

WEBINAR-W22 ORGANISED BY DEPARTMENT OF CURRICULUM DEVELOPMENT & ASSESSMENT

NATIONAL EDUCATION POLICY 2020

NEP-2020: HIGHER EDUCATION: CURRICULAR ISSUES AND IMPLICATIONS



Date: 20th Nov, 2020 **Time:** 10:00AM - 1:00PM

Registration URL

<https://attendee.gotowebinar.com/register/5148063385556457232>

1. Rationale:

The NEP-2020 states the fundamental principles that will guide both the education system at large, as well as the individual institutions within it.

Some of them are;

- promote each student's **holistic development** in both academic and non-academic spheres;
- **flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **no hard separations** 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;
- **multidisciplinary and holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- **emphasis on conceptual understanding** rather than rote learning and learning-for-exams;
- **creativity and critical thinking** to encourage logical decision-making and innovation;
- **ethics and human & Constitutional values - promoting multilingualism and the power of language** in teaching and learning;
- **life skills** such as communication, cooperation, teamwork, and resilience;
- **focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture'
- **synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;

- **teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;

Many of the above principles have implications on curriculum of any programme as the curriculum is a key driver of the entire instructional system encompassing teaching-learning and assessment sub-systems. To integrate the above principles, the education system has to gear up for the necessary paradigm shift with appropriate changes at different levels of design, development and implementation and to make necessary provisions. As stated in the policy these call for revamping curriculum, pedagogy, assessment, for enhanced student experiences with appropriate flexibility in curriculum and novel & engaging course option. In respect of curriculum and assessment in higher education, some of the key points emphasized in NEP2020 include:

- i. Innovative & Responsive Curriculum;
- ii. Choice Based Credit System (CBCS) that need to be revised for instilling innovation and flexibility.
- iii. Criterion-Based Grading System that assesses student achievement based on the learning goals for each programme;
- iv. Curriculum with Credible Evaluation Systems;
- v. Curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum;
- vi. Continuous and comprehensive evaluation;
- vii. Academic Bank of Credit (ABC);
- viii. Vertical mobility Options from Certificate to Diploma to Degree to PG;
- ix. National Higher Education Qualification Framework (NHEQF);

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- x. Synergy in curriculum across all levels of education;
- xi. Exposure to pedagogical practices, designing curriculum, credible evaluation systems;
- xii. Emphasis on holistic education,
- xiii. Inclusion of research and internships in the undergraduate curriculum;
- xiv. Restructured Professional Standard Setting Bodies (PSSBs) to specify curriculum framework, within which HEIs may prepare their own curricula;
- xv. A much greater flexibility in the curriculum, so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths;

Closer examination of the above points makes it clear that they have their implications on curricular aspects at different levels of higher education system.

In an attempt to discuss and elaborate upon challenges and issues with regard to curriculum and its implications on the system this webinar is being organised by NITTR Bhopal. Experts as panellist would be offering their views and share their rich experience on different aspects of curriculum keeping in view the NEP-2020 highlights.

2. Outcomes:

The participants will be aware about certain aspects of curriculum in broader perspective, which include:

- Curriculum Framework-Multidisciplinary context
- Curricular Flexibility Issues
- Resource Implications

3. Tentative Schedule:

10:00 AM	Webinar Brief – Prof. V. H. Radhakrishnan
	Welcome Address - Prof. C. Thangaraj, Director, NITTR Bhopal
	Vote of Thanks – Prof. Anju Rawley
10:30 AM	Curriculum Framework - Multidisciplinary Context – Prof. Anju Rawley and Prof J. P. Tegar
10:50 AM	Curricular Flexibility Issues - Prof. V. H. Radhakrishnan
11:10 AM	Resource Implications - Prof. Shashikant Gupta and Prof. Susan S Mathew
11:30 AM	Break
11:35 AM	Panel Discussion - “NEP-2020 Higher Education: Curricular Issues and Implications”
12:35 PM	Q&A, Clarification and Concluding Session
1:00 PM	End of the Webinar

4. Our Panellists:



Dr. Rajive Kumar
Member Secretary
AICTE, New Delhi



Prof. M. K. Verma
VC, Chhattisgarh Swami Vivekanand
Technical University, Chhattisgarh



Dr. Vivek B. Kamat
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Dr. M. N. Patel
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Prof. S. K. Gupta, Prof. J. P. Tegar,
Prof. Susan S. Mathew & Prof. Sanjay Agrawal