To,
The Principal
Christ Church College Kanpur

Subject: <u>Institutional Development Plan Proposal for Infrastructure Development apropos implementation of New Education Policy-2020</u>

Dear Sir,

The Institutional Development Plan (IDP) Cell of New Education Policy-2020 (NEP-2020) of the college has gone through the entire draft of the NEP-2020 document. Please find attached herewith the proposal which highlights major key points of the draft regarding infrastructure development needed with the implementation of the New Education Policy-2020 in our College. Keeping in view the much-needed infrastructure development while implementing the new policy of education, we are proposing a list of infrastructure requirements so that a concrete plan could be made accordingly for the same.

PROPOSAL:

A good educational institution is one which provides quality and meaningful education, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where <u>good physical infrastructure and appropriate resources conducive to learning are available</u> to students. Attaining these qualities must be the goal of every educational institution. ***(Introduction; page 5)***

A. <u>**Key points mentioned in NEP 2020 which requires strengthening and expansion of departments in addition to the existing infrastructure in Higher Education Institutions (HEIs)**</u>

Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. ***(Part II. Higher Education, Point 9: Quality Universities and Colleges; page 33)***

Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. ***(Part II. Higher Education, Point 10.2: Institutional Restructuring and Consolidation; page 34)***

Over a period of time, it is envisaged that <u>every college would develop into either an Autonomous degree-granting College, or a constituent college of a university</u>-in the latter case, it would be fully a part of the university. *(Part II. Higher Education, Point 10.4: Institutional Restructuring and Consolidation; page 35)*

By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions……all HEIs will firstly plan to become multidisciplinary by 2030, and then gradually increase student strength to the desired levels. *(Part II. Higher Education, Point 10.7: Institutional Restructuring and Consolidation; page 35)*

Single-stream HEIs will be phased out over time, and all will move toward becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters………*(Part II. Higher Education, Point 10.11: Institutional Restructuring and Consolidation; page 35)*

The new regulatory system……………by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. *(Part II. Higher Education, Point 10.12: Institutional Restructuring and Consolidation; page 36)*

Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence…..……*(Part II. Higher Education, Point 19.2: Effective Governance and Leadership for Higher Education Institutions; page 49)*

This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education…… *(Part II. Higher Education, Point 11.1: Toward a More Holistic and Multidisciplinary Education; page 36)*

Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs. Credits will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through ODL mode when they are not offered in-class at the HEI. *(Part II. Higher Education, Point 11.7: Toward a More Holistic and Multidisciplinary Education; page 37)*

The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary

Bachelor's programme, however, shall be the preferred option……. An Academic Bank of Credit (ABC) shall be established…………The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI. *(Part II. Higher Education, Point 11.9: Toward a More Holistic and Multidisciplinary Education; page 37)*

HEIs will have the flexibility to offer different designs of Master's pragrammes: (a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme; (b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and (c) there may be an integrated 5-year Bachelor's/Master's programme. …… (*Part II. Higher Education, Point 11.10: Toward a More Holistic and Multidisciplinary Education; page 38*)

HEIs will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry- academic linkages; and interdisciplinary research including humanities and social science research. …… *(Part II. Higher Education, Point 11.12: Toward a More Holistic and Multidisciplinary Education; page 38)*

Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed…… *(Part II. Higher Education, Point 12.1: Optimal Learning Environments and Support for Students; page 38)*

…. There will also be professional academic and career counseling available to all students, as well as counselors to ensure physical, psychological and emotional well-being. …… *(Part II. Higher Education, Point 12.4: Optimal Learning Environments and Support for Students; page 39)*

……An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad………… *(Part II. Higher Education, Point 12.8: Optimal Learning Environments and Support for Students (Internationalization); page 39)*

……students will be given plenty of opportunities in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counselling systems for handling stress and emotional adjustments. Furthermore, a systematized arrangement shall be created to provide the requisite support to students from rural background, including increasing hostel facilities as needed…………*(Part II. Higher Education, Point 12.9: Optimal Learning Environments and Support for Students (Student Activity and Participation); page 40)*

As the most basic step, all HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies,

libraries, labs, and **pleasant classroom spaces and campuses**. **Every classroom shall have access to the latest educational technology that enables better learning experiences**. …… *(Part II. Higher Education, Point 13.2: Motivated, Energized, and Capable Faculty; page 40)*

By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed…….The development of vocational capacities will go hand-in-hand with the development of 'academic' or other capacities…..Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs……….vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes. HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills. 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students…… *(Part II. Higher Education, Point 16.5: Reimagining Vocational Education; page 44)*

Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade…………… *(Part II. Higher Education, Point 16.2: Reimagining Vocational Education; page 44)*

…….Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country. *(Part III. Other Key Areas of Focus, Point 22.9: Promotion of Indian Languages, Arts, and Culture; page 54)*

All languages in India, and their associated arts and culture will be documented through a web-based platform/portal/wiki, in order preserve endangered and all Indian languages and their associated rich local arts and culture....................*(Part III. Other Key Areas of Focus, Point 22.19: Promotion of Indian Languages, Arts, and Culture; page 56)*

B. LIST OF REQUIREMENTS:

1. At present, 3000+ students are enrolled in Undergraduate and Postgraduate Master's programmes offered in Science, Arts and Commerce streams in the college. In reality, the attendance of students to the classes is not up to the mark, for reasons best known to them: the most likely primary reason could be that the available courses may not provide them adequate opportunities to compete with the students of other big universities/institutions of the country offering many professional and vocational courses, apart from regular ones. But with the introduction of NEP 2020 requiring the transformation from single stream HEIs into multidisciplinary institutions, providing many options for undergraduate degree and Master's programmes, introduction of Choice Based Credit System (CBCS) and Academic Bank of Credit (ABC), it is anticipated that student's attendance would

increase. Also, admissions in the new courses, to be introduced by the college, may lead to an increased enrollment of the students. With the limitations of current infrastructure and space available, then, it would be difficult to accommodate large number of students in future.

2. Space required for expansion and establishing New Research Laboratories since 4-year's Bachelor's programme with research is introduced in NEP 2020 leading to different options available for Master's programme.

3. More classrooms for in-class teaching with traditional blackboards would be required.

4. Smart classrooms equipped with advanced educational equipments like interactive whiteboards/ Interactive Flat Panels, projectors, digital podium, speakers & wireless microphones, lecture recording cameras etc. would be required to be constructed.

5. Extra Space for Departmental libraries/reading rooms would be required for every existing department in the college so as to accommodate students who enroll for 4-year's Bachelor's programme with research, Master's programme and Ph.D.

6. At least 03 seminar rooms would be required each with a capacity of accommodating 50 to 100 participants.

7. Digitally equipped Auditorium with a capacity of 150-200 for organizing seminars and conferences would be needed.

8. Computing/Digital Resource Center/IT cell would be required which helps in creation of virtual labs (through existing e-learning platforms such as DIKSHA, SWAYAM), digitization of offices, documentation of languages in India, and their associated arts and culture through a web-based platform/portal/wiki, providing two-way video and two-way audio interfacing for holding online classes, etc.

9. Setting up of start-up incubation centres, technology development centres and centres in frontier areas of research as mentioned in NEP 2020 would require additional space. For creating good teaching-learning environment, student-oriented culture/arts clubs, eco-clubs, activity clubs, sports/recreation areas, student discussion spaces and hostel facility would be needed to support students from rural background.

Hence, the challenges of transforming the college into a multidisciplinary, independent, self-governing institution providing quality higher education and also to providing a vibrant community of scholars and peers, additional campus space would be needed to develop the required infrastructural facilities as per the New Education Policy – 2020.

(Dr. Satya Prakash Singh)
Convener
Institutional Development Plan (IDP) Cell
Christ Church College Kanpur