



India's National Education Policy 2020 and its implications for International Institutions

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Key Highlights

- **MHRD renamed Ministry of Education**
- **TNE**
- **Study in India – Stay in India**
- **3 language formula**
- **Change will be led by HE**
- **Acceptance of tech play in higher education**
- **Autonomy, Adaptability, Flexibility**
- **Repositioning of vocational education**
- **National Curriculum Framework for Teacher Education**
- **Technology infusion into learning**
- **Set up of Special Education Zones**





Evolution of the National Education Policy



University Education Commission (1948-49)
Secondary Education Commission (1952-53)
Education Commission (1964-66) under Dr. DS Kothari
National Policy on Education (1968)
42 nd Constitutional Amendment (1976) – Education in Concurrent List
National Policy on Education (1986)
NPE 1986 Modified (1992)
T.S.R Subramaniam Committee Report (2016)
Dr. K Kasturirangan Committee Report (2019)

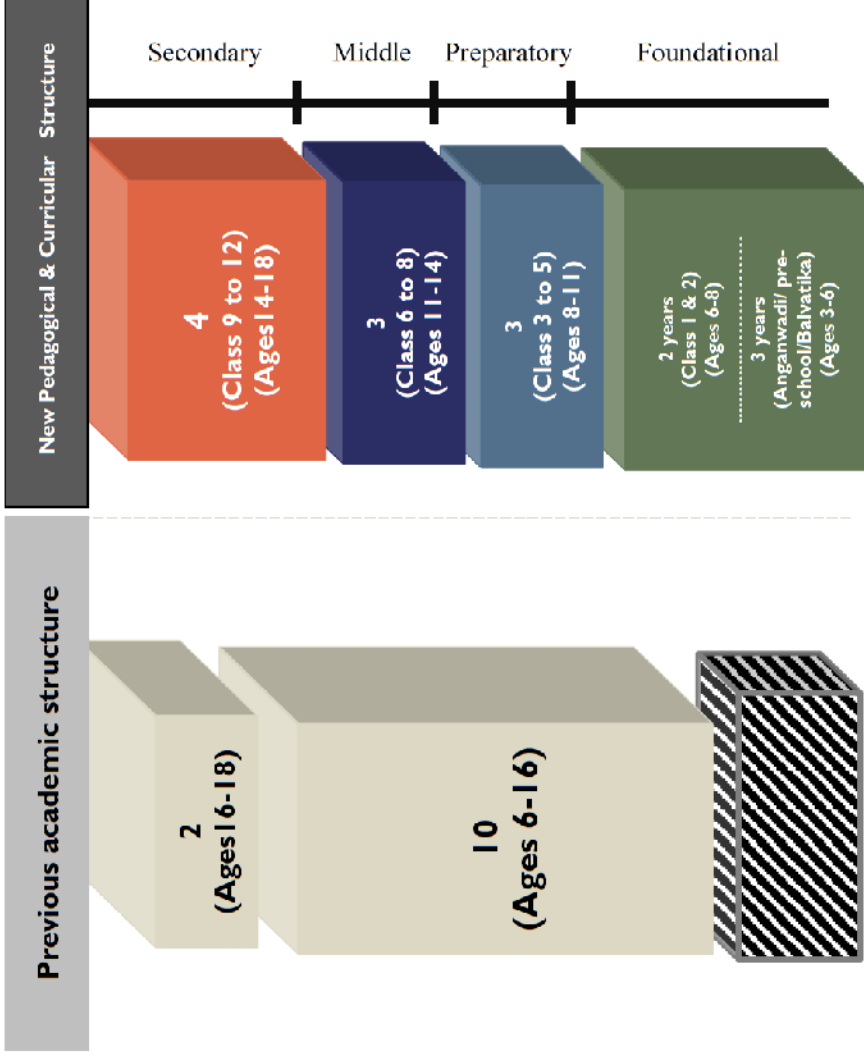
- This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of India
- The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy
- This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4 by “ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all” by the year 2030
- The Draft NEP, 2019 summary was translated in 22 languages/Audio Books. Nearly 250,000 Village Authorities, 6,600 Blocks, 6,000 Urban Local Bodies, 676 Districts shared their recommendations on the Draft Committee Report of 2019.
- The latest version of the policy is founded on the guiding goals of:

ACCESS
EQUITY
QUALITY
AFFORDABILITY
ACCOUNTABILITY



School Education Reforms

- Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.
- Students will be able to practice more **flexibility**, so that learners have the ability to choose their learning trajectories and programs, and thereby choose their own paths in life according to their talents and interests
- Focus on **regular formative assessment** for learning rather than the summative assessment that encourages today's 'coaching culture'
- **No hard separation** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning
- **Board Examinations** will be Low Stakes, based on Knowledge Application
- **360 degree holistic progress** card of Child. Tracking student progress for achieving learning outcomes
- **Vocational Education** to be started from Class 6 with Internships



Implications on International universities: With a more flexible choice of subjects, students will no longer be forced to choose between the three traditional streams of Science, Commerce and Humanities. This will impact the kind of programs that students will choose to specialize in for their Higher Education degree. Students will also come prepared with certain internship experiences.



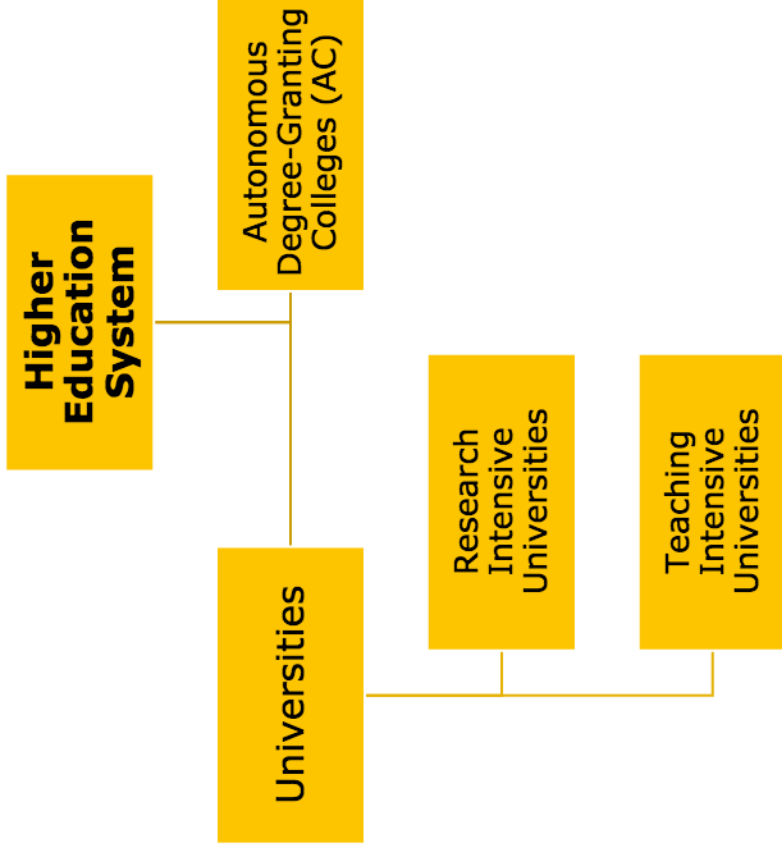
Changes in Higher Education

This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to **50% by 2035**.

1. Institutional Restructuring and Consolidation

The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students.

These three broad types of institutions are not in any natural way a rigid, exclusionary categorisation, but are along a continuum. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness. The most salient marker for these categories of institutions will be the focus of their goals and work.



Implications on International universities: With the aim to expand GER to 50% by 2035, the overall higher education market will expand to 71,000,000 students compared to the 37,000,000 at present. Out of this, 56,000,000 students will be enrolled in undergraduate programs. This significantly widens the pool of potential candidates looking to study abroad for their undergraduate and master's programs.

In addition to this, the set up of large multidisciplinary universities will also impact how International institutions engage and partner with Indian institutions.



Changes in Higher Education

2. Structure and lengths of degree programs

Undergraduate Degrees

The undergraduate degree will be of either 3 or 4-year duration, with 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 program.

The 4-year multidisciplinary Bachelor's program, 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 4-year program 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.

Postgraduate Degrees

HEIs will have the flexibility to offer different designs of Master's programs:

1. There may be a 2-year program with the second year devoted entirely to research for those who have completed the 3-year Bachelor's program;
2. For students completing a 4-year Bachelor's program with Research, there could be a 1-year Master's program
3. There may be an integrated 5-year Bachelor's/Master's program

Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research. The M.Phil. program shall be discontinued.

Implications on International universities: The switchover to the 4 year undergraduate degree will be a good step forward for international institutions that require a 4 year undergraduate degree as a prerequisite to a Master's programs. This will also open a new set of students to be ready immediately after their undergrad to pursue Master's programs, as opposed to the earlier system wherein Indian students had to enrol in a 1 year additional top-up program to be eligible.

The emphasis on Research in the undergrad and master's programs will also be an added skill set for incoming students from India.



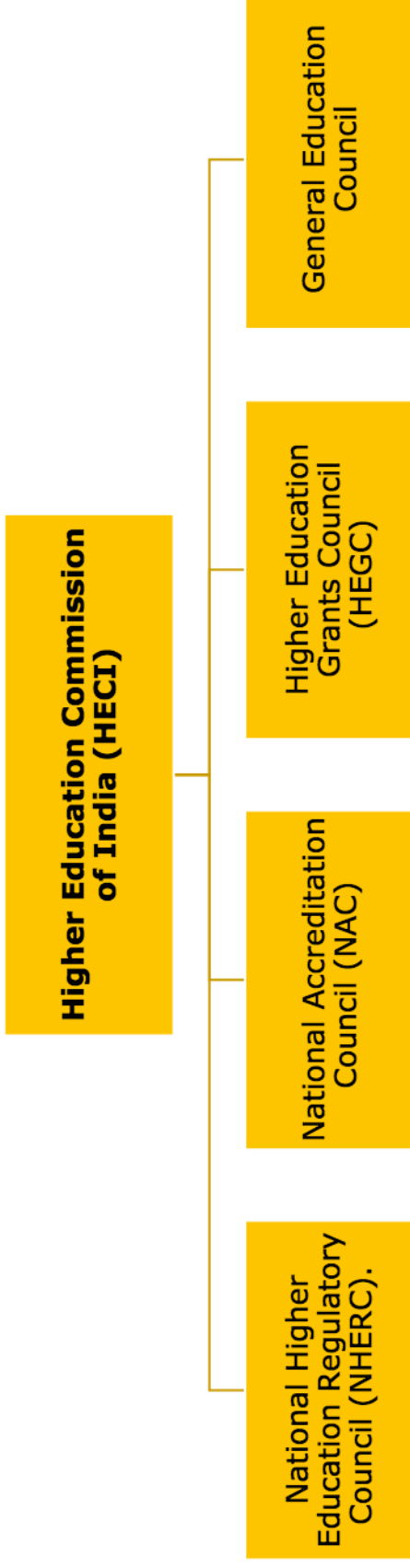
Changes in Higher Education

3. “Light but tight” regulation by a single regulator for higher education (excludes medical and legal education)

Regulation of higher education has been too heavy-handed for decade: we have witnessed heavy concentrations of power within a few bodies, conflicts of interest among these bodies, and a resulting lack of accountability.

To address the above-mentioned issues, the regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies.

These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI).



Implications on International universities: The set up of the HECI will ease the process to gain approvals for in-country operation of International universities. Currently, UGC and AICTE control many of the approval processes for International universities to set up in India. With the merger of all the regulatory bodies, the process will be simplified for International institutions.



Changes in Higher Education

4. Catalysing Quality Academic Research

This Policy envisions a comprehensive approach to transforming the quality and quantity of research in India. To build on these various elements in a synergistic manner, and to thereby truly grow and catalyse quality research in the nation, this policy envisions the establishment of a National Research Foundation (NRF)

NRF will carefully coordinate with other funding agencies and will work with science, engineering, and other academies to ensure synergy of purpose and avoid duplication of efforts. The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

The primary activities of the NRF will be to:

1. Fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
2. Seed, grow, and facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions;
3. Act as a liaison between researchers and relevant branches of government as well as industry, so that research scholars are constantly made aware of the most urgent national research issues, and so that policymakers are constantly made aware of the latest research breakthroughs; so as to allow breakthroughs to be optimally brought into policy and/or implementation; and
4. Recognise outstanding research and progress

Implications on International universities: While the Policy doesn't explicitly mention whether International institutions will be able to tap into NRF funds, it is likely that many Indian researchers will be able to collaborate with international researchers for NRF funded projects.



Changes in Higher Education

5. Efforts towards Internationalization

- India will be promoted as a global study destination providing premium education at affordable costs
- An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad.
- Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed.
- High performing Indian universities will be encouraged to set up campuses in other countries.
- **Selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.** A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.
- Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.



Implications on International universities: The most exciting development here is that the top 100 institutions of the world will be allowed to operate in India. We are yet to gain clarity on exactly how these institutions will be selected i.e. which ranking will be considered), but it enables more institutions to set up their own operations in the country. In addition to this, with the set up of the 'Academic Bank of Credits', students will be able to transfer credits earned seamlessly to international institutions.

Questions for the panel

- How important is India to your overall internationalization strategy?
- What barriers or hurdles have you faced in engaging in partnership discussions with Indian institutions?
- What opportunities do you see emerging from the new National Education Policy?
- Do you feel the changes to the NEP are significant and a game-changer to your own strategies/ work?
- Do you feel that the pandemic will significantly impact the future of recruitment and partnerships at your institution?

FOR ANY QUERIES



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In 2018 and 2019 Sannam S4 won UK-India Consultancy Firm of the Year Award.

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