



## BACKGROUND

Education is the foundation of any society and plays a great role in transforming the future of our youth and the nation. Therefore, the education policy of any nation plays a vital role in shaping its future. India, has been forecast to be one of the youngest countries in the world gearing towards knowledge-based leadership. Aligning this, the National Education Policy, 2020 (NEP-2020) aims to meet the changing educational requirements, innovation, and research.

The NEP-2020 is the first education policy of the twenty-first century, coming after 34 years of the previous National Policy on Education. This policy envisions the much-needed reform required in the education system. It is a step towards making India an equitable and vibrant knowledge society. The comprehensive transformation through NEP-2020 will bring about a paradigm shift in the way we educate our youth. It will also impact the future generations of learners and create an enabling and reinvigorated educational ecosystem for a new *Atmanirbhar Bharat* envisaged by the Hon'ble Prime Minister of India.

After NEP-2020 was announced on 29th July, 2020 it has been our endeavour to fast-track its effective and timely implementation. The Ministry of Education (MoE), the University Grants Commission (UGC), the All India Council for Technical Education (AICTE), other key bodies to the Government of India, State Governments, and Higher Education Institutions (HEIs) have taken several initiatives towards its implementation.

However, the change-over cannot take place in isolation, it calls for collective contribution and commitment from all key stakeholders.

To discuss, deliberate and share insights on the various aspects of NEP-2020, a 3-day Education Summit, *Akhil Bharatiya Shiksha Samagam on the Implementation of National Education Policy, 2020*, is being organized at Varanasi, Uttar Pradesh on 7th, 8th and 9th July, 2022. The Summit will highlight the implementation strategies, best practices, next practices, and success stories of the major thrust areas of NEP-2020.



## DIGNITARIES

Shri Narendra Modi, Hon'ble Prime Minister will share his vision on nation building while inaugurating the Akhil Bharatiya Shiksha Samagam. Further, Shri Dharmendra Pradhan, the Hon'ble Union Education Minister will deliver his opening remarks on implementation of National Education Policy, 2020 in the gracious presence of Smt. Anandiben Patel, the Hon'ble Governor of Uttar Pradesh, Yogi Adityanath, Hon'ble Chief Minister, Uttar Pradesh and other Ministers.

## OBJECTIVES

The Akhil Bharatiya Shiksha Samagam, will provide a platform to:

- Initiate thought-provoking discussions and presentation of best practices of the implementation of NEP-2020;
- Identify various approaches and methods to implement NEP-2020;
- Effectively articulate the roadmap and implementation strategies;
- Foster knowledge exchange and build networks through interdisciplinary discussions;
- Discuss challenges being faced by educational institutions and articulate solutions;
- Share best practices, success stories, and methodologies by showcasing noteworthy initiatives in the field of higher education;
- Adopt the *Varanasi Declaration on Higher Education in India*;
- Create a roadmap for Higher Education Institutions; and
- Discuss the way forward for Indian HEIs for the overall transformation of our learning landscape.



# THEMATIC SESSIONS

## i. Multidisciplinary and Holistic Education

A multidisciplinary education, as envisaged in the NEP- 2020 aims to develop social, physical, intellectual, emotional, and moral capacities of human beings in an integrated manner. A flexible curriculum will facilitate creative combinations of various disciplines. Learners will be able to choose from languages and at the same time fields such as Applied Sciences, Mathematics, and Business Studies. This aims at developing critical thinking, versatility, adaptability, problem solving, flexibility, and analytical and communication skills in the learners. The opportunities of doing research are enhanced and improved through a holistic and multidisciplinary approach.

Higher learning centres of ancient India were known for teaching every branch of knowledge. Over the centuries, the broader learning opportunities narrowed and gradually the focus moved to specialization in particular subjects. Higher education today comes with rigid boundaries across disciplines. A student opting for a particular subject has to forego exposure to other subjects. Conversely, today's job markets look for human resources with multiple capacities rather than specialization in one exclusive field. Multidisciplinary education prepares students to develop deeper skills, and approach problems with broader perspectives. The NEP-2020 attempts to reboot the legacy of the higher learning centres of ancient India by emulating the teaching-learning that prevailed during the time and making it relevant and contemporary.

To ensure holistic and multidisciplinary education with the flexibility and mobility envisioned in NEP-2020, we need to put in place multiple facilities such as:



- A broad framework of qualifications with consistency across programmes – the National Higher Education Qualifications Framework (NHEQF),
- An academic bank to store credits,
- Guidelines to enable mobility,
- Provision to earn credits through different modes such as physical, ODL/ and online.

Since the announcement of NEP 2020, the UGC has taken various initiatives such as, a draft of NHEQF, guidelines for multiple entry and exit in the academic programmes of HEIs, which was published on 29th July, 2021, and the UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021, notified on 29th July, 2021.

The NHEQF classifies qualifications on a series of levels based on the defined learning outcomes acquired incrementally on knowledge, skills, competencies and values at every level starting from level 4.5 to level 8. Guidelines for multiple entry and exit in academic programmes of HEIs enables students who exit the degree programme mid-way due to unforeseen reasons and hope to return and continue studies at a later date. These guidelines also provide various certifications at the time of exit such as, undergraduate certificate at the end of first year, undergraduate diploma at the end of second year, a bachelor's degree at the end of the third year, and a bachelor's degree with honours or honours with research at the end of the fourth year. The Academic Bank of Credits promotes flexibility of curriculum framework and interdisciplinary or multidisciplinary academic mobility of students across HEIs in the country with appropriate credit transfer mechanism. These regulations facilitate students to choose their own learning path to attain a degree or diploma, or



a Post-Graduate diploma or certificate. It works on the principle of multiple entry-multiple exit as well as any-time, any-where, and any-level learning.

The holistic and multidisciplinary education is likely to benefit in employment. It improves the ability to approach problems with a broader perspective and prepares students for new jobs in emerging fields.

Other activities in the pipeline include a guideline to transform HEIs into multidisciplinary institutions, curriculum and credit framework for undergraduate programmes, regulations prescribing a minimum standard and the procedure for the award of the first degree and master's degree.

The speaker in the session will focus on how the holistic and multidisciplinary education will promote a seamless and hassle-free educational experience for the learners.

## ii. Research, Innovation and Entrepreneurship

Promotion of research and creation of knowledge emerge from conducive and all-level academic development. To further promote research in all the fields of education, the NEP-2020 has proposed the National Research Foundation (NRF) that will nurture the culture of research among learners as well as HEIs. NEP-2020 aims at creating a conducive ecosystem to catalyse and energize research and innovation in HEIs. The special focus is on seeding and nurturing the culture of research and innovation at universities and colleges through funding support, guidelines/policies and establishing innovation and research centres. Given the realities of rapidly-changing economic landscape in the country, entrepreneurship opportunities have emerged as an important foundation for aspirations of the youth. The speaker



of the session will discuss inclusive approaches and strategies to strengthen entrepreneurship development initiatives in the country.

The NEP-2020 is aimed to make India a global knowledge superpower with equitable access to the highest-quality education for all learners regardless of their social or economic background. The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

To attain the above outcomes, India has to be at the forefront of knowledge creation, research, innovation, and entrepreneurship. These require high-quality human resources with in-depth understanding of research and innovation methodologies and critical thinking abilities with emphasis on out-of-the-box thinking. It also necessitates creating interconnected centres of excellence as drivers of research, innovation, and entrepreneurship, with close links to the society and economy. In the Innovation Ranking of HEIs in India – 3,550 HEIs registered and 1,438 HEI participated in ARIIA 2021 of AICTE.

Overall, an ecosystem is needed to integrate all the stakeholders with diverse possibilities of research. Considering the above and also to transform the quality and quantity of research in India, the NEP-2020 has proposed to set up the NRF. The Foundation will create a global quality research ecosystem by providing merit-based competitive funding with sustainable incentives and recognition of outstanding research.

Given the realities of the rapidly changing economic landscape in the country, entrepreneurship opportunities have opened up a significant avenue for the youth. The key to trigger entrepreneurship is to create opportunities,



share best practices, develop new start-up models, and succeed with adequate funding support. Overall, the effort will result in “ease of starting and sustaining entrepreneurship”.

### **iii. Governance and Capacity Building of Teachers for Quality Education**

Teachers play a vital role in building the future of India. The NEP-2020 stresses the empowerment of teachers as critical to the future of the country. Teachers must be grounded in Indian values, languages, knowledge ethos, and traditions and at the same time must also be well-versed with the advancements in education and pedagogy. Trained teachers develop better ranges of practical concepts, skills, and strategies for teaching and assessments. The presence of outstanding and enthusiastic teachers that cultivate excellence and innovation is the core determinant of quality. The aim is to achieve the best, motivated, energized and capable faculty in HEIs towards advancing students, institutions, and profession. Providing an enabling environment for appointments, professional development, career progression, retention, autonomy, a culture of excellence, appropriate incentivizing for outstanding and innovative teaching, research, institutional service, and community outreach are crucial to achieve our learning targets.

The Policy highlights the need for capacity building as essential element in implementing the provisions of NEP-2020. It emphasizes that teachers must be central to fundamental reforms in the education system. The entire structure of the teacher-education programmes needs to be revamped by making it an integral part of the broader higher education. This will provide adequate opportunities for teachers to choose from the multiple course structure and flexible learning options.



NEP-2020 envisages that outstanding faculty with demonstrated leadership and management skills will be identified and trained over time to take on important academic leadership positions. Teachers must become facilitators to ensure the effective participation of students in online and hybrid classroom settings. Changes in the pedagogical role of the teachers are increasingly felt in situations of technology reforms.

The University Grants Commission has, in the past, initiated a few flagship programmes such as the faculty recharge programme, encore programme (scholar-in-residence), enhancing faculty resources programme, and Academic Staff College (ASCs), later recast as Human Resource Development Centre (HRDCs) for the professional development of college and university teachers. These initiatives of UGC catered largely to the non-technical HEIs. UGC has established 66 Human Resource Development Centres in various HEIs. Parakh, the AICTE-SLA is an IT-enabled Students Learning Assessment and Faculty Assessment Module. AICTE through the newly announced ACITE training and learning (ATAL) academy started unique faculty development programmes (FDPs) in various emerging areas and 1000 such online FDPs were conducted in 2020-2021. Immersive IDEA labs emphasize experiential learning, core and emerging areas competencies, examination reforms, pedagogy, and outcome-based assessment, leading to quality teaching-learning in colleges across the country. The ATAL Academy has imparted training to more than three lakh faculty members on emerging niche areas such as Artificial Intelligence, Internet of Things, ML, DL, AR/VR, Robotics, Block Chain Management cyber security cloud and quantic company etc. across 1900 FDPs.

These HRDCs, are conducting orientation programmes, refresher programmes, the Guru Dakshta Faculty-Induction Programme (FIP) for newly recruited faculty and other in-service courses for teachers. Approximately 35,000 faculty-participants are being benefited through the programmes/courses conducted by the 66 UGC HRDCs every year. Apart from the FIP



and Refresher courses, UGC also conducts Short-term Programmes, each with a duration of six working days (72 hours). The HRDC has the freedom to spread the 72 working hours over ten days to ensure more participation and convenience for participants.

More than 10,000 faculty members have been trained on AICTE's Examination Reforms Policy through 43 three-day workshops conducted across the country in collaboration with NITTRs and KLE Technological University, Hubli. To create an ecosystem of innovation and to strengthen the innovative and mentoring capacity of teachers, the Ministry of Education's Innovation Cell at AICTE in collaboration with CBSE launched the "Innovation Ambassador Programme" germinating the seeds of inventions in young minds.

The session will deliberate on the ways to foster the above aspects of capacity building of teachers.

#### **iv. Quality, Ranking and Accreditation**

NEP-2020 recommends promoting India as a global study destination providing premium education at affordable costs thereby helping to restore its role as a "Vishwa Guru". Accordingly, concerted efforts are required to position India as the preferred place for learners across the globe to acquire quality higher education in both conventional and online modes of education. In this context, one of the targeted goals is to attain higher ranks in the world-renowned rankings such as the Times Higher Education and QS World University Rankings. For the first time, IIT Indore has been ranked in the top 400 of QS 2023 ranking and the ranking of all the Indian universities listed in top 400 has improved in QS 2023 ranking. To ensure that Indian HEIs attain higher ranks in the global ranking frameworks on a continuous basis on both the targeted segments, that is, a greater number of HEIs and



the higher ranks, suitable methodologies need to be adopted at the policy level and Institutions level. Such methodologies are also expected to provide suggestive recommendations to the NAAC and NIRF for inclusion in the assessment criteria. The session will focus on approaches, which can assist Indian HEIs to attain better performance in accreditation and rankings, both at the National and International levels.

*Margdarshak-Margdarshan Initiative* (Mentor-mentee handholding among institutes): This initiative solicits support from senior academicians and well-established institutes to handhold and mentor other Mentee Beneficiary Institutes (MBIs) that aspire to achieve accreditation. 44 technical institutes have been nominated as Mentor Institutes and 322 senior academicians have been engaged as Margdarshaks for mentoring 894 MBIs. Through this mechanism, 114 institutes have been accredited by NBA and 80 institutes have submitted Self-Assessment Reports as a precursor for accreditation. NAAC has simplified the Online Accreditation Process and reduced the parameter from 102 to 57.

According to the NEP-2020, the purpose of quality higher education is more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

NEP-2020 also envisions that colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, every college will either develop into an Autonomous degree-granting college, or a constituent college of a university. In the latter case, it would be fully a part of the university. With appropriate accreditations, autonomous degree-



granting colleges could evolve into research-intensive or teaching-intensive universities, if they aspire to. To mentor the non-accredited institutions, the UGC has already implemented an initiative called, “Paramarsh”. Under this initiative, well-performing institutions with higher accreditation scores are encouraged to mentor the non-accredited institutions. However, it is essential to get all the HEIs get accredited in a time-bound manner in order to ensure quality higher education for all.

The session on “Quality, Ranking and Accreditation” will focus on various aspects related to ranking and accreditation frameworks including:

- Deliberate upon the approaches that can assist Indian HEIs to perform better in accreditation and rankings, both at the national and international levels;
- Discuss and review the parameters adopted by the accrediting agencies;
- Explore ways to bring the vast majority of non-accredited institutions under the ambit of the accreditation framework.

## **v. Digital Empowerment and Online Education**

Digital Empowerment and Online Education are significant components to attain the GER of 50 per cent by 2035 as targeted in NEP-2020.

Digital empowerment in the field of education opens up a plethora of options for the learners of today. Digital advancements have wide-ranging implications on higher education. Emerging areas such as Artificial Intelligence, Machine Learning, Robotics, and Virtual Reality have opened up numerous opportunities and have also greatly impacted the institutions and other stakeholders. Planned and effective utilization of these developments



can help our HEIs to attain global quality standards and thereby can produce globally competent but yet locally relevant graduates. Technology enabled and Enterprise Resource Planning (ERP)-based solutions for governance of HEIs-SAMARTH is under implementation in all 46 Central universities.

Online education is not only a means to access continuing education at any time but also provides affordable learning opportunities. Technology-assisted and internet-enabled education requires the availability of good quality internet at the learners' end and at the universities end. Familiarity of the learners with the Information and Communication Technology (ICT) tools, competency of teachers in using ICT for interactive teaching-learning and designing of technologies for "e-engaging" learning content is crucial. While online education opens doors to higher education for a vast number of learners spread geographically throughout the world, it is also important to have strict quality control measures for the maintenance of standards. The need is to create interactive e-material to keep learners engaged in synchronous-cum-asynchronous modes of communication and to provide good learning experiences:

- Regulation on credit framework through SWAYAM – 40 per cent online credits acceptable now against 20 per cent earlier,
- MOOCs in Indian languages,
- Translation Automation (1000 courses in more than one language), and
- 1st (22 Subjects) and 2nd year (88 Subjects) Technical Course Textbooks in 10 Indian Languages.

Realizing the importance of technology and digitization in HE, the NEP-2020 has proposed the National Educational Technology Forum (NETF), for the free exchange of ideas on various dimensions of digitization and online



education, with emphasis on aspects such as assessment, planning and administration. Essentially, we need to acknowledge, factor-in and utilize the disruptive nature of technology in higher education.

The NEP-2020 emphasizes that digitalization can play a crucial role in providing new and innovative forms of support to teachers, students, and the learning processes. It calls for the optimization of existing digital platforms and ongoing ICT-based educational initiatives to meet the current and future challenges in higher education.

The digital technologies have also greatly impacted the managing and governing of institutions. The session will brainstorm on creating better learning opportunities using digital resources for a wider audience, on affordable and equitable bases with lifelong learning orientation.

## **vi. Equitable and Inclusive Education**

Access to education is crucial to fulfil the educational aspirations of individuals and sustainability of a nation. Entry into quality higher education can open an array of possibilities that can lift both individuals and communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals is among the highest priorities. The NEP-2020 aims for equitable access to quality education to all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs) to meet the goals of equity and inclusion in higher education.

The UGC is also implementing other doctoral schemes to promote access to the marginalized and specific sections of society:

- i) National Fellowship for SC candidates;



- ii) National Fellowship for Students of Other Backward Classes (OBC); and
- iii) Maulana Azad National Fellowship for Minority Students.

Under these schemes financial assistance is provided to the students wishing of pursuing higher studies/research leading to the award of Ph.D. degree.

- Scholarship scheme in higher education revised: 19 lakh students with an allocation of Rs. 10,000 crores in next five years.
- AICTE: One Model College in selected States, which will have all provisions in support of accessible education for Divyangjan, with a financial assistance of Rs. 5 crores each in 15 States.

The session will deliberate on improving equitable access to Quality Education for the Socio-Economically Disadvantaged Groups (SEDGs) through Bridge Courses, Earn-While-Learn programmes and Outreach initiatives.

The “Junior Research Fellowship in Science, Humanities and Social Sciences” (UGC-JRF-NET) is the UGC’s flagship scheme. Under the scheme, financial assistance is provided to research scholars selected on merit basis, to pursue advanced studies and research leading to the award of M.Phil./Ph.D. degree. The reservations policy of the Govt. of India is followed in the selection of scholars from SC, ST, OBC, PwD categories of society.

Keeping in view the social background of the candidates from deprived sections of the society, UGC is implementing the “Post-Graduate Scholarships for Professional courses to SC, ST Students” scheme. Under the scheme financial assistance is given to the selected students from the SC, ST communities to provide them an opportunity to undertake post-graduate level studies in professional courses.



To promote the single girl child in society, to increase the sex ratio in favour of girls in education and to promote the small family norm in society, the UGC is implementing a scheme, “Post-Graduate Indira Gandhi Scholarships for Single Girl Child”. Under the scheme a girl student, who happen to be the only child in a family, is given financial assistance to pursue PG-level studies. Under another scheme, the Swami Vivekananda Single Girl Child Fellowship for Research in Social Sciences, financial assistance is provided for pursuing M.Phil./Ph.D. studies.

Pointing to certain facets of exclusion such as the lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms, NEP-2020 suggests addressing such issues through a series of steps to be taken by the governments and HEIs.

## **vii. Promotion of Indian Languages and Indian Knowledge Systems**

The focus of this session will be on ways and means to preserve, strengthen, and promote the rich cultural heritage, art, and languages of India.

Ancient practices developed by Indians passed on from one generation to another over thousands of years ended abruptly in the last few centuries. NEP-2020 has tried to put an end to the discontinuity in the Indian Knowledge Systems (IKS) by integrating them into curriculum at all levels. Rejuvenation of IKS requires a multipronged approach such as capacity building at all levels.



Initiatives, as per NEP-2020, to foster languages, arts, and culture lays greater emphasis on music, arts, and crafts. Accordingly, NEP-2020 suggests:

- Hiring outstanding local artists, writers, craftspersons, and other experts as master instructors in various subjects of local expertise;
- Accurate addition of traditional Indian knowledge including tribal and other local knowledge throughout the curriculum, across humanities, sciences, arts, crafts, and sports, wherever relevant; and
- Much greater flexibility in the curriculum, especially in secondary schools and in higher education.

These efforts will enable the students to choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths.

Despite of being experts in their respective fields, majority of the faculty in the UGC-recognized institutions are not very familiar with IKS.

To incorporate IKS in the higher education curriculum UGC has taken the following initiatives:

- The UGC has constituted a Committee of Experts to formulate guidelines on effective teacher-training and orientation in IKS. These ideas will also be reflected in various induction and refresher courses.
- Every UG and PG programme will have a mandated or credited part of the IKS component as a set of courses. UGC has been preparing “Guidelines for incorporating Indian Knowledge Systems in Higher Education Curricula” in this regard.



- In addition, UGC has been working out modalities for the possible inclusion of Indian Knowledge System as a subject in UGC NET.
- Establishment and functioning of the Indian Knowledge Systems Division of MoE at AICTE.
- 13 IKS Centres opened in HEIs and 36 Research Project sanctioned
- AICTE Technical Book Writing and Translation:12 Indian languages
- Technical Book Writing being undertaken in Hindi, Marathi, Bengali, Tamil, Telugu and Kannada – 216 Books including books on IKS
- Identification of 128 Online MOOCs and their conversion in Regional Languages.
- AICTE has approved 20 Institutes in nine different States to conduct Engineering and Technology Courses in five Regional Languages (Bengali, Hindi, Marathi, Kannada, Tamil, and Telugu). Twenty-four institutions have been granted approval for PG courses in Defence Technology in collaboration with DRDO.
- Common University Entrance Test in 13 Languages.
- JEE (Mains) and NEET (UG) conducted in English and 12 Indian Languages.
- Engineering Courses in six Indian Languages in 20 Engineering Colleges across 10 States from 2021-22 (Hindi, Tamil, Kannada, Telugu, Marathi, and Bengali).
- AICTE's AI Auto Translation Tool/Portal: Translation into Indian languages.



## viii. Skill Development and Employability

India is going to have the largest working age population in the world by 2030, but gainful employment for students from the general stream is a major challenge. Improving the employability of students requires a new vision with curricular support. The NEP-2020 has advocated for the integration of vocational education programmes into mainstream education in all education institutions, in a phased manner. NEP-2020 further envisions that vocational courses will be available to students enrolled in all Bachelor's degree programmes, including the four-year multidisciplinary Bachelor's programmes. HEIs will be allowed to conduct short-term certificate courses in various skills including soft skills. To realize the full potential of India's rich demographic dividend, it is essential to equip the young generation with skills in various trades. That is why, it has become all the more important to have strong links between the academia and industry. Apprenticeship or internship for skill development has a prominent role to play in linking higher education with the requirements of industry and the world of work. This is considered one of the most effective ways to create an "industry fit" skilled workforce for the country. It also provides for industry led, practice-oriented, and outcome-based learning. The UGC has already issued the Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme. National Online Platform for Internship in Technical institutes has been created, on which 50,000 students have already registered. These Guidelines will enable the HEIs to bring about a paradigm shift in the general stream degree programmes and embed employability support into the curriculum. The Guidelines will provide an option for HEIs to embed at least one semester of Apprenticeship/Internship to a UG degree programme. The Guidelines also provide flexibility to institutions to opt for any mechanism for the internship/apprenticeship assessment in consultation with commercial



or non-commercial organizations or enterprises, offices, industry, industry associations, sector skill councils where the internship/apprenticeship is proposed to be imparted. The AICTE has also launched an Internship Portal for enhancing students' skills, employability opportunities, and transforming them into an industry suitable workforce. The portal brings together the internship opportunities in the government sector such as in the Ministry of Housing and Urban Affairs of India (MoHUA), National Highways Authority of India (NHAI), Indian Railways, Ministry of Social Justice and Empowerment (MoSJE), Ministry of Micro, Small & Medium Enterprises (MSMEs), Corporate Sectors, Non-Government Organizations (NGOs), Start-ups, and research organisations, including the AICTE's initiatives for imparting Skills and the Enhancement of Employability in Technical Education.

The session on "Skill Development and Employability" will focus on various aspects related to vocational education including:

- Explore ways and means for establishing institute-industry connect;
- Trace various models for integrating vocational education into higher education;
- Review the National Skills Qualifications Framework (NSQF) for aligning it with the International Standard Classification of Occupations (ISCO) to promote student mobility to capitalize international employment opportunities.



## ix. Internationalization of Education

Global awareness and interconnectedness through the internationalization of higher education have a significant role in shaping the next generations of learners. Agreeing on this, one of the key areas which NEP-2020 emphasizes is the internationalization of the higher education system. The Policy reinforces the need to attain the goal of global quality standards, attract greater numbers of international students, and achieve the goal of “internationalization at home”. NEP-2020 suggests various measures for internationalization such as:

- Academic and research collaboration through MoUs between HEIs,
- Provision for credit recognition and credit transfer,
- Allowing top Indian Universities to establish campuses in other countries, and similarly,
- Top-ranked foreign HEIs to open campuses in India.

In line with the vision of NEP-2020, the UGC issued Guidelines for the Internationalization of Higher Education. The Guidelines highlight an array of activities such as:

- Brand building of Indian HEIs abroad,
- Academic and research collaboration with foreign universities,
- Facilitation of foreign students,
- Use of ICT for internationalization,
- Credit recognition under twinning arrangements,
- Global citizenship approach, and
- Engaging with foreign alumni and establishing an office for international affairs.

UGC has amended the Institutions of Eminence (IoEs) and Deemed to be Universities Regulations, 2021 as well so as to allow the IoEs to set up offshore



campuses. UGC has also notified the Regulations on Academic Collaboration between Indian and Foreign HEIs to offer Twinning, Joint Degree, and Dual Degree Programmes.

The session on “Internationalization of Education” will include discussions on various aspects related to internationalization such as:

- Explore ways and measures to promote India as a preferred global study destination.
- Deliberate upon various models and platforms for academic collaboration between Indian and foreign HEIs.
- Discuss matters related to credit recognition and equivalence of qualifications.
- UGC issued Regulations for Twinning, Joint and Dual Degree Programme.
- UGC Guidelines for Internationalization of Higher Education - Office for International Affairs (179 HEIs) and Alumni Connect at HEIs (158 HEIs)
- International Collaboration –International Hackathons and Research Collaboration in high-tech areas like semi-conductor with Taiwan/USA.
- Framework for Global Citizenship Education.
- Guidelines for Internationalization of Higher Education.
- Enable IOEs to offer offshore courses, UGC amended the UGC (Institution of Eminence Deemed to be Universities) Regulations on January 1, 2021 – for the Globalization of Education.
- Regulations for Academic Collaboration between Indian and foreign HEIs to offer Joint Degree, Dual Degree, and Twinning Programme
- Office for International Affairs at HEIs as a one-stop centre for facilitating foreign students and promoting internationalization.
- Alumni connect to engage with foreign alumni of Indian origin living abroad and foreign alumni to promote Indian HEIs abroad.



# PROGRAMME SCHEDULE- DAY 1

## 7th July, 2022

<b>12:30 PM</b>	Seating to be completed in the Main Hall, RUDRAKSH Convention Center, Sigra, Varanasi (Gate closes at 12:30 PM)	
<b>Inaugural Session</b> (02:30 PM onwards)		
<b>Inauguration of Akhil Bharatiya Shiksha Samagam</b>	<b>Shri Narendra Modi</b> Hon'ble Prime Minister of India	

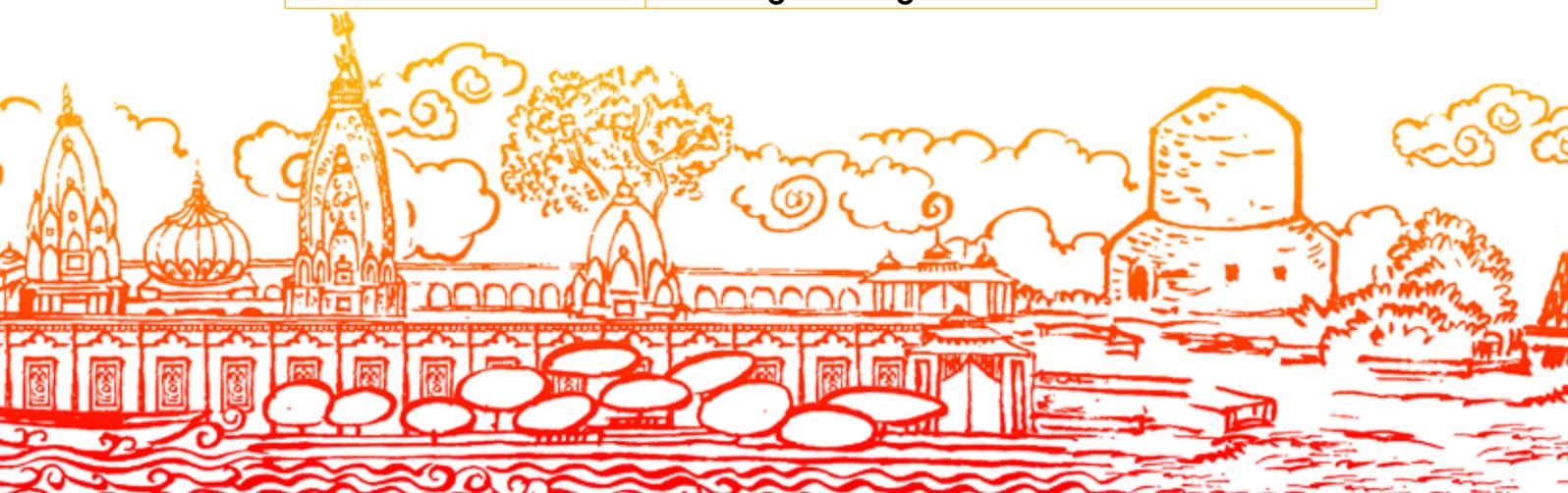
<b>Special Address</b>	
<b>04:00-04:30 PM</b>	<b>Dr. K. Kasturirangan</b> Chairman, NEP Drafting Committee
<b>04:30 - 05:15 PM</b>	High Tea
<b>05:15 - 06:00 PM</b>	Session I <b>Multidisciplinary and Holistic Education</b>



## PROGRAMME SCHEDULE- DAY 2

### 8th July, 2022

09:30 AM onwards	<b>Thematic Sessions</b>
09:30 AM	Session II <b>Research, Innovation, and Entrepreneurship</b>
10:15 AM	Session III <b>Governance and Capacity Building of Teachers for Quality Education</b>
11:00 AM	<b>TEA</b>
11:30 AM	Session IV <b>Quality, Ranking, and Accreditation</b>
12:15 PM	Session V <b>Digital Empowerment and Online Education</b>
01:00 PM	<b>Lunch</b>
02:00 PM	Session VI <b>Equitable and Inclusive Education</b>
02:45 PM	Session VII <b>Promotion of Indian Languages and Indian Knowledge Systems</b>
03:30 PM	<b>TEA</b>
03:45 PM	Session VIII <b>Success Stories and Best Practices of NEP-2020 Implementation</b>
05:00 PM	<b>Local Sightseeing</b>



## PROGRAMME SCHEDULE- DAY 3

### 9th July, 2022

09:30 AM onwards	Thematic Session
09:30 AM	Session IX <b>Skill Development and Employability</b>
10:15 AM	Session X <b>Internationalization of Education</b>
11:00 AM	TEA
11:30 AM	Session XI <b>Success Stories and Best Practices of NEP-2020 Implementation</b>
12:15 PM	Lunch
01:15-02:30 PM	Valedictory Session and Adoption of <b><i>Varanasi Declaration on Higher Education</i></b>
End of the Programme	



## **SPEAKERS' PROFILES**

- Eminent Academicians, Educational, and Institutional Leaders
- Heads of Various Regulatory Bodies
- Experts on Accreditation and Ranking
- Vice Chancellors, Directors, Pro-Chancellors of leading eminent Indian Higher Education Institutions
- Directors of Institutions of National Importance
- Leading Scientists
- Industry Experts from EdTech Companies and Start-ups

## **TARGET AUDIENCE**

- Academic, Administrative and Institutional Leaders of Various Indian Higher Education Institutions
- Academicians
- Research Scholars
- Government Officials
- Policy Makers
- Thought Leaders
- Professional and Educational Experts
- Industry Experts.



## FORMAT OF THE CONFERENCE

The Akhil Bharatiya Shiksha Samagam will consist of thematic sessions on the major thrust areas of the National Education Policy, 2020 chaired by distinguished academics. The Summit will steer brainstorming discussions by keynote speakers followed by interaction with the participants. At the end of each day, the participating Indian HEIs will share their success stories and best practices of the implementation of the NEP-2020.

## OUTCOME OF THE CONFERENCE

- Create further scope for all stakeholders to come together for effective, smooth and timely implementation of the NEP 2020.
- Establish strong linkages among various higher educational institutions.
- HEIs to harness new and innovative strategies discussed in the conference in order to implement NEP 2020.
- Provide unique opportunities for Indian HEIs to learn, explore and execute future trends in higher education.

## VARANASI DECLARATION ON HIGHER EDUCATION

On the last day of the Summit, participating HEIs will reiterate their commitment to provide quality higher education to every student of India. As India implements the National Education Policy, 2020, the HEIs will take stock of achievements, challenges encountered and prospects of further



progress in moving towards education for all. The HEIs will share their vision on the principles stated in the NEP-2020. Recalling the need to strive towards multidisciplinary, recognizing the traditional Indian knowledge system with a blend of technology, taking action to increase the access, and calling for impactful research in higher education, the participants will adopt the **Varanasi Declaration on Higher Education**. The Declaration will showcase India's extended vision and a renewed commitment that will help achieve the goals of National Education Policy, 2020 and hence enhancing India's educational footprints across globe.

## WAY FORWARD

The implementation of NEP-2020 cannot be achieved without the contribution of the different stakeholders. It requires the coming together and participation of the Central and various State governments and their educational institutions. The various aspects of the NEP-2020 and their implementation strategies and action plans require a careful and rigorous deliberation and cohesion. Carrying out the implementation in a phased manner, prioritizing key areas and pre-empting bottlenecks are also crucial. The conference will boost the pace of implementation and will open new horizons of academic best practices for all. During the 3-day summit, stakeholders will discuss the challenges they face and also the measures adopted to tackle the challenges, which will be a guiding light for all Indian HEIs.



## VENUE

RUDRAKSH Convention Center, Sagra, Varanasi, Uttar Pradesh.

## ORGANIZERS

- Ministry of Education, Government of India
- University Grants Commission, New Delhi
- Banaras Hindu University, Varanasi

**Participants could also use this opportunity to visit places of historical importance and experience the rich heritage of the city of Varanasi.**

