AN INVESTIGATION IN TO THE GOVERNANCE SYSTEM OF ACADEMIC PLANNING IN BOTH PRIVATE AND PUBLIC SECTOR HIGHER EDUCATION INSTITUTE IN INDIA

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ABSTRACT

The recent interest in harnessing the collective capacity of public institutions of higher education is challenging long-held beliefs about system coordination. Constricted state resources, globalization, market forces, and new technologies suggest that new governance structures are not only a necessity but an opportunity to better connect system institutions. To build such collective capacity, public systems will be well-served to adopt new forms of governance and challenge historic or misaligned policies and activities. The purpose of this study was to examine the primary means by which system office staff coordinate institutional activities within academic planning. The study was constructed around identification of bureaucratic, market, and network practices in selected governing board systems to better understand the existing system policies and staff activities, as well as the shifts and associated challenges being experienced in the system governance of academic planning. An initial document analysis of state statutes, system policies, and recent system reports provided a base understanding of the policies and other factors driving each system's academic planning activities. A subsequent survey of system chief academic officers and their staff identified the importance of the policy elements, associated activities, and critical stakeholders for system academic initiatives, and program approval and review. The subsequent interviews of survey respondents explored the context and meanings associated with the survey responses, as well as challenges and future shifts in the approaches to system academic planning. The findings and conclusions from the study

suggest that system policies for program approval and associated system office staff activities are predominantly, if not exclusively, focused on system expectations of individual institutions with some limited but notable examples of interinstitutional program collaboration. Similarly, system office staff face significant challenges in simultaneously building collaborative capacity and balancing the policy interests of state policymakers, national organizations, and industry with the academic culture and local autonomy of system institutions. The state systems in the study noted recent and substantial shifts in system governance of academic planning resulting from enactment of state or system initiatives for degree completion, removal of bureaucratic elements that slow system processes, and/or delegation of more authority to system institutions. In addition, system office academic affairs staff noted their substantial interest and role in facilitating academic collaboration across institutions. Most of the state systems in the study are in the early stages of or stated interest in elevating support for interinstitutional collaboration, including changes to system policies, merging of administrative structures, and development of collaborative agreements to support interinstitutional activity. The study also indicates that system office staff are facing significant challenges in engaging faculty in collaborative activity across multiple and loosely coupled levels of administration. Significant shifts in system policies and staff activities are necessary to remove or better align the predominance of bureaucratic and market mechanisms with system efforts at academic collaboration. System leaders would be well served in engaging their institutional faculty and administration in casting a vision and clearing the way for network capacity to emerge.

KEYWORDS: A-Academic, P-Predominantly, C-Collaboration, I-Interinstitutional

INTRODUCTION

By definition, shared governance in higher education refers to the processes and structures that governing boards, faculty, professional staff, and administration use to develop policies and make decisions that affect the institution. It's also common for colleges and universities to invite input from their students. Governance structures in higher education vary quite a bit. A board of directors, board of **governors, or board of trustees generally oversees higher education institutions, and it's common** for colleges and universities to have more than one board. Each board's responsibilities may be similar, and one board may have the full legal responsibilities for the institution. In a shared governance model, the legal responsibilities are divided between two boards — for example, a board of governors and a board of directors.

Ideally, shared governance is characteristically collegial. All individuals and groups get a chance to contribute and have their voices and opinions heard.The benefit of shared governance is that it taps the knowledge, wisdom, and experience of a variety of groups and people with the aim of sharing resources and identifying meaningful opportunities to help move the institution forward.

Who's in Charge at Higher Education Institutions?

Regardless of whether it's a public or private institution, the governing board has all legal authority. Through the board's authority, they can delegate authority for the day-to-day operations to the college or university president. The president also has delegatory powers to give authority over certain other parts of management for the university to other officials.

A prime example of this is delegating the authority for academic personnel and programs to the provost as the chief academic officer. Over time, the system of shared governance has evolved to include more representation in decision-making in various other facets of leadership.

The two concepts are overlapping and complementary.

For example, in the search process for an administrator, a hiring committee might consist of professors, staff and possibly students. Before colleges and universities practiced shared governance, a university official would conduct the search, recruit candidates, vet them, interview them and make the final choice all on his or her own.The concept of sharing the responsibility for governance means that everyone involved has a role, but it doesn't mean that everyone or every party gets to participate at every stage of decision-making. It's more than a matter of a simple vote, and no one has complete control over the entire process.

The idea is to share some of the responsibility by delegating it to those who are closest to certain issues. For example, the board of directors may give primary (but not total) responsibility to a student senate for coming up with policies that relate to student governance. Tradition holds that faculty members traditionally have the primary responsibility over the curriculum. While faculty has the primary responsibility for curriculum, there are checks and balances in place. Any changes that the faculty deems appropriate must be approved by an accountable officer: a dean, the university provost, the president, or the board of directors.

In understanding a shared governance model as it relates to hiring faculty and administrators, various stakeholders participate in parts of the process that are well-defined. The board would appoint a search committee to evaluate the applications, make a shortlist of candidates, conduct the interviews, contact references, and choose the finalists. The final decision-maker would conduct the background checks and enter formal negotiations with the top candidate. The final decision-maker would bear the ultimate responsibility for the chosen staff's performance, but everyone who participates in the process would have some accountability for their part in it.

India's first Education Policy was passed and implemented in 1986. After thirty-four years, the National Education Policy (NEP) for India has been updated, revised and approved on 29 July 2020. The policy signifies a huge milestone for India's Education system, which will certainly make India an attractive destination for higher education world-wide.

The policy is based on the pillars of "Access, Equity, Quality, Affordability, Accountability" and will transform India into a vibrant knowledge hub

NEP 2020 emphasises systemic and institutional improvements to regulation, governance and promotion of multidisciplinary academics and research in Indian HEIs.

Several aspects of the plan may create new opportunities for UK HEIs. For example, changes to the basic education system will make Indian school leavers more prepared to directly enter a UK undergraduate programme; a new nationwide academic credit system will simplify credit recognition partnerships between UK and Indian universities; and legislation will soon be submitted to allow leading overseas universities (institutions ranked in the top 100 worldwide) to open branch campuses in India. At the same time there may be consultancy opportunities related to the quality focus of the new education policy.

Challenges in the current Higher Education System:

- Fragmented higher education ecosystem
- Poor learning outcomes and development of cognitive skills of students
- Rigid, inflexible separation of disciplines for eg: An arts stream student cannot study any science related subject at HE.
- Lack of quality higher education in socioeconomically challenged areas
- Low teacher and institutional autonomy to innovate and excel
- Inadequate career management and progression for faculty/institutional leaders
- Lack of research funding across disciplines

- Sub-optimal governance and leadership of HEIs
- Poor regulatory mechanism that inhibits growth of excellent and innovative HEIs
- Large number of affiliations to universities resulting in poor undergraduate performance

Key highlights of the New National Education Policy

- The NEP brings about a range of changes in the system of higher education aiming to improve it with the goal of "creation of greater opportunities for individual employment.
  The key highlights from the new policy aim at:
- Creating an HE system consisting large, multidisciplinary universities and colleges, with at least one in or near every district, and more HEIs across India which offer their programmes in local/Indian languages
- Shifting from a rigid HE curriculum to multidisciplinary undergraduate education]
- Offering faculty and institutional autonomy
- Revamping the curriculum, pedagogy, assessment, and student support for enhanced student experiences
- Reaffirming the integrity of faculty and institutional leadership positions through merit- appointments and career progression based on teaching, research, and service
- Establishing National Research Foundation to fund brightest, peer-reviewed research and to actively seed research in universities and colleges
- Improved Governance of HEIs by high qualified independent boards having academic and administrative autonomy
- "light but tight" regulation by a single regulator for higher education;
- Giving increased access, equity, and inclusion through a range of measures such as offering scholarships by private/philanthropic universities for disadvantaged and underprivileged students
- Giving access to education to all learners (disadvantage/ learners with special needs) through online education, and Open Distance Learning (ODL).
- A goal of the NEP is to increase the Gross Enrolment Ratio in higher education, including vocational education to 50part percent by 2035 from 26.3 percent as of 2018.
- NEP will replace the fragmented nature of India's existing higher education system and instead bring together higher education institutions (HEIs) into large multidisciplinary universities, colleges, and HEI clusters/knowledge hubs. The policy states that over time, single-stream HEIs will be phased out over time.
- For now, while the NEP states that a system of granting graded autonomy based on accreditation will be adopted for colleges, eventually, the aim is to transform them into an autonomous degree-granting college, or a constituent college of a university.
- New and existing HEIs will evolve into three distinct categories:
- Research Universities (RUs)
- Teaching Universities (TUs)
- Autonomous Degree Granting Colleges (ACs)

Systemic Change - Effective Governance Structure for HEIs: Transforming the regulatory structure

The new policy strives to create a fine balance ensuring 'minimal government and maximum governance' in the HEIs and facilitating continued excellence in education and research. The Ministry of Human Resource will be called **Ministry of Education**

Key changes that the policy advocates around improving the governance standards in HEIs:

For each HEI there will be a **Board of Governors (BoG)** consisting of highly qualified, competent, and dedicated individuals with proven capabilities and commitment to the institution.

The BoG of each institution will be empowered to govern the institution free of any political or external interference, make all appointments, including that of head of the institution, and take all decisions regarding governance.

National Higher Education Regulatory Authority (NHERA), will be set up to regulate in a 'light but tight' and facilitative manner, meaning that a few important matters - particularly financial integrity, good governance, and full online and offline public disclosure of all finances, procedures, faculty/staff, courses, and educational outcomes - will be very effectively regulated, while leaving the rest to the judgment of the HEIs, which is essential to institutional autonomy, innovation, and pursuit of excellence.

National Accreditation Authority (NAA) will be tasked to provide accreditation to HEIs and in the long run it will become a binary process in line with global practice.

A new **General Education Council (GEC)** shall be set up to frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes.'

National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and will be in sync with the National Skills Qualifications Framework (NSQF). Higher education qualifications leading to a degree/diploma/certificate will be described by the NHEQF in terms of such learning outcomes. In addition, the GEC will set up facilitative norms for issues, such as credit transfer, equivalence, etc. through the NHEQF.

Higher Education Grants Commission (HEGC) will be created and will take care of funding and financing of higher education based on transparent criteria, including the Institutional Development Plans, (IDPs) prepared by the institutions and the progress made in the implementation of the IDPs. HEGC will be entrusted with disbursement of scholarships and on developmental funds for new focus areas and expanding quality programme offerings in HEIs across disciplines and fields.

The professional councils, such as ICAR, VCI and NCTE etc, referred to as **Professional Standard Setting Bodies (PSSBs)** will be invited to be members of the GEC. As members of the GEC, they would specify the curriculum framework, against which educational institutions will prepare their own curricula. They would also set the standards or expectations in focussed fields of learning and practice while having no regulatory role.

The regulatory system, with the **National Higher Education Regulatory Council (NHERC)** is set to function as one single regulator for the higher education sector, including teacher education, but excluding medical and legal education.

Mode of Education to become more flexible (blended approach). **National Educational Technology Forum (NETF)** would be created. E-courses will be developed in eight regional languages initially and virtual labs will be developed

National Research Foundation (NRF) to promote high quality research. NRF will be soon set-up and it would look after funding, mentoring, and building 'quality of research' in India. The NRF aims to fund researchers working across streams in India. In order to bring non-science disciplines of research in its ambit, NRF will fund research projects across four major disciplines –Sciences; Technology; Social Sciences; and Arts and Humanities.

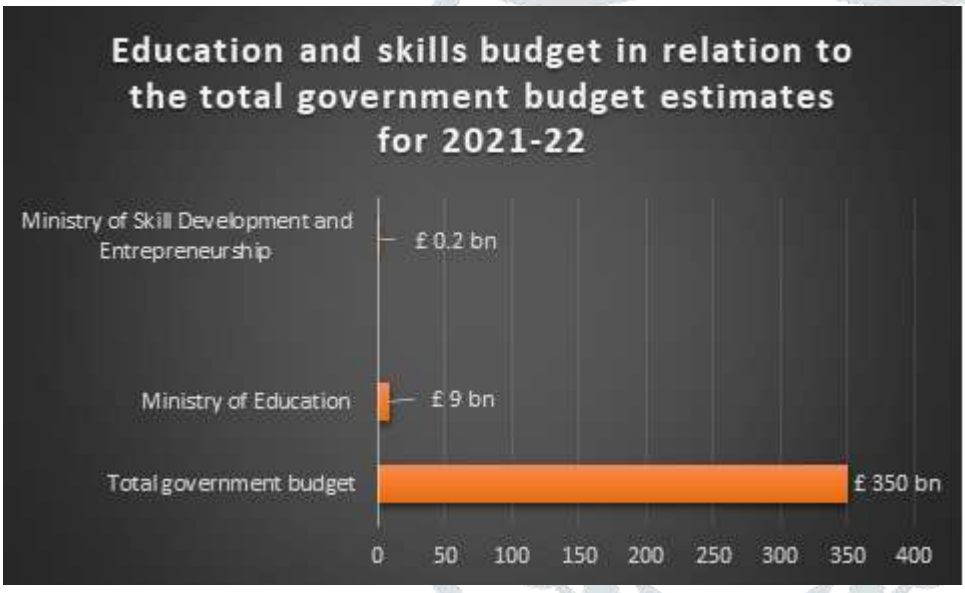
ANNOUNCEMENT OF GOVERNMENT BUDGET

India's central government has announced its budget for 2021, which includes a total of INR 932 billion (GBP 8 bn) allocated to education and is estimated to be 3.5 per cent of national GDP.

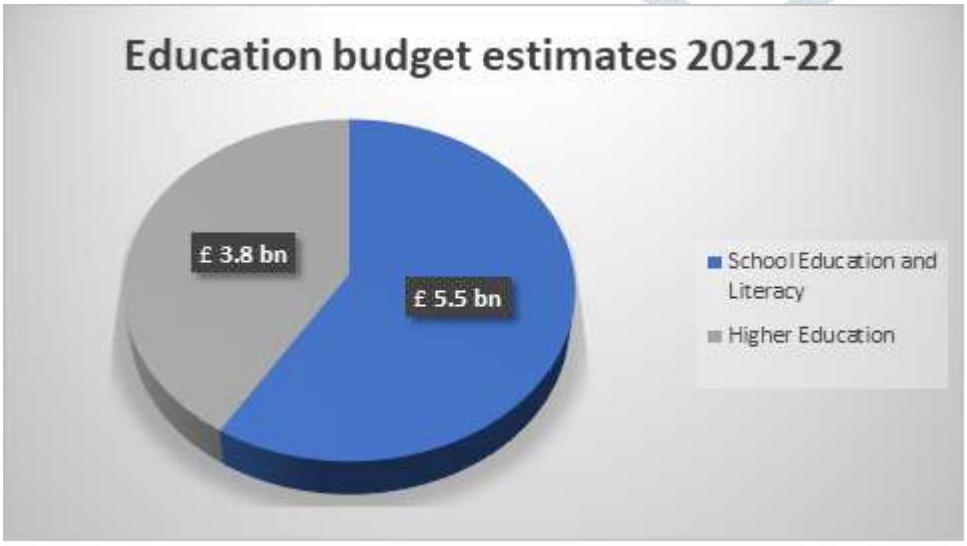
The headline figure represents a six percent reduction in the national education spending plan from last year. However, this is only a partial picture as it does not include state-level spending plans, which account for the majority of education expenditure, or private spending on education. Education is a concurrent subject in India's constitution, which means that both the national and state governments have powers to legislate, finance, design and implement programmes. Most of the delivery of education provision takes place at the state level.

This article provides a breakdown of the national spending plans and analyses the implications and opportunities for UK education institutions. The focus of the national education and skills budget is primarily around the new National Education Policy 2020 (NEP), International Research Collaboration, Higher Education Commission and Apprenticeships.

There have been mixed views to the education budget estimates as some expected more allocation in view of the learning crisis faced (like most nations) due to the pandemic; while others expected that the government would choose to prioritise health and allied sectors over education. The graph below displays the education and skills budget as a proportion of the total budget in the central government's spending plan.



The second graph presents disaggregated budget estimates for the overall national-level education spending plan with its two key sub-sectors: School Education and Higher Education.



We have identified key announcements from the budget where we see potential for international engagement and collaboration opportunities for the UK. Our sector-wise detailed analysis aims to provide interpretation of the intent, expected direction of travel, and the possible alignment within the scope of wider internationalisation.

School Education

Key highlights	Opportunity for UK
More than 15,000 schools will be qualitatively strengthened to include all components of the National Education Policy. They will emerge as exemplar schools in their regions, handholding and mentoring other schools to achieve the ideals of the NEP. It appears from budget allocation of Kendriya Vidyalaya and Navodaya Vidyalayas that these are likely being targeted for the improvement to new NEP standards.	**Alignment area: Partnership/Consultancy** This may open avenues for international collaboration and partnership opportunities for the UK schools to develop innovative models based on good practice from the UK. It is highly likely that there will be opportunities for paid consultancy services, particularly in school quality standards framework including audit of teaching, curriculum, assessment, school governance, leadership, inclusive practices etc.
Standards will be developed for all school teachers in the form of National Professional Standards for Teachers (NPST). This will enhance the capabilities of teachers and will be followed by all 92 lakh teachers (~9.2 million) of public and private school system in the country.	**Alignment area: Partnership/Consultancy** This may present opportunities for long-term paid consultancy in developing country-level professional standards framework for teachers based on international best practice. It is likely that mapping of the existing face-to-face and digital resources for teachers against the newly developed framework will create demand for developing additional resources. This will mean creating new programmes and training teachers aligned to the new framework which could be resourced through paid consultancy, partnership, and collaboration opportunities.
A National Digital Educational Architecture (NDEAR) will be set up within the context of a Digital First Mindset where the Digital Architecture will not only support teaching and	**Alignment area: Consultancy**

learning activities but also educational planning, governance and administrative activities of the Centre and the States/ Union Territories (UT). It will provide a diverse education eco-system architecture for development of digital infrastructure, a federated but inter-operable system that will ensure autonomy of all stakeholders, specially States and UTs.	This is likely to lead to paid consultancy opportunities for integrated web design architecture for software companies/ organisations/ programmers especially those who have experience in designing these platforms for EdTech organisations.
During the year, despite the COVID-19 pandemic, more than 30 lakh (~3 million) elementary school teachers were trained digitally, covering the 42-whole gamut of education. Taking this further, in 2021-22, training of 56 lakh (~5.6 million) school teachers will be carried out through the National Initiative for School Heads and Teachers for Holistic Advancement (NISHTHA).	**Alignment area: Partnership** This is likely to open avenues for partnership opportunities for teacher resource development and setting up of innovative practices such as online platforms and digital communities of practice that advocate peer learning and exchange of ideas. The Indian government initiated a programme called NISHTHA for which resources were developed and a complete management information (system put in place. All govt school teachers and Head Masters are to undergo this training which focusses on teaching pedagogy and practice.
Central Board of Secondary Education (CBSE) Board Exam reforms in a phased manner to be effective from the 2022-23 academic session. Exams will move away from rote-learning and students will be tested on their conceptual clarity, analytical skills, and application of knowledge to real life situations.	**Alignment area: Consultancy** This opens new avenues for paid consultancy opportunities for systemic reforms, particularly for curriculum, pedagogy, and assessments. CBSE has already started work in this area and the British Council's efforts have led to exchange of UK knowledge and expertise between three UK agencies Cambridge, UK NARIC and Alpha+ and the CBSE. Their inputs have been very well received and there is intent to continue such partnerships in the future. This engagement may lead to further opportunities in this sector.

Higher Education

Key highlights	Opportunity for UK
The Union Government plans to introduce legislation to establish a new regulatory body, the Higher Education Commission of India. This is in keeping with the announcement made in the previous budget. It will be an umbrella body having four separate vehicles for standard-setting, accreditation, regulation, and funding for colleges and universities.	**Alignment area: Partnership/Consultancy** This is in continuity of the reforms for the Indian higher education sector and moving a step forward for the new regulatory body to be established. It may present a long-term consultancy opportunity for shaping up the appropriate architecture, systems and processes building on best practices from around the world. There may also be opportunities for collaboration and partnerships with the UK HEs on standard setting and assessment reforms particularly. The area is crowded and competitive with many international agencies eager to fill this space.
To promote enhanced academic collaboration with foreign higher educational institutions, the Union Government proposes putting in place a regulatory mechanism to permit dual degrees, joint degrees, twinning arrangements, and other such mechanisms.	**Alignment area: Mobility/Research** It is likely that this will lead to enhanced reciprocal mobility of students – including larger numbers of Indian students who would not be able to take a full UK course taking joint or dual degrees through different models of partnerships and Transnational Education (TNE) that are likely to evolve with these measures. It will allow UK universities to access more of the education market share and extend its current reach even further. The University Grants Commission (UGC) has produced draft regulations for dual degree and credit transfer programmes and we understand that these will be announced shortly. This measure will also enhance cooperation in research and innovation between academics and researchers. The biggest barrier to fully leveraging the opportunity is the current state of ambiguity in

	the recognition of qualification of UK in India and vice versa. The British Council is currently leading a bilateral taskforce working on achieving mutual recognition of academic qualifications. It has representation from all relevant UK agencies such as UUKi, NARIC, QAA, DfE. Preliminary results of the discussion are likely to emerge by May 2021.
Special funding has been earmarked for another big reform, credit-based education, for which an Academic Board of Credit will soon be set up.	**Alignment area: Mobility** This is in line with the NEP. It means credit recognition / transfer agreements will become simpler for Indian students and Higher Education Institutions (HEIs) will find it easier to accept students from Indian institutions at any point in their education journey. If students decide to defer going to the UK by a year, they can simply transfer credits and join later and continue their journey. Traditional mobility timelines are no longer the only options. This would make it easier for UK HEIs to admit students mid-way through their degrees perhaps even increasing their intake numbers. This enables a standardised agreement on UK-India HEI partnerships and collaborations as well around credit transfer, making the process easier. Academic flexibility ensures students would not lose time, effort, and money if they change their HEI or do not complete the full course.
Many Indian cities have various research institutions, universities, and colleges supported by the Government of India. Hyderabad for example, has about 40 such major institutions. In nine such cities, the Union Government will create formal umbrella structures so that these institutions can have better synergy, while also retaining their internal autonomy. A Glue Grant will be set aside for this purpose.	**Alignment area: Partnership** This implies consolidation of various institutions at city level. It will streamline engagement processes and partnership opportunities with external partners including international institutions. It could facilitate broader strategic partnership for greater mutual benefits and knowledge exchange.
Research funding will now be routed through the new National Research Foundation (NRF) for both the school department and higher education	**Alignment area: Research**

department. The NRF will have outlay of ₹50,000 crore (~GBP 5 bn) over five years State universities and private universities will now be able to access research grants from the NRF on a competitive basis. The Office of the Principal Scientific Adviser will play a pivotal role in implementation of the NRF. The NRF will ensure that the overall research ecosystem of the country is strengthened, with focus on identified national priority thrust areas.	The research ecosystem is being bolstered through setting up a single entity backed with committed funding for five years. This will provide for a coherent strategy for research with established priorities of national importance. The NRF will have four core areas – Sciences, Technology, Social Sciences, Arts and Humanities. Paid consultancy as well as partnership opportunities are likely for joint research programmes and activities in these areas.

Skills

Key highlights	Opportunity for UK
The Government proposes to amend the National Apprenticeship Promotion Scheme 2016 Apprenticeship Act with a view to further enhance apprenticeship opportunities for youth.	**Alignment area: Partnership/Consultancy** This means that the amendment process to the current Apprenticeships Act will be put in motion, and when the details of the amendment are made public, it will provide insights on prospective areas for international partnerships. We think it might include innovative models for employer engagement, content development, institutional capacity building, CPD, knowledge and know how exchange.
Realigning the National Apprenticeship Training scheme (NATS) for graduates and diploma holders in Engineering. The Union Government will realign the existing National Apprenticeship Training Scheme. Over INR 3,000 crores (~GBP 30 million) will be provided for this.	**Alignment area: Partnership/Mobility** Opens new avenues and partnership opportunities for the UK FE and HE sectors to work closely with Indian HEIs at local and national levels on a long-term curriculum consultancy, content

150 Higher Education Institutions to begin apprenticeship embedded degree/diploma courses by March 2021. A programme under which urban local bodies across India would offer internship opportunities to fresh engineers for one year will also be launched.	development and faculty training, such as the UK degree apprenticeships. Potentially interesting for large UK and Indian employers looking at delivering apprenticeships. Opportunities for TNE and students' mobility. Many Indian HEIs would like to have access to world-class technical knowledge and systemic support to take these initiatives forward based on mutually beneficial partnerships.
Initiatives for partnership with other countries in skilling to be taken forward, similar to partnership with (i) UAE to benchmark skill qualifications, assessment, certification, and deployment of certified workforce and (ii) Japan for a collaborative Training Inter Training Programme (TITP) to transfer skills, technique, and knowledge.	These are new strategic partnerships focussed on skills development and mutual recognition of qualifications to primarily meet the demand for skilled workforce in other countries. This is looking at Indian exports to other countries.

National Research Foundation (NRF)

A robust and responsive research ecosystem is needed to accelerate the pace of economic, social and academic pursuit in India. The NRF will be an institution specially set up to help channel systematic investment in research and innovation for India which has been low (0.69% of GDP) in comparison to the US (2.8%), China (2.1%) Israel (4.3%) and South Korea (4.2%).

NRF will promote a culture of research in Indian Education ecosystem by:

- funding competitive peer-reviewed grant proposals of all types and across all disciplines
- seeding, growing, and facilitating research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions
- acting as a liaison between researchers and government as well as industry, so that research scholars are constantly made aware of the most urgent and current national research issues
- ensuring policymakers are constantly made aware of the latest research breakthroughs; this would allow breakthroughs to be brought into policy and/or implementation in an optimal fashion;
- recognising outstanding research and progress achieved via NRF funding/mentoring across subjects, through prizes and special seminars recognising the work of the researchers.

NEP and Teachers' development

- Stand-alone Teacher Education institutions will be converted into multi-disciplinary institutions by 2030 offering 4-year integrated teacher preparation programme.

- All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen PhD subject during their doctoral training period.
- PhD students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be reoriented for this purpose.
- A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages to provide mentorship to university/ college teachers.

UK India Alignment

MOBILITY	
NEP Highlights	**What it means for UK HEIs**
Schools: The existing 10+2 board structure at schools is dropped, and **the new structure will be 5+3+3+4 years of schooling.** All schools' exams will be semester wise twice a year. The actual number of years remain the same and the new structure now includes play school/ nursery/ kindergarten classes combined with classes 1 and 2. This gives a thrust to early childhood care and education, formalising early education into the formal system. The new structure divides the structure into cognitive developmental stages of the child – early childhood, school years, and secondary stage.	This new system should not affect UG admissions in the UK as the number of years Indians stay in school remain the same. The new policy does however allow students to exit at grade 10 and re-enter the system at grade 11 and this might offer opportunities for Indian students to finish their schooling in the UK and transition to the HE system there more seamlessly.
Higher education: All undergraduate degrees will be 3-4 years in duration with multiple exit and entry options within this period. If a student completes one year, they get a basic certificate, if they complete two years, they will get a diploma and if they complete the full course, the student receives a degree certificate. So, no year of any student will be wasted if students decide to break the course in between. **An Academic Bank of Credit (ABC) system** will allow a student to digitally store the academic credits earned from various HEIs so that the degree from an HEI can be awarded considering credits earned.	This means credit recognition / transfer agreements will become simpler for Indian students and HEIs will find it easier to accept students from Indian institutions at any point in their education journey. If students decide to defer going to the UK by a year (e.g. a pandemic situation like this one would make this a highly possible scenario) they can simply transfer credits and join later and continue their journey. Traditional mobility timelines are no longer the only options. UK HEIs will have the flexibility to admit student mid-way through their degrees perhaps even increasing their intake numbers. This enables a standardised agreement on UK-India HEI partnerships and collaborations as well around credit transfer, making the process easier.

	Academic flexibility ensures students won't lose time, effort and money if they change their HEI or don't complete the full course.
All programmes, courses, curricula, pedagogy across subjects, including those in in-class, in online and in ODL modes, as well as student support will aim to achieve global standards of quality. This will also help in having larger numbers of international students studying in India and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa.	This provides higher opportunities around partnership and collaboration between Indian and UK HEIs which could lead to higher mobility, research, joint programmes and more. Indian institutions will be comparable to international standards and that increases the various touchpoints for UK HEIs in India manifold. TNE could become more viable. Equally outward mobility from the UK allows UK HEIs to offer diverse programme opportunities to their students through agreements with Indian HEIs.
RESEARCH	
HEIs will have the flexibility to offer different designs of Masters programmes, (a) there may be a two-year programme with the second year devoted entirely to research for those who have completed the three-year Bachelors programme; (b) for students completing a four-year Bachelors programme with Research there could **be a one-year Masters programme** and (c) there may be an integrated five-year Bachelor's/Masters programme. Undertaking a PhD shall require either a master's degree or a 4-year bachelor's degree with Research. The M.Phil. programme will be discontinued.	The **acceptance of one-year master's Programme** after completing a 4-year bachelor's programme with Research, will create opportunities for UK universities to promote and attract Indian students for the one-year masters', which has been in debate for many years. This will ensure confidence in Indian students studying PG in UK and will further increase numbers to UK. The Indian government's official recognition of the UK one-year masters too will be in focus now. It will be important for UK HEIs to align the subjects with the Research year in a 4 Year Degree programme. UK HEIs need to ensure they can accept Indian students at any point in the UG journey.
CONSULTANCY	
Model public universities for holistic education at par with Indian Institute of Technology (IITs), Indian Institute of Management (IIMs), etc called Multidisciplinary Education and Research Universities (MERU) will be set up and will aim to reach the global status.	This will open paid **consultancy opportunities** in developing academic and accreditation framework at par with HEIs of UK and other countries. Mobility can be encouraged as part of MoUs and long-term partnerships with the MERUs.
HEIs as part of multidisciplinary education will focus on research & innovation by setting up **start-up**	Opportunities around **paid consultancy, faculty/ student exchange and curriculum development**

incubation centres, technology development centres, centres in frontier areas of research, greater industry-academic linkages, and **inter-disciplinary research** including humanities/social science research.	**and training** to support the HEIs both at National and State levels. This will also encourage UK students to come and spend a semester/ year and earn credits.
Effective learning requires relevant curriculum, engaging pedagogy, continuous formative assessment and adequate student support. The curriculum to be updated regularly aligning with the latest knowledge requirements and shall meet specified learning outcomes. High-quality pedagogy is necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students - thus directly influencing learning outcomes. The assessment methods to be scientific in approach. Further, the development of capacities that promotes student wellness, - such as fitness, good health, psycho-social well-being, and sound ethical grounding - are also critical for high-quality learning. Often, higher education represents the first time in students' lives when they are living and working independently, leading to stress and pressures in student life leading to threat to their wellness. Robust care and support systems are thus vital for maintaining beneficial conditions for student wellness and form an important precondition for effective learning. Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and equivalence across programmes, in the ODL (online distance learning), online and the traditional 'in-class' modes (blended approach). Important to note here: In February 2020, the government announced that the top 100 institutions in India's National Institutional Ranking Framework can apply to offer fully online degrees. Otherwise, however, Indian universities and colleges are not permitted to offer more than 20 per cent of a degree programme online.	These will open new avenues for UK HEIs to work closely with Indian counterparts for **long-term consultancy, faculty development, online curriculum development and training**. Many Indian HEIs would like to adopt and have access to world-class content and academician by initiating long term and mutually beneficial partnerships in the space of knowledge economy.

PARTNERSHIPS	
India to be promoted as a global study destination providing premium education at affordable costs and restore its role as a Viswa Guru (world leader). High performing Indian universities to be encouraged to set up campuses in other countries, and similarly, **select universities (e.g., those from among the top 100 universities in the world) to be permitted 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.	This is a historic step and will allow UK HEIs to open campus with 100% FDI or in partnership with a local partner. This will allow UK HEIs to recruit students in India and offer flexibility to study part of the degree in UK or in India. Credits earned in both countries will contribute towards awarding a degree. This will ensure students have higher job opportunities. Legislation will be soon be submitted to this effect.

NEP's higher education policy proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include professional and vocational areas and will be implemented[41]

- A certificate after completing 1 year of study (vocational)
- A diploma after completing 2 years of study (vocational)
- A Bachelor's degree after completion of a 3-year program (professional)
- A 4-year multidisciplinary Bachelor's degree (the preferred option) (professional)

Category		Grade	Ages	Comments
Compulsory education (India)				
Foundational Stage	Preschool (Urban) / Anganwadi (Rural)	Pre-kindergarten	2-5	This will cover children of ages 3–8 years. The focus of studies will be in activity-based learning.
		Kindergarten	5-6	
	Primary School	1st grade	6-7	
		2nd grade	7-8	
Preparatory Stage		3rd grade	8-9	It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics.
		4th grade	9-10	
		5th grade	10-11	
Middle Stage	Middle School	6th grade	11-12	It will introduce students to the more abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities.
		7th grade	12-13	
		8th grade	13-14	

Category		Grade	Ages	Comments
Compulsory education (India)				
Secondary Stage	Junior High school	9th grade	14-15	These 4 years of study are intended to inculcate multidisciplinary study, coupled with depth and critical thinking. Multiple options of subjects will be provided.
		10th grade	15-16	
	Senior High school	11th grade	16-17	
		12th grade	17-18	
Higher education(India)				
College(University)	Undergraduate school	First year	18-19	1-year Vocational Certificate
		Second year	19-20	2-years Vocational Diploma
		Third year	20-21	3-years Bachelor's degree (Optional and limited)
		Fourth year	21-22	4-years multidisciplinary Bachelor's degree (Preferred)
		Fifth year	22-23	5-years MBBS, a bachelor degree in medicine.
	Graduate school	First year	21+	(with various degrees and curricular partitions thereof)
		Second year	22+	
		Third year	23+	
	Doctorate		24+	
Research				
	Postdoctoral			
Continuing education				
Vocational school			18 and up	
Adult education				

School education

The central board and most of the state boards uniformly follow the "10+2" pattern of education. In this pattern, study of 10 years is done in schools and 2 years in Junior colleges (Mumbai, Maharashtra), and then 3 years of study for a bachelor's

degree for college. The first 10 years is further subdivided into 4 years of primary education, 6 years of High School followed by 2 years of Junior colleges. This pattern originated from the recommendation of the Education Commission of 1964–66.

There are two types of educational institutions in India, 1) Recognized institutions – primary school, secondary school, special schools, intermediate schools, colleges and universities who follow courses as prescribed by D.P.I. , universities or boards and they are also open for inspection by these authorities , 2) Unrecognized Institutions, which do not follow conditions as said in the recognised .

Adult and youth literacy rates

Adult literacy rates

Country	15+ years old		15–24 years	
	Male	Female	Male	Female
Bangladesh	51.7	33.1	59.4	43.1
Pakistan	63.0	36.0	75.8	54.7
Sri Lanka	92.3	89.1	95.1	96.1
India	73.4	47.8	84.2	67.7
China	95.1	86.5	99.2	98.5
Brazil	88.4	88.8	95.8	97.9
Russian Federation	99.7	99.2	99.7	99.8
World	87.2	77.3	90.5	84.1
Developing countries	83.5	70.1	88.6	80.9
Sub-Saharan Africa	69.5	53.5	77.8	68.3

Challenges

In the last 30 years, higher education in India has witnessed rapid and impressive growth. The increase in the number of institutions is, however, disproportionate to the quality of education that is being dispersed. Unplanned over-expansion is often criticized as one of the biggest downfalls of Indian higher education. Many institutions suffer from subpar quality and a lack of funding. As a result, entry into the top institutions is highly competitive and translates into a contest for higher entrance test scores and better private coaching institutes.

Higher education in India faces problems ranging from income and gender disparities in enrolment, to poor quality of faculty and teaching and even to a general lack of motivation and interest amongst students. Industries cite skill shortage as one of the major factors contributing to the mounting number of unemployed graduates.

The complex socio-political nature of the education sector in India makes it difficult to implement social reform. As a result, the overall quality of education suffers.

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