Curriculum transactions and its perspectives.
- b. Fragmentations of Higher Education in relation to Academics and Curriculum.

#### i. **Prof. Arbind Kumar Jha:**

1. Convert Single Disciplinary Universities or Unitary Disciplinary Universities into Multi-disciplinary Universities.

*Example:* MGAHV, Wardha; EFLU, Hyderabad; Sampurnanand Sanskrit Vishwavidyalaya, Varanasi. The philosophies of these Universalities don't allow or fit subjects of multi-disciplinary as per their existing practices and models.

2. Curriculum transactions and its perspectives.

*Example:* Basket of subjects or cafeteria models of multiple subjects and its orientations. Cafeteria Model-Compulsory Choice based model will be adopted.

3. Open ended curriculum structure.

*Example:* Each faculty design a course according to his/her interest and knowledge which will be also beneficial topic or course for student keeping in the relevance of present conditions of society or that particular region or State context.

4. Code of papers starting from 001 to 1000 codes, it means for a subject 1000 papers.
5. Alternative Education as like as Oxford University.

6. While framing the curriculum invite people from different backgrounds and involve the students whom you are going to teach, they will design better curriculum than no one else can design.
7. Trajectory Pedagogy-Conceptualize and convert Unitary into Multi-disciplinary.
8. Try to provide and design basket of subjects and promote Choice Based Credit System.
9. Prepare Institutional Development Plans (IDPs).

**ii. Prof. Dev Raj Goel:**

1. How to bridge the gap between idealism to realism  
*Example: From idea of Multi-disciplinary to truly Multi-disciplinary Universities in it sense and spirit of actions.*
2. We often talk about neo-idealism and neo-liberalization, how to realize it, it means to what extend the multi-disciplinary is viable.  
*Example: Role of state and private players in market interest orientations.*
3. Decentralization in higher education  
*Example: Public & Private both is doing their best with together for Education System.*

**iii. Prof. Pankaj Arora:**

1. Diversity in Discipline.  
*Example: Social Science always talks about diversity; follow your passion and autonomy. Students should follow their passion for their study or choosing discipline.*
2. Breakdown hierarchy of discipline (where take all stream in a vertical line, there will no one superiority or minority).  
*Example: Break the vertical hierarchy of discipline and try to inculcate horizontal hierarchy.*

3. Define Multi-Disciplinary (*means define how many disciplines will be adopted by single university to become a multi-disciplinary university in first round*).

4. Generalization of existing resources.

**Example:** *Every university should provide their further five-year plan and add the funds. Invite any expert of any university don't wait for a quality teacher. Do proper curriculum revision.*

#### **iv. Prof. Khagendra Kumar:**

1. Multi-Disciplinary curriculum in a particular discipline

**Example:** *Within a particular discipline we should add multi disciplines for better understanding. Our institutions treat courses as a package.*

2. Design broad framework for curriculum.

**Example:** *Multidisciplinary within Curriculum, within University, within Institutions.*

3. Appoint teachers from Curriculum of Multidisciplinary approaches.

**Example:** *Appoint more teachers in a subject (appoint more teachers for different topics in a single subject). We need broad curriculum framework. The NCTE criteria of teacher's appointment are not so much sufficient because one teacher is not able to teach any one subject whole concept.*

#### **v. Prof. Subhas Chandra Roy:**

1. Develop and define the criteria for holistic development.

**Example:** *What we are actually going to measure in our student's for holistic development, define it clearly and keep it open.*

2. Human Development.

**Example:** *The creation of knowledge in student and its orientation from Universities.*

3. Developing livelihood creation capacities.

**Example:** *Is more knowledge helpful for developing livelihood, than we need to think what is truly helpful for creating employments or livelihood opportunities in holistic way.*

4. Credit bank opportunity for future talent, life use. There should not be any change in State and Central University structure.

**vi. Prof. Mita Banerjee:**

1. Open ended curriculum and System for infrastructure and manpower to Universities.

**Example:** *Provision of required numbers of teachers and classroom for multi-disciplinary. For providing multi culture disciplines this is important to provide proper infrastructure facility. In West Bengal there are two universities are fully Multi-Disciplinary.*

2. Requirement of redesign the system of Universities.

**Example:** *in relation to our soil, to satisfy our people basic needs, irrespective of time, space, culture, requirement.*

3. Making or designing Universities for Multidisciplinary approach.

**Example:** *Music along with Computer Science, Economics, Language along with B.Tech.*

**vii. Prof. Jessie Modi:**

1. Positive outlook and energy to convert into a Multi-disciplinary System.

**Example:** *Every college and university make a plan to how and when they are adopting this disciplinary approach.*

2. Plan the whole programme that when the student should get it and describe the entry point and exit point of any course and build the Universities in District.

**Example:** *Patna University is biggest University in Bihar; every district should have a University. Building universities in every district based on the context of the region or State. For many subjects required number of many teachers. All the discipline at one place together.*

3. Focus on Collaboration.

*Example: Innovative and continues growth in collaborations with all within the University and outside the University. Collaboration and Exchange Programme Flexible Graduate Programme.*

4. Encourage innovative thinking liberal education.

*Example: Mainly focusing on the condition of research in India most of the scholars' tendency to do copy paste and complete their work. So here innovative thinking liberal education is required. Exchange of subjects and program is required and implement multi-disciplinary courses with cross disciplinary courses.*

#### **viii. Prof. Pranveer Singh:**

1. Restructuring of Universities, Colleges.

*Example: Fill the backlogs posts and create and open new enters to cater the needs of society.*

2. Within the ambit of University Opening supper specialized centres.

*Example: Zoology, Sociology and Economics are the link in relation to epidemiology, where merge of different subject will be provided.*

3. Course need to integrate with particular discipline.

*Example: Need to redesign curriculum where course choose by students according to their interest or passion.*

## **2. Second Session:**

### **Road Map for Governance and Re-structuring the Higher Education.**

#### **i. Prof. Arbind Kumar Jha:**

1. Prepare blueprint on IDPs (Institutional Development Plans).

*Example: Infrastructural level, Curriculum level, and Assessment level for assessment of learning outcomes, not the institutions.*

2. Higher Education Institutes prepare their own curriculum.

*Example: Involve students, Research Scholar and Faculties to design curriculum.*

3. Academic bank of credit.

*Example: There should be a space in University structure a student can take 12 credit in his/her own University in a Semester and remaining 08 credit from other Universities or through online, various modes of learning.*

4. We are not copying American models; we have our own model this is since ancient times.

*Example: Morning two hours in other departments and after two hours in own department Subjects/Papers Education, so student will groom truly in a multidisciplinary perspective.*

**ii. Prof. Dev Raj Goel:**

1. Multidisciplinary holistic development and inter disciplinary development
2. Under the umbrella term unitary, multiple and affiliating universities
3. Centralize to De-centralize

**iii. Prof. Pankaj Arora:**

1. Provision of formal curriculum academic leadership training.
2. Seniority will be not meter for academic or administration work; it should be mainly based on interest, knowledge and experience.
3. Redefine the work of NCTE.
4. Reduce structure and promote leadership.

**iv. Prof. Khagendra Kumar:**

1. Define the work of Research Internship Institute and Teaching Internship Institute.
2. P.G courses will be come under Research Institute.
3. All UG colleges come under Teaching Internship Institute.
4. Construct Cluster for more college.



5. Context is must for evaluation.
6. Merger of institutions basic infrastructure

**v. Prof. Subhas Chandra Roy:**

1. Need concrete and clear guidelines on how to go with MERU.
2. Move in cognitions from what to think to how to think
3. Required clear framework about governance.
4. Mapping required: local needs to global agendas

**vi. Prof. Mita Banerjee:**

1. Freedom to develop IDP to all Higher Education Institute according to their context

**vii. Prof. Jessie Modi:**

1. Define the function of Multi-Discipline Universities based on the context of State or respective region.
2. Should be the clarity and planning on varies structure and sharing courses in between public and private universities
3. Orient every person with NEP and the courses which will go in multi-disciplinary university.
4. Planning is needed for those students who will exit the courses in the middle, which will be helpful for the student for career.

**viii. Prof. Pranveer Singh:**

1. Autonomy, non-interference in the ambit of university framework of anybody

2. Assessment based on performance. Not emphasis only physical but also use technology intensive assessment (ICT based) to remove personal bias.
3. Separations of teaching and research will be suicidal
4. Governing bodies need to act as a facilitator, not as regulator, as a controller, or as a interferer in the ambit of University functioning's.

**ix. Dr. Pathloth Omkar**

1. Cafeteria model-with compulsory choice-based models with multiple subjects
2. University in each district-every district should have multidisciplinary public university including medical college, hospital, technical, vocational, agricultural, management, law, engineering, etc under one umbrella in true sense, truly a multidisciplinary university with complete funding support of state and opportunities for self-raising of funds
3. Universal category of teachers-dismantling the categorization and the various forms of teachers (*i.e., guest, part-time, para teacher, itinerate teacher, etc*)
4. Assessment of performance of teachers on yearly basis, based on the work, contributions of the teacher in the field, in the department, within the University and outside the University.

**7. Key Suggestions by Chairperson Prof. Sanjeev Kumar Sharma:**

**1. First Session:**

Roadmap for ending fragmentation and developing multidisciplinary Universities and orienting Universities towards Multidisciplinary Education Research Universities (MERU) in true sense.

- a. Curriculum transactions and its perspectives.
- b. Fragmentations of Higher Education in relation to Academics and Curriculum.

1. Political Will

*Example: In 70 years of independence a Prime Minister of Nation coming forward after nod of cabinet within seven days with a call to the nation on New Education Policy 2020. A Nations Prime Minister coming forward and entrusting openly to entire teaching fraternity of Nation, as "I am with you with completely and fully with all possible political will", you plan, design, develop the road map for Implementation NEP 2020. It is a big positive thing for me, and greatest aspects never happened in the independence India.*

2. Roles, Rights and Responsibilities of Teachingfraternity

*Example: Implementation is the responsibilities of teaching fraternity, so you design,*

3. Roadmap in followings three STAGES

*Example: University Level. In Academic Council, Executive Council, Finance Committees, at State level and at Central level.*

**2. Second Session:**

**Road Map for Governance and Re-structuring the Higher Education.**

1. Collective wisdom

2. Openness to learn, talk, exchange the ideas, knowledge, infrastructure, it might be physical, intellectuals, social, cultural, emotional, administrative, academic, executive, and personal.

3. Don't fall into the trap of the name, it is all depends on how active and transformative in your activities, practices, with all wisdom

*Example: Board of Governors, Board of Members, Syndicate Member, Senate Member, etc.*

8. The discussion signed off with Vote of Thanks to all with the kind permission of Chairperson Professor Sanjeev Kumar Sharma, Hon'ble Vice-Chancellor, MGCU, Motihari, Bihar.

**\* \* \* \* \* THANK YOU \* \* \* \* \***