

PANEL-3

The governing principles of the FAP consortium

Questions/Concerns to be Addressed

Summary of Lead-off Presentations

The Panel -3 started with the welcome address of Dr. Vineet Tiwari, who was the coordinator for Panel-3. He introduced himself and projected the goal of FAP to all speakers and guests. He said that whatever each one's role is in the academic arena, we should all come up with something—a new idea, a fresh perspective, a new strategy—that we can apply to make this FAP consortium successful.

He further went on to discuss about the governing principles of the FAP consortium. He said that the FAP is based on the Flexible method of learning which as the name suggests is **a method of learning where students are given freedom in how, what, when and where they learn.** ... Learning can take place in a variety of settings, including in the classroom, at home via the Internet, while commuting or as part of a work-study program.

Some fundamental and governing principles related to FAP consortium (as per NEP Policy) as discussed and deliberated by the distinguished panelists are as follows:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, thereby choosing their own paths in life according to their talents and interests.
- No hard separations 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 a 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;
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- Synergy in curriculum across all levels of education
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;

- A ‘light but tight’ regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- Basically we need to ponder over and make our thought process work in the following directions:
 - Why flexible Academics
 - How much of flexibility?
 - How to operationalise this flexibility?
- NEP2020 is placed to be aligned with the sustainable development goals. The primary objective of NEP was to completely re-haul and re-energize the education in the following ways:
 - 1) Restructuring & Consolidation
 - End the fragmentation of Higher Education by transforming into large multidisciplinary HEI clusters.
 - Setting up of MERU’s (Multidisciplinary Education and Research Universities).
 - University system as a Continuum
 - HEI’s will discharge other responsibilities i.e should support emerging HEI’s & school education.
 - 2) Regulatory System
 - An umbrella body to be set up—The Higher Education Commission of India (HECI)
 - All HEI’s both public and private to be treated on par.
 - 3) Faculty Incentives
 - 4) Degree and Pedagogy
 - 5) Internationalization at Home
- The courses should be designed such that they get flexibility and also a depth and width as far as their learning is concerned. The PhD degree students can do a degree with supervisors from two different institutions. All this is not new in FEP, quite a few of the provisions are being followed by old IIT’s and CFTI’s already.
- More importance should be given to Internationalization of education. Government has taken various initiatives through various schemes like - Asiad fellowship, Study India,

Gyan , Spark etc. However, this engagement of international external faculty is mostly being done as a one to one interaction as far as research of the student is concerned.

- Since we have various elite specific entrance exams for various programs therefore multiple entry is doubtful, but multiple exit is definitely possible and it should be promoted.
- A consortium should be made such that all good works already being done by various IIT,IIT CFTI, IISER's etc can be shared and more of flexible academic programs be promoted.

- The concept of Lead institute is particularly highlighted.
- FAP Multi-Governing Board should be created of members drawn from all the institutions. The chairperson of the Governing Board would be the chairperson of the lead institution so that things are driven in a positive direction.
- The function of the governing board would primarily be as follows:
 - Development of a strategic direction
 - Approval of all the educational programs
 - Regulation of statutes
 - Coordination committee to be formed which would engage with external institutions and faculties.
- Second level should comprise of a coordination committee in each of the member institutions this is a multi-disciplinary effort with members as the heads of departments and other identified different members could also be there .The ideas is to implement the decision of the governing body and it's the operation and management of the FEP at the institutional level
- The third level of institutions or the third level of governing structure is by creating a thematic group or the subject group of various streams of various subjects and they would be across the institution and they will be providing the support to the network institutions in their identified field of their expertise.

- The governance structure could be evolved in the interest of different institutions which are being involved in this mega consortium.
- There is an inertia at all levels which needs to be addressed specially at the faculty level who need motivation.

- FAP would not be a dilution of the engineering, if we expand the basket of courses from different disciplines like management, humanities, liberal arts etc., as doubted.

- However, at the same time, too much flexibility would also not be good so we must have a regulatory committee to monitor such initiative.
- The NEP seems to finally understand that every student entering an institution has a different learning need and learning rate capacity. Our academic programs need to be made compliant to this fundamental fact.
- As other experts have already opined – any attempt to design a viable program – almost certainly needs to be credit based.
- Every department/school need to identify one (or multiple) student counsellors. These student counsellors will meet with every incoming student and assess the students' expectation. During each semester these counsellors will track the student performance and ensure that their progression is within acceptable parameters.
- In order to create a lifelong learner and problem solver, we may divide the FAP program as Global Vs Local Level Flexi Programme with autonomy of Individual and minimum governing rules.

So in an nutshell, to make the FAP consortium successful, the following practices should be immediately started;

1. Document the experiences of various institutions
2. We should be able to have a structure at the institutional level. Study the Courses and pedagogy ; students and teaching –readiness of all
3. Internationalization and how we can use our online technique for its betterment