

# महाराष्ट्र शासन

विभागीय सहसंचालक, उच्च शिक्षण, कोकण विभाग, पनवेल  
शासकीय अध्यापक महाविद्यालय परिसर, पनवेल, जि. रायगड-४१० २०६.

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सर्व अधिनस्त कला, वाणिज्य, विज्ञान, विधी, अध्यापक व शारिरीक शिक्षण शास्त्र महाविद्यालये,  
जिल्हा: ठाणे, पालघर, रायगड, रत्नागिरी व सिंधुदुर्ग.

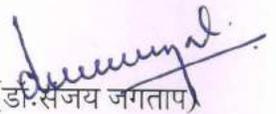
**विषय:** युजीसीतर्फे प्रसिध्द करण्यात आलेल्या राष्ट्रीय शैक्षणिक धोरण २०२० च्या अनुषंगाने निर्गमित केलेली मार्गदर्शक तत्वे याबाबतचे अभिप्राय/सूचना विद्यापीठ अनुदान आयोगाच्या संकेतस्थळावर भरणेबाबत...

**संदर्भ:**

१. संचालनालयाचे पत्र क्र.युएनआय/(११/२२)/विशि-१/३२३०, दि.२९.०३.२०२२
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३. विद्यापीठ अनुदान आयोगाची पब्लिक नोटीस क्र.१-५/२०२१(QIP), दि.०४.०३.२०२२
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५. विद्यापीठ अनुदान आयोगाची पब्लिक नोटीस क्र.१-१/२०२१(CBSC/QIP), दि.१७.०३.२०२२
६. विद्यापीठ अनुदान आयोगाची पब्लिक नोटीस क्र.१-३/२०२१(QIP), दि.१७.०३.२०२२

उपरोक्त विषयास अनुसरुन संदर्भिय पत्रान्वये कळविण्यात येत आहे की, विद्यापीठ अनुदान आयोगातर्फे राष्ट्रीय शैक्षणिक धोरण २०२० च्या अनुषंगाने संदर्भिय २ ते ६ अन्वये विविध मार्गदर्शक तत्वे प्रसिध्द करण्यात आली असून या मार्गदर्शक तत्वांमध्ये काही बदल करावयाचे असतील तर त्या संदर्भात विद्यापीठ अनुदान आयोगाने अभिप्राय/सूचना मागविलेल्या आहेत.

तरी सर्व संबंधितांनी उपरोक्त मार्गदर्शक तत्वांचा अभ्यास करुन आपले अभिप्राय/सूचना विद्यापीठ अनुदान आयोगाच्या संकेतस्थळावर विद्यापीठ अनुदान आयोगाने दिलेल्या विहित मुदतीत अपलोड करण्याची कार्यवाही करावी. (सोबत मार्गदर्शक तत्वे जोडली आहेत)

  
(डॉ. संजय जगताप)

विभागीय सहसंचालक,  
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**Draft Guidelines for Transforming  
Higher Education Institutions  
into  
Multidisciplinary  
Institutions**

**Draft**



ज्ञान-विज्ञान विमुक्तये

**The University Grants Commission**  
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# Draft Guidelines for Transforming Higher Education Institutions (HEIs) into Multidisciplinary Institutions

## 1. Preamble

*Aano bhadra krtavo yantu vishwatah*  
**Let noble thoughts come from all directions**

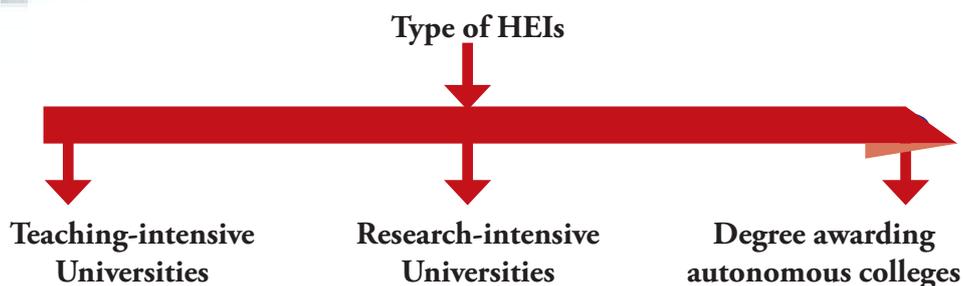
This profound concept from the Rigveda illustrates the recognition of limitless learning in the Vedic Period. India has a rich tradition of the multidisciplinary approach since ages, as exemplified by the ancient institutions such as Nalanda and Takshashila. These higher learning centres of ancient India were known for teaching every branch of knowledge, such as singing, painting, chemistry, mathematics; vocational fields such as carpentry, clothes-making; professional fields such as medicine and engineering; and soft skills such as communication discussion and debate. Over the centuries the broader learning opportunities got narrowed, and gradually, in recent years the focus moved to specialization in particular subjects resulting in the growth of single-stream institutions. To reboot the legacy of multidisciplinary education, the National Education Policy 2020 (NEP 2020), suggests several policy directions for offering multidisciplinary education.

The NEP 2020 aims to develop intellectual, aesthetic, social, physical, emotional, ethical, and moral facets of an individual in an integrated manner, thereby contributing directly to transformation of the country and making India a global knowledge superpower. What constitutes an HEI, that is, a university or a college, is also well-defined in the NEP 2020. Large multidisciplinary HEIs to be established in or near every district by 2030 is one of the most significant recommendations in the NEP 2020. A multidisciplinary institution should not only have different departments, but also imaginative and flexible curricular structures to enable creative combinations of disciplines for study. Innovative programmes of a multi- and interdisciplinary nature help widen learners' thinking and learning capability and train them to address emerging challenges. An approach to help students to follow their passion is, therefore, a key recommendation towards innovative and flexible education.

India currently has various stand-alone and domain-specific institutions and universities. Even in multidisciplinary HEIs the disciplinary boundaries are so rigid that the opportunities to learn and explore different disciplines are less explored. Internationally, the culture of establishing and sustaining a multidisciplinary university is increasing fast, thereby maximizing productivity with enhanced focus towards research and development, innovation, and incubation. It is therefore, pertinent for the higher educational system (HES) to phase out stand-alone, fragmented and domain-specific HEIs and create HEI clusters and multidisciplinary HEIs instead. Such institutions will impart education, which will turn out individuals who have strong values and skill sets. The HES will further enhance the performance of Indian institutions in terms of teaching, learning, and research to newer and greater heights.

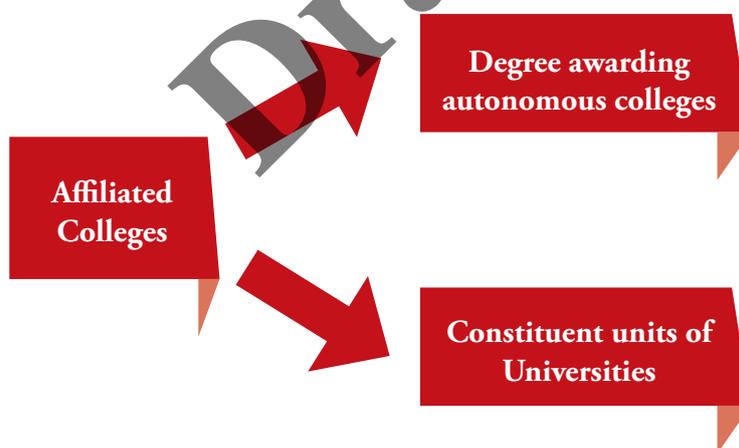
The way proposed in the NEP 2020 to end fragmentation of HE is by transforming HEIs into multidisciplinary universities, colleges and clusters, and knowledge hubs. The types of HEIs envisaged are:

- a) Multidisciplinary research-intensive universities (RUs)
- b) Multidisciplinary teaching-intensive universities (TUs)
- c) Degree-awarding multi-disciplinary autonomous colleges (smaller than a university).



The multidisciplinary TUs and RUs will be large universities with 3,000 or more students. The Institutional Development Plan (IDP) for the RU will reflect upon the programmes, faculty research profile, industry collaborations, research projects, and other research-based activities constituting the core of the university.

Given that by 2035 all affiliated colleges should become degree-awarding multidisciplinary autonomous institutions, it is necessary to develop a road map to transform all affiliated colleges to attain the status, either alone or through collaboration with nearby institutions in the form of clusters or to become a constituent part of a university as envisioned in NEP 2020. The affiliated colleges need to achieve the degree-awarding status by passing through different stages of autonomy or by completing the process of becoming part of the cluster to become a large multi-disciplinary HEI. When an HEI becomes a constituent college of the large university it may collaborate with other constituent colleges of the university or open new departments to achieve the status of multidisciplinary HEI.



The overall HE sector will be an integrated HE system, including professional and vocational education. The policy document also suggests opening departments needed for multidisciplinary subjects, including: Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation.

## 2. Objectives of Multidisciplinary HEIs

- Convert single-stream institutions into multidisciplinary HEIs, that is, large universities, and autonomous degree-awarding HEIs.

- Strengthen institutional infrastructure necessary for multidisciplinary education and research.

### 3. Approaches Towards the Setting Up of Multidisciplinary HEIs

- Academic collaboration between institutions, through HEI clusters, leading to multidisciplinary education and research in different modes.
- Merger of single-stream institutions with other multidisciplinary institutions under the same management or different managements.
- Strengthening of institutions by adding departments in subjects such as: Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other subjects as needed for a multidisciplinary institution.

### 4. Features of a Multidisciplinary HEI

HEIs in India are opening their portals for students to experience multidisciplinary education and get a chance to take courses from other disciplines. The blend of core subjects and interdisciplinary topics will help students to shape their career options. To offer multidisciplinary programmes successfully, HEIs are expected to have student-induction programmes to apprise students of various career opportunities; register in the Academic Bank of Credit (ABC); and adopt SWAYAM courses, in addition to other collaboration with other HEIs, to offer the programmes with a strong interdisciplinary flavour.

#### a) **Orientation about new opportunities**

The University Grants Commission (UGC) has initiated a Student Induction Programme (SIP) with the purpose to help students acclimatize with the new surroundings, develop bonds with fellow students and teachers, sensitivity towards various issues of social relevance, and imbibe values so as to become responsible citizens. With the NEP 2020 bringing in a series of reforms such as multidisciplinary education, multiple entry and exit, storing of credits in the Academic Bank of Credits (ABC), students entering the portals of HE need to be oriented about the available opportunities. Ensuring a well-designed induction programme with adequate exposure to all these reforms will help students to set the pace of their academic journey.

#### b) **Mobility of credits between institutions**

For credit mobility between partnering institutions, the National e-Governance Division (NeGD) of the Ministry of Electronics and Information Technology (MeitY) has developed the ABC platform under a Digilocker Framework. The ABC shall provide the facility and functionality for a student to open an academic account and to get on board of eligible HEIs. The ABC will digitally store the academic credits the students earn from HEIs registered with the Bank and supply appropriate data for the HEIs to award degrees, diplomas, / PG diplomas and certificates as merited by the students, over a period of time.. The ABC will also ensure the opening, closing, and validation of Academic Bank Accounts and Credit verification, credit accumulation, and credit transfer or redemption for students. All HEIs will need to register in the ABC to enable credit mobility.

c) **Online and ODL mode of education**

NEP 2020 has set the ambitious target of achieving 50 per cent GER by 2035. To achieve this target, HE needs to be imparted in multiple ways. Online learning is one of the ways. In spite of connectivity difficulties in remote areas, online education is gaining acceptance and popularity. Hundreds of courses hosted in the SWAYAM portal can provide an ideal platform to enable multidisciplinary education. The UGC credit framework for online learning courses through Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) Regulations, 2021 facilitates an institution to allow its students to learn up to 40 per cent of the total courses being offered in a particular programme in a semester.

## 5. General Conditions

- The standards prescribed by the UGC or by the concerned Statutory or Regulatory bodies, such as: All India Council for Technical Education (AICTE), Medical Council of India (MCI), Dental Council of India (DCI), National Council for Teachers Education (NCTE), Bar Council of India (BCI), and Indian Nursing Council (INC), etc. with reference to maintaining the standards in terms of academic and physical infrastructure, qualification of teachers, duration of a programme, intake, eligibility, admission procedures, fees, curriculum and programme implementation, assessment and evaluation, among other conditions are applicable.
- The degree programme to be offered as a result of collaboration between institutions must conform to the nomenclature and duration of the degrees as specified in section 22 (3) of the UGC Act, 1956 and shall also conform to the minimum eligibility and other norms and standards to offer such degree programmes. Capacity-building for faculty to teach, train, and to do research in multidisciplinary academic programmes has to be focused on. Multidisciplinary degree programmes punctuated with internship, community service, and engagement and skill courses need substantial orientation for teachers. The overall requirement of quality in terms of Human Resources (HR) is very large. Initiatives like Annual Refresher Programme in Teaching (ARPIT), and Leadership for Academicians Programme (LEAP) need to be utilized for additional capacity-building.
- Institutional structures have to be expanded to support the strengthening capacity of faculty to use effective pedagogical approaches and design learning assessment methods and tools.
- To satisfy the statutory/regulatory body's requirements, necessary equipment, books and journals commensurate with the programmes have to be offered in collaboration with the institution..
- As per the UGC and Statutory Council(s) norms, there has to be adequately qualified faculty to support the collaboration.
- The academic requirements and other details of the programme(s) of study to be offered under collaborative arrangements shall be displayed prominently on the collaborating institutions' website before the commencement of any programmes.

- An appropriate mechanism has to be put in place to make available counselling services in all HEIs. Each HEI will encourage students through placement assistance and career guidance to help them to decide on their occupational choices, facilitate processes to identify employment opportunities, and set up interactions with potential employers. An efficient mechanism for grievance-handling and or redressal will have to be created or upgraded.
- HEIs shall need the appropriate educational infrastructure in terms of audio-visual facilities, e-resources, virtual classrooms and studios, and specifically, high bandwidth Internet connectivity to support Online Distance Learning (ODL) or On-line courses or programmes, to provide electronic access to journals, books and other learning materials and other infrastructural facilities for face-to-face theory or practical, or training courses as specified, from time-to-time, under the relevant UGC Regulations and/or Statutes or Ordinances of HEIs.
- HEIs shall obtain approval from their respective statutory authorities such as the Governing or Executive Council or Syndicate or Board of Management or Academic Council, to apply for registration with the ABC.
- Registration in ABC will enable the accumulation, transfer, and redemption of credits earned as per the UGC (Establishment and Operation of Academic Bank of Credits) Regulations, 2021. The earned credits shall be deposited in the ABC and shall be valid for not exceeding seven years as specified by the credit-awarding institutions and subject to its acceptance by the registered HEI awarding the academic qualifications, for the purpose of commutation of credits and for awarding any degree, diploma, or certificate.
- The reservation policy will be as per the Central and State governments norms.

## **6. Academic Collaboration between Institutions Leading to Multidisciplinary Education and Research.**

Colleges, which are the bedrock of the Indian HES are connected with universities through an “Affiliating System”, where universities design the syllabi, conduct examination and award degrees, while teaching is done in colleges. The structure of this affiliating system has changed very little over the years thus having a debilitating or limiting effect on the evolution of research and innovation at both the university and college levels. UGC’s attempt to cross the traditional divide between universities and colleges was the scheme of, “Autonomous Colleges”. However, the effort to bring more colleges into the fold of academic autonomy was only partly successful. With NEP 2020 recommending transformation of all HEIs into large multidisciplinary degree-awarding autonomous institutions, the challenge lies in bringing the affiliated colleges on to the track of progressive autonomy where the institutions pass through several stages of academic freedom leading to a degree-awarding institution and finally into an university as envisioned in the NEP 2020. Consolidation of existing HEIs into multidisciplinary degree-granting autonomous colleges through cooperation and collaboration among institutions is outlined in these guidelines.

Many industries now look for graduates with sound knowledge of different disciplines. In sync with the market demand, majority of students aspire to acquire multiple skills. Although there are many

single-stream institutions in subjects such as Education, Engineering, Management, and Law in close proximity, rigid disciplinary boundaries and lack of collaboration between institutions deprive students the opportunities of multidisciplinary learning. In light of NEP 2020 it is essential to capitalize on the proximity of HEIs in offering multidisciplinary programmes.. Collaboration and cooperation in offering degree programmes in innovative ways is in the larger interests of aspiring students, parents, industry, government, and the nation..

## 1) Institutional collaboration leading to the award of dual-major degrees

### a) Eligibility criteria

Under the collaborative arrangement, the single-stream institutions can integrate their programmes with those of nearby multidisciplinary institutions to enhance what they can offer with their programmes. The multidisciplinary HEIs may also seek collaboration in case they are willing to expand further by adding more programmes. Such a new and novel educational architecture will help and strengthen the structure of multidisciplinary education and achieve what has been envisioned in the NEP 2020. As an example, a B.Ed. course, integrated with a B.A. gives the Integrated Teacher Education Programme (ITEP), and combination of B.A.-B.Ed.

#### Example



### b) Approval process

The approval process and degree-awarding is under the purview of the Affiliating universities. The colleges and universities must get the Concerned Professional Council(s) to start the degree programmes. This will be applicable either in discipline-specific degree or dual degree.

Proposals to offer a four-year dual-major Bachelor's programme have to be submitted by the HEIs to the regulatory body concerned for recognition. Following the selection procedure, the concerned regulatory bodies will recognize institutions to offer the integrated dual major programmes.

### c) Operational requirements

- The Academic Council(s) of institution(s) or affiliating universities will need to approve the dual major degree programme. The physical proximity of the institutions should be such that they can share physical and human resources and ensure easier student and faculty mobility. Collaborative dual-major degree programmes, wherever possible and required, should be offered with the idea of bringing flexibility and interdisciplinarity for the students. The collaborative dual-major degree programme should be naturally feasible and should open new career and

employment opportunities for the students. The institution will have to enter into a written Memorandum of Association (MoA) with its partner institution(s) for collaboration. The MoA must include the purposes and related provisions of collaboration, nature and extent of partnership among partnering institutions, and the modalities for the functioning of the institutions in offering dual major programmes. The partnership plan for awarding dual major degree and/or collaborative programmes must include planning the expansion in the infrastructure, number of students, departments involved, administration, academic functions, and research activities. The student's tuition fee may be charged only for the residential period in the concerned HEIs. The college where a student takes admission will issue the transcript or degree indicating the courses the student taken by at the partner institution.

## 2) **Collaboration between two institutions for the award of dual degree**

Under this arrangement, students enrolled in an HEI can take up the first degree at the host institution and the second degree at the partnering institution leading to dual degree.

### **Example:**

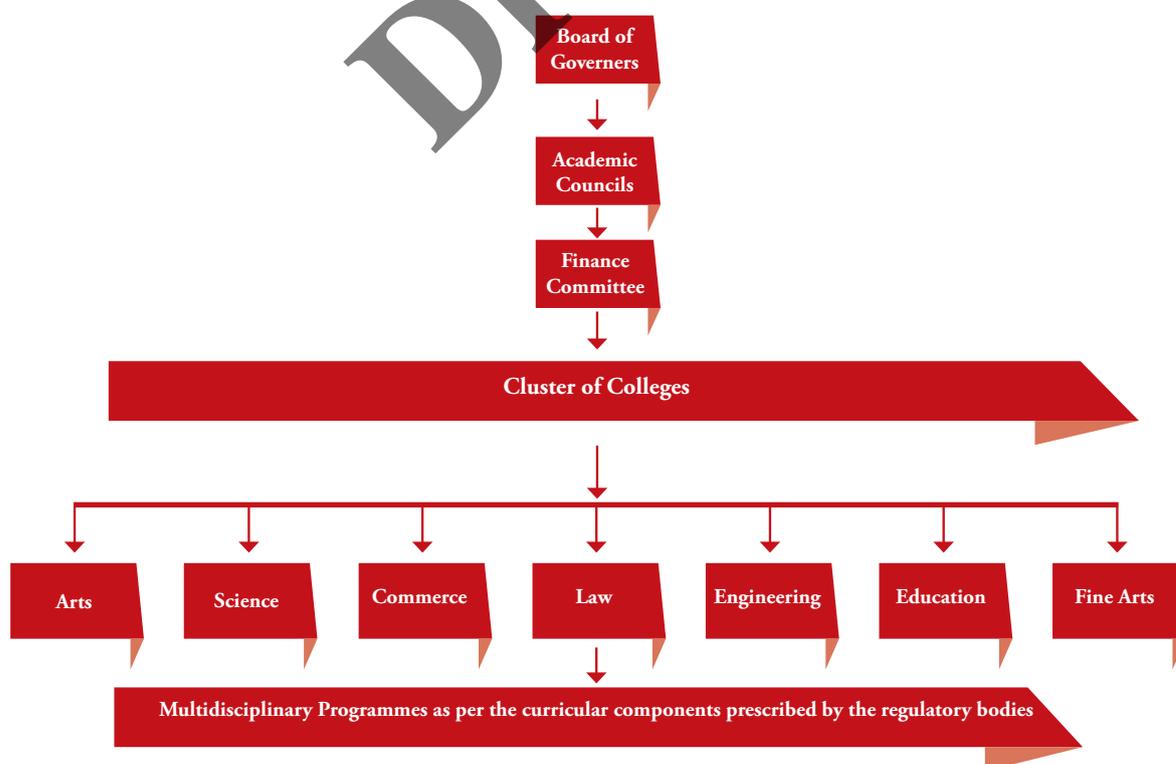


- An MoU may be signed between the partnering institutions to offer the dual degree with the approval of the university, the State government, and/or the regulatory bodies, covering all aspects such as the number of seats, modalities of transition from one institution to another, and awarding the degree. In accordance to the norms of regulatory bodies, the Central and/or State governments, should manage and regulate the joint seat allocation for dual degree programmes. Eligibility to the dual degree programme will be as per the eligibility criteria in terms of qualifying examinations, minimum marks, and any other factors as set for the programme by the partnering institutions. Once admitted, the students will be able to complete the first degree at the host institution and the second degree at the partnering institution, without going through the admission process again. Fees will be applicable as per the host institute for the first degree; and for the second degree the fee structure of the partnering institution will be applicable. Partnering institutions will provide hostel facilities, wherever possible, for students while they are pursuing degrees in the particular institution. Students who complete the programme successfully

will be awarded the dual degree jointly by the partnering HEIs in the case of universities. In case of collaboration between two colleges of the same university, the affiliating university will award the degree. The students of the dual degree programmes will take up courses as per approved by the Academic Council of the HEIs. A certain percentage of seats may be earmarked by the partnering institutions for the dual degree programme. Admission over and above the sanctioned intake is feasible only with the prior approval of the university, the State government, and/or the regulatory bodies concerned.

### 3) Cluster of colleges

Single-stream institutions and multidisciplinary institutions with poor enrollment, due to lack of employment-oriented innovative multidisciplinary courses and lack of financial resources to maintain and manage the institutions can improve enrolment by becoming members of clusters and by offering multidisciplinary programmes. The lack of such resources has also proven to be a hurdle for securing good grades in NAAC accreditation. As NEP 2020 has recommended, by transforming all HEIs into large multidisciplinary institutions, the existing colleges operating in the same campus or in close proximity can form a cluster. This will ensure that colleges with poor enrollment and fewer resources can offer multidisciplinary programmes and can have access to better facilities for the benefit of all. The cluster colleges shall aim at making the courses more dynamic through collaboration with other universities, prestigious government institutions, and reputed industrial houses and also avail of the courses offered in the online and ODL mode. In the case of private colleges forming a cluster the trust, or society, or company which runs the college must charitable, and not-for-profit bodies.



The cluster colleges will have the following characteristics:

- Students can take up the study programme partly in the parent institution and partly in the partnering institution(s) in the cluster.
- There shall be an Academic Council and Finance Committee for the academic and finance related matters of the cluster colleges.
- The cluster colleges will continue to be affiliated to the university concerned. Admission, examination, result, and degree will be awarded as per the rules and regulations of the affiliating university.
- Financial resources will be pooled to ensure that money is utilized for the holistic growth of students.
- All facilities under the colleges, such as housekeeping, security services, library, sports, laboratories, parking, ground, and classes will come under the umbrella of a common pool, which will again benefit all students on the campus.
- Facilities in individual colleges can be put to optimum utilization for the overall benefit of students in the cluster. This will also ensure that the expenditure on separate resources is curtailed and a common pool can benefit all the students.
- Through the clusters, restructured degree programmes with skill courses, internships, and community service, among others, will become easier and will increase the students' job-oriented skills.
- The existing colleges will continue to function as per prevailing norms.
- There will be no changes in the recruitment, appointment, allowances, service rules, and pension schemes of the teaching and non-teaching staff of the colleges.

For the smooth functioning of cluster colleges there shall be a Board of Directors as per the following composition:

**i) For cluster of government colleges:**

1	Highly reputed persons from government, academic, industry or public administration. (nominated by the State government)	Chairman
2	Commissioner or director of HE or his or her nominee	Director
3	Vice-Chancellor of the affiliating university or nominee	Director
4	Principals from the cluster of colleges (Two)	Directors
5	Academicians as external experts, as nominated by the Board (Two)	Directors
6	One expert from the Industry, as nominated by the Board	Director
7	One principal from the cluster of colleges, as nominated by the government	Director

**Term:** Five years

**ii) For cluster of private colleges:**

1	One representative from the management	Chairman
2	Highly reputed person from government, academic, industry or public administration (nominated by the management)	Director
3	Three representatives from the management	Director
4	Nominee of the State government	Director
5	Vice-Chancellor of the affiliating university or nominee	Director
6	Principals from the cluster of colleges (Two)	Director
7	Academicians as external experts, as nominated by the Board (Two)	Director
8	One expert from the industry, as nominated by the Board	Director
9	One principal from the cluster of colleges, as nominated by the government	Director

**Term:** Five years

**Composition of the Academic Council:**

1. The Director nominated at no. 7(Govt. Colleges) and 9 (Pvt. Colleges) above will be the Chairman
2. Principals of all the colleges in the cluster
3. Heads of departments - 5
4. Senior faculty members – 3 (one to be nominated as Member Secretary by the Director)

Not less than four experts and/or academicians from outside the cluster of colleges representing such areas as Industry, Commerce, Law, Education, Medicine, Engineering, Sciences as nominated by the Board of Governors.

**Composition of the Finance Committee:**

1. The Director nominated at no. 7(Govt. Colleges) and 9 (Pvt. Colleges) above will be the Chairman
2. Nominee of the Board of Governors
3. Finance officer of the affiliating university
4. The senior-most teacher of the college (nominated by the Director).

The Board of Governors provides overall direction and coordination of the cluster of colleges. The Academic Council works closely with the departments to develop new programmes and a research agenda, and review the progress of research.

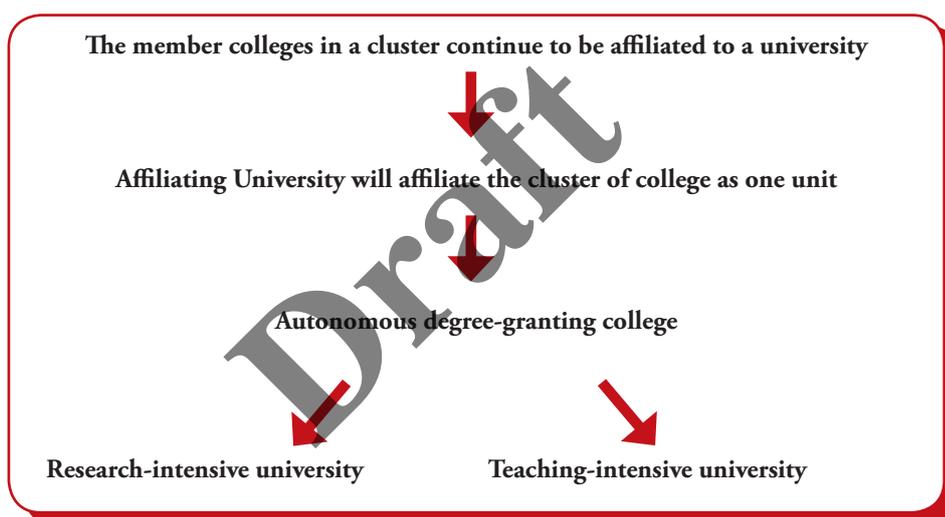
**a) Approval process**

The norms and standards set by the concerned regulatory bodies as applicable are: the duration of the programme; intake, eligibility, admission procedure, fees, curricula and programme implementation; assessment and evaluation; staff and faculty, qualification, infrastructural facilities, and instructional facilities.

Proposals by institutions to offer the multidisciplinary programme in a cluster mode are to be approved by the statutory bodies of a university in accordance with the regulations and/or guidelines set by the regulatory bodies concerned. The regulatory bodies, following the selection procedure, identify the institutions that can offer the multidisciplinary programme.

### ***Consolidation of the cluster of colleges***

The member colleges in a cluster will continue to function as affiliated colleges under the university in the initial phase with the Board of Governors, Academic Council, Finance Committee, and Curriculum Development Committee governing the academic, financial, and administrative matters. During this phase, the member colleges may share their resources to offer multidisciplinary programmes, and guide student research projects. After the initial years, the affiliating university may affiliate the cluster of colleges as a single unit. During this transformation phase, the cluster passes through different stages of graded autonomy before developing into an autonomous degree-granting cluster of college. With appropriate accreditations, autonomous degree-granting colleges can further evolve into RUs or TUs university, if they so aspire.



#### **b) Operational requirements**

- The institution shall have to enter into a written MoU with its partner institution(s) for collaboration. The MoA must categorically include the purposes and related provisions of collaboration, nature and extent of relationship among partnering institutions, and the modalities for the functioning of the cluster.
- To avoid scheduling clashes, the timetable must be set in consultation with partner institutions in a manner that students associated with different programmes can easily register for courses without having to deal with any timetable clashes for the semesters they are attending.
- An action plan is needed to upgrade academic facilities and infrastructures, including technology-enabled, and assisted learning ecosystem, in each identified

HEI, which will include: video-based classes, infrastructure for blended learning modes, and online learning; other academic infrastructure such as library and laboratories; infrastructure for the differently-abled students; facilities and infrastructure for faculty; facilities and infrastructure for promoting sports and wellness, and the arts.

- The information related to collaborative programmes to be disclosed in the mandatory public disclosure, and it has to also be part of the Institutional Development Plan (IDP) of the collaborating institutions.
- The academic requirements and other details of the programme(s) of study offered under the collaborative arrangements shall be made public by displaying prominently on the collaborating institutions' websites before such programmes are scheduled to commence.
- A well-equipped Curriculum Development Council (CDC) needs to be constituted with its members having a blend of experience in industry, academia, and professional associations, to revise and review curricula within the broad framework for course components as suggested by the UGC and the concerned Statutory Councils.
- The course tuition fee charged to the students should only pertain to the courses taught by the HEI.
- The institution where the student takes admission will issue the transcript or degree indicating the courses taken by the student at the partner institutions, in the initial phase. Later, the degree will be awarded as per the status of the cluster of colleges.

## 7. Merger of HEIs

### a) Merger of institutions under the same management

Managements with both single-stream institutions and multidisciplinary institutions can convert them by promoting collaboration with their sister single-disciplinary and/or multidisciplinary institutions.

The managing trust or society of the institutions should submit an undertaking to the effect that the institutions under its management will merge in accordance to the rules of the State government, affiliating university and/or the regulatory body.

### b) Merger of institutions run by different managements

A private institution desirous of merging with a multidisciplinary institution of another registered society or trust, may apply, with the approval of the affiliating university, to the society or trust of the institution to be merged with and become a part of it as per the procedure of the Societies Registration Act or Trust Act, as the case may be.

## 8. Adding New Departments

### a) In stand-alone Teacher Education Institutes (TEIs):

A holistic education to help develop well rounded individuals is possible by exposing students to multiple disciplines. Only a multidisciplinary institution with no disciplinary boundaries, enabling free flow of ideas, can aspire for and ensure holistic education. To this effect, the NEP 2020 has recommended opening various departments needed for a multidisciplinary institution including: 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. HEIs may open such departments in a phased manner.

All existing stand-alone TEIs must aim to become multidisciplinary HEIs. This will bring about a major transformation in the preparation of appropriately qualified teachers by ensuring high-quality training and exposure to teacher trainees for multidisciplinary education.

Because teacher education requires multidisciplinary inputs, all programmes for the initial preparation of professionally trained teachers will be moved into multi-disciplinary HEIs in a phased manner. Currently, most TEIs are stand-alone institutions. This has led to the intellectual and professional isolation of teacher education and their faculty from the rest of the disciplines.

**b) Establish education departments in multidisciplinary universities and colleges**

Multidisciplinary universities and multidisciplinary colleges must also aim to establish departments in education, which aside from carrying out teaching and research, can also offer four-year integrated programmes, in collaboration with other departments such as Psychology, Philosophy, Sociology, Neuroscience, Indian languages, Arts, History, Literature, Science, and Mathematics. If the Act, Regulations, MoA (in the case of deemed-to-be universities) do not permit adding departments in Education, the same needs to be amended. With the approval of the concerned regulatory body and Academic Council HEIs can establish departments in Education..

## **9. Constituent Colleges in Universities**

NEP 2020 suggests a stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation. 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, it is envisaged that every college will either develop into an autonomous degree-granting college or become a constituent college of a university. In the latter case, it would be a part of the university in its entirety.

Colleges willing to become part of a university as a constituent college should submit a proposal to the concerned university giving reasons for joining. The necessary terms and conditions shall be decided mutually by both institutions in accordance with the provisions of the Act and or regulations governing the State university or Central University, or deemed-to-be university, or private university.

## **10. Multidisciplinary Research (MDR) in HEI Clusters**

Over the past decades there has been increased growth in MDR in HE. The high level of diversity, such as different disciplinary experts, and the rapid sharing of information and resources involved in MDR

enables the synthesis of new knowledge, increased production of original, creative work, innovations, and patents. MDR, therefore, plays a crucial role in finding solutions to the challenges currently facing society. As the trend towards multidisciplinary-based research collaboration grows, it is imperative to train a new generation of teacher-researchers in the MDR areas.

MDR also wrestles with several challenges due to the organizational, logistical, and location diversity involved. For MDR to thrive in HEI clusters, a Multidisciplinary Research Committee (MRC) comprising members from collaborating institutions may be formed to: (a) share the scarce resource in an optimum way among collaborating institutions, and (b) identify core learning and research activities in the collaborating HEIs and the development of multidisciplinary thinking approach.

**1) Capacity building in MDR**

The four-year undergraduate programme with the research component and different designs of the Master's programme, are likely to increase research activities, which calls for enhancing the research capacity in HEIs. Students and faculty should be encouraged to do research in areas that are locally, regionally, and nationally relevant. To encourage high quality research in multidisciplinary areas in HEIs a research ecosystem is needed where ample opportunity on how to design research proposals, write research articles, publish and patent findings, are available for young scholars and faculty. These opportunities are likely to be high in HEI clusters with the availability of faculty with different disciplinary backgrounds, collective resources and a greater number of students engaging in research.

**2) Collaboration between HEIs in student projects**

NEP 2020 aims for holistic education to develop well-rounded individuals. The four-year undergraduate programme has been proposed for students to experience a holistic education, with the fourth year of the programme including the research component. Faculty with backgrounds of different disciplines will provide the perfect opportunity in guiding students pursuing UG (R) and Master's programmes. Multidisciplinary projects can provide students with the valuable training required to assume multidisciplinary roles.

Faculty from different institutions of a cluster can be encouraged to design multidisciplinary projects in areas of National priority and supervise students interested in multidisciplinary research through the MRC. The MRC should work out the modalities of collaboration between institutions in enabling faculty members to supervise UG and PG students in research.

**3) Collaboration of HEI clusters with industries and/or government and non-government organizations**

Most industries in the manufacturing sector in India are in the micro, small, and medium category and they largely lack the capacity, in terms of R&D strengths, to face global challenges. In this backdrop, it is important that graduates assume multidisciplinary roles. With their contribution in providing employment and to the Gross Domestic Product (GDP), and thus they form an important part of the National economy. However, the Small and Medium Enterprise (SME) sector, in general, is characterized by

very low investment in R&D, and as a consequence, the research activities in the sector are always low key. In collaboration with HEI clusters, industries can invest to develop technological competencies. Analysis of the growth, trend, and patterns will be helpful in drawing up the policy and strengthening the vital SME sector.

Similarly, students and faculty may be encouraged to undertake projects on issues that local communities face or for the welfare of local artisans and crafts persons.

## **11. Roles of University and Government**

### **1) Role of the parent university**

To identify potentials of colleges and to encourage them by providing timely approval to their proposals and help to nominate representatives in various committees for the proper functioning of cluster colleges.

### **2) Role of the State government**

Given the size of our HES and the variety of HEIs with many single-stream institutions, it may not be viable to introduce multidisciplinary education in all HEIs simultaneously. Therefore, for all HEIs to plan to become multidisciplinary institutions by 2030, the implementation modality will include adopting the hub-and-spoke model where a certain number of HEIs will be identified as the hub institutions and transform them into multidisciplinary institutions. These 'hub' HEIs can, in turn, develop a specified number of 'spoke' institutions. Over some time, they will have a rapid multiplier effect so that by 2030 there will be at least one large multidisciplinary HEI in or near every district. The State governments will continue to provide the same funds to government-aided colleges as they had been doing before the cluster formation.

## **12. Grievance Redressal Mechanism Required for Collaborating HEIs**

- Institutions entering into academic collaboration shall address matters relating to the grievances of students and legal matters relating to the collaboration.
- The Commission could, either Suo moto or based on any complaint from any quarter may initiate an inquiry, including physical inspection, of the collaborative arrangements. After giving the opportunity of representation and hearing to the collaborating institutions and after being convinced that the collaborating institution(s) is/are not functioning according to the guidelines, the Commission may rescind the approval for collaboration. However, the students who have already enrolled for such courses or programmes will be permitted to continue till they acquire the requisite qualification.

Draft



ज्ञान-विज्ञान विमुक्तये

प्रो. रजनीश जैन  
सचिव

Prof. Rajnish Jain  
Secretary



सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग  
University Grants Commission

(शिक्षा मंत्रालय, भारत सरकार)  
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F. No. 1-5/2021(QIP)

March 4, 2022

### PUBLIC NOTICE

The main thrust of National Educational Policy (NEP), 2020 is to end the fragmentation of Higher Education by transforming Higher Education Institutions (HEIs) into large multidisciplinary universities, colleges, and HEIs clusters/Knowledge Hubs enabling thereby multidisciplinary education. In this regard, Chairman UGC, constituted a Task Force to frame guidelines for Multidisciplinary Institutions.

The objective of the “**Draft guidelines for transforming higher education institutions into multidisciplinary**” developed by UGC is to transform HEIs into large multidisciplinary Higher Education Institutions and strengthening institutional infrastructure necessary for multidisciplinary education and research. The guidelines discuss about different approaches to transform existing Indian HEIs.

The guidelines are available on the UGC website to invite feedback and suggestions from stakeholders including teachers, students, researchers and those involved in the related field.

Kindly send your suggestions/ comments on  
<https://forms.gle/pyU7LzL4ruTUu6zf6> latest by **20.03.2022**.

(Rajnish Jain)

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# Guidelines for Establishment of Research & Development Cell In Higher Education Institutions

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# **Guidelines for Establishment of Research & Development Cell In Higher Education Institutions**



ज्ञान-विज्ञान विमुक्तये

**University Grants Commission**

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## Foreword

National Education Policy (NEP) 2020 envisages the promotion of quality research within the Higher Education System. Research, innovation and development are important aspects to enhance quality education by the Higher Education Institutions (HEIs). Societal challenges of our country can only be addressed by having a strong and vibrant higher education ecosystem with an emphasis on research, innovation and technology development. The integration of Research, Innovation and Technology Development is the foundation of Atma-Nirbhar Bharat (Self-reliant India).

I am delighted to present the Guidelines for Establishment of Research and Development Cell (RDC) in HEIs. The establishment of RDC in HEIs will enable attainment of targets of Atma-Nirbhar Bharat and is expected to play a pivotal role in catalyzing research culture mandated in NEP 2020. The purpose of these guidelines is to put in place a robust mechanism for developing and strengthening the research ecosystem within HEIs, aligned with the provisions of NEP-2020. The essential elements of such an ecosystem, viz., generation of knowledge and facilitation of research, innovation and technology development for industrial & societal benefits, are addressed by human resource, intellectual capital, governance and financial resources, information management system, research promotion & guidance, Integrity and ethics, capacity building and research monitoring. The Guidelines are to create a conducive environment for enhanced research productivity; to encourage collaboration across industry, government, community-based organizations, and agencies at the local, national, and international levels and to facilitate greater access to research through mobilization of resources and funding.

I am confident that the establishment of RDC in HEIs will help in creating new knowledge, creating a research ecosystem for reliable, impactful, and sustained research output and facilitating intellectual growth that would promote quality research and contribute meaningfully towards the goal of a self-reliant India. It is expected that these guidelines would be great help to HEIs in the establishment of RDC. I hope HEIs will find it useful and take the benefits of this initiative of UGC.

I take this opportunity to sincerely acknowledge the significant contributions of UGC Officials and external experts in formulating these Guidelines.



**(Prof. M. Jagadesh Kumar)**  
Chairman, University Grants Commission

4th March, 2022

# Guidelines for Establishment of Research & Development Cell In Higher Education Institutions

## Introduction

The National Education Policy (NEP) 2020 envisages the promotion of quality research within the Higher Education system. Research and innovation are important aspects to enhance quality education by the Higher Education Institutions (HEIs). Societal challenges of our country can only be addressed by having a strong and vibrant higher education ecosystem with an emphasis on research, innovation, and technology development. The integration of Research, Innovation and Technology Development is the foundation of Atma-Nirbhar Bharat (Self-reliant India). The establishment of Research and Development Cell (RDC) in HEIs will enable attainment of targets of Atma-Nirbhar Bharat and is expected to play a pivotal role in catalyzing multidisciplinary/transdisciplinary and translational research culture mandated in NEP 2020.

## Vision

To put in place a robust mechanism for developing and strengthening the research ecosystem within HEIs, aligned with the provisions of NEP-2020.

## Mission

- To create a conducive environment for enhanced research productivity.
- To encourage collaboration across industry, government, community- based organizations, and agencies at the local, national, and international levels.
- To facilitate greater access to research through mobilization of resources and funding.

## Objectives

1. To create an organizational structure with role-based functions of RDC, formulate Research Policy for the HEIs, identify thrust areas of research, and form related cluster groups/ frontline teams/consortia of researchers.
2. To create enabling provisions in Research Policies for recruitment of research personnel, procurement of equipment, and financial management with adequate autonomy to the Principal Investigator(s) and disseminate research outcomes to stakeholders and the public at large.
3. To establish a special purpose vehicle to promote researchers and innovators, identify potential collaborators from industry, research organizations, academic institutions & other stakeholders for cooperation and synergistic partnerships.
4. To act as a liaison between researchers & relevant research funding agencies, extend guidance in preparation & submission of project proposals and post-sanctioning of the grants to oversee adherence to timelines.

5. To have better coordination among other cells/centers dealing with University-Industry Inter Linkage, Incubation, Innovation and Entrepreneurship Development and Intellectual Property Rights (IPR).
6. To develop an Institutional Research Information System for sharing the status of ongoing/completed research projects/Programmes, expertise & resources, etc., making effective use of Information & Communication Technology (ICT) for preparing the database of in-house experts to provide industrial consultancy and services.
7. To engage & utilize the services of superannuated active faculty/scientists in research capacity building of talented young minds and promote mobility of researchers across institutions and R&D Labs.
8. To serve as nodal center for ideation and conceptualization of research topics/themes by organizing workshops and training programs and ensuring the integrity and ethical practices in research activities including clearance of bioethical committee wherever required.

## Functions

The UGC launched an initiative to establish a RDC in HEIs with the mandate for promoting quality research that contributes meaningfully towards the goal of a self-reliant India ("Atma-Nirbhar Bharat"), aligned with the provisions of NEP-2020.

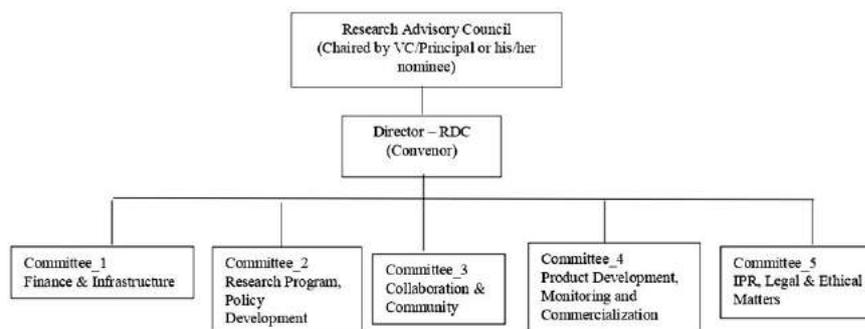
The RDC would help creating a research ecosystem for reliable, impactful, and sustained research output. The essential elements of such an ecosystem, viz., generation of knowledge and facilitation of research, innovation and technology development for industrial & societal benefits, are addressed by human resource (researcher & faculty), intellectual capital (knowledge & skills), governance (regulation & policies) and financial resources (funding & grants).

### 1. Governance

An efficient governance mechanism, which ensures functional autonomy, transparency, accountability, adaptability by strengthening interlinkages to create a conducive research environment.

The HEIs can foster the human elements (faculty, staff, scholars, and students), logistics (land, buildings, and facilities), knowledge resources (research equipment, project utilities, and consumables), fund flow, etc. through a steady, proficient, effective governance (Rules, Norms, and Policies) and financial (Grants and Funds) management. Dedicated leadership and administrative structure for research, led by experienced researchers, are essential for establishing an effective and robust Research Governance in RDC at HEIs.

The Research Governance will have a Research Advisory Council (RAC) headed by the Vice-Chancellor/Principal or his/her nominee as the apex body of RDC. The Director, nominated by Vice-Chancellor among the distinguished researchers from the university, will head various committees to drive the governance. RDC may form multiple committees to smoothen its functioning with respective committee members nominated by the Director – RDC and approved by RAC. The organisational structure of RDC comprising of various committees for specified functions may be as under:



## 2. Administration

Established organizational structure (Bodies, Authorities, and Committees) will facilitate planning, implementation, and monitoring of research activities in HEIs, formulate rules, regulations, and policy frameworks for utilization of facilities and resources at HEIs.

A strategy adopted to integrate multiple functional units can support institutional research under a single-window operational system for effective administration.

The activities of RDC will be mentored and monitored by various committees for devising research models, technology, appraisal, foresight & review functions, mediating sectoral R&D progress, and IPR protection.

RDC should keep a close contact with Ministry Innovation Cell to make use of various innovative plans for facilitating the researchers.

## 3. Research Ecosystem/Collaboration

A vibrant research ecosystem in HEI aims to provide meaningful thrust for sustainable research and innovation and promote collaboration between government, universities, research institutes and industries.

HEIs need to build a sustainable research ecosystem that leads to consistent quality research outcomes and enhanced productivity.

In order to make RDC functionality viable, the HEIs that are relatively new or not so well established should develop a connection with RDCs of already well-known/established HEIs for their research.

RDC in each HEI will act as a facilitator for networking and collaborative research with other national and international institutions working in inter- disciplinary, trans-disciplinary, and multidisciplinary research areas. Reformed administrative structure at HEIs can reach out to key industry players, research organizations, institutions, associations, NGOs, government bodies to forge strategic partnerships.

HEIs need to establish collaborations, teams/consortia, partnerships, and combined ventures for joint research activities through clustering institutions and organizations to facilitate the exchange of students, scholars, and faculty.

There is a need to strengthen resource sharing in content and infrastructure both within the university and among universities, funding agencies, industries, corporates and government.

## 4. Information Management System

HEIs play a key role in the advancement of research and innovation as two distinct entities through Research Information Management System (RIMS) for the benefit of faculty, students, industry and other stakeholders.

HEIs should put in place a RIMS to collect and manage research-oriented information, databases, publications, research projects, fellowships, collaborations, patents, thrust areas, innovations etc. aligned with the institution's research policies.

RIMS would also provide a platform for accessing resource-centric information pertaining to human capital (Expertise), physical capital (State-of-Art Research Laboratories and Sophisticated Instrumentation Facility), and knowledge capital (Digital Library & Information, Intellectual Property Facilitation, Quantitative Methods & Data Analysis, Analytical and Consultancy Services).

As per the requirements of various regulatory agencies, researchers can submit, modify, or update their research compliances such as protocol approval, training records, equipment lists, etc. RIMS can provide a centralized and integrated database to manage issues related to and radioactive-safety approval clearances for use and disposal of biological, chemical and radioactive hazardous materials, protective equipment measures, surveillance of staff, appropriate trainings/workshops, etc.

Each HEI needs to create a blog or portal for Institutional Research Information and Institutional Repository and sign an MoU with UGC- INFLIBNET to access and upload the research information through Shodh Ganga, Shodh Gangotri, Shodh Sindhu, Shodh Shuddhi, and Shodh Chakra.

The Innovation Management (ISO 56002:2019) can be implemented as a common framework to develop and deploy innovation capabilities, evaluate performance, and achieve intended outcomes of global standards.

## 5. Human Resources

The Director (RDC), the Conveners and members of various committees (nominated by the Director-RDC from/among the existing faculties with research credentials) and supporting administrative/technical staff would ensure smooth conduct of the research activities in HEI.

Re-employing or designating superannuated faculty/scientists with exceptional research profiles and eminent faculty as Mentors/ Scientists/ Professor Emeritus on a selective basis will help to build a resilient research ecosystem. Distinguished faculties or research scientists grooming young talents can help replenish the void created as a result of superannuated faculty/researchers.

## 6. Research Promotion & Guidance

Research promotion activities at the HEI should be aligned with the mandates of various National Missions, SDGs, Start-up India leading to a Self-Reliant India (Atma-Nirbhar Bharat).

Research Guidance from RDC will aim to encourage faculties to conceive ideas through enhanced industry-academia interactions and prepare research proposals for funding from various agencies. Organizing events like capacity- building programs (Research

Methodology and Research Techniques) and specific research theme-based workshops and Research Internships will motivate the end-users (students, scholars, and faculties) to participate actively in the process of ideation and innovative research in emerging areas.

### **a. Research Thrust and Clustered Areas**

Thrust areas for Research in an HEI should be identified, underpinning the societal needs and the availability of key resources, including in-house human resources, faculty research competencies, and support systems. This would enable HEI to consider establishing a Center of Excellence (CoE) in these identified contemporary areas of research.

Research Clusters and/or Regional Research Consortia prompted/formed by RDC to bring all researchers, faculty, students, scholars, and Post-Doctoral Fellows for joint high value (interdisciplinary and trans-disciplinary) research projects to avail national and international funding opportunities. Shared infrastructure and expertise will enable cross-fertilization of ideas and mobilization of resources. Further, forming Regional Research Consortia adds a synergistic advantage in finding solutions in inter-disciplinary, trans-disciplinary, and multidisciplinary areas.

CoEs' can serve as Incubation Centres to transform innovative ideas into processes and products administered and monitored by the proposed RDC. RDC could also provide an avenue for community talent with prior learning/expertise to engage in research and innovation activities of HEI.

### **b. Research Incentives and Recognition**

Incentives play a significant role in triggering and catalyzing research interest among scholars and faculties. Incentivizing quality publications and patents by students and faculty will have an enduring positive impact.

Institution of Excellence Awards for accomplishments/achievements in the form of impactful quality research and/ or research-based teaching will further stimulate and invigorate the research and innovation activities of the HEI.

RDC should also develop a policy focussing on identifying specific intensives for research faculty and develop a unique Research Career ladder for strengthening the mission "Research".

### **c. Technology Development and Business Centred Facility**

The Technology Development and business-centered facility will be a hub for strategic partnerships/ collaborations, industry-institute interface, sponsored or contract research, new knowledge generation, IPR, and patent services, venture capital, trade/market portfolio, technology transfer, and commercialization of research to facilitate innovation, incubation, entrepreneurship and start-up ventures.

### **d. Finance**

RDC can facilitate resource mobilization and create a Corpus for research and development from government, industry, and other funding agencies and channelize Corporate Social

Responsibility (CSR) funds for sustainance and furtherance of research activities. Apart from creating a Corpus fund exclusively for R&D, RDC can explore venture capitalists and angel investors for funding in research and innovation. It needs to liaise with funding agencies, and track funding opportunities from industrial consortia. The HEI may make provision for research in the annual budget subject to the availability of funds.

The corpus created for research could also support the seed funding for freshly recruited faculty for developing research facilities, publications and patenting.

## **7. Integrity and Ethics**

Regular initiatives by RDC will ensure that researchers understand the importance of integrity and ethics and comply with ethical codes of research and publishing practices at institutional, national, and global levels. A standard plagiarism check should be mandatorily implemented and the requisite software in this regard made accessible to all researchers. In addition, the RDC will sensitize the research community about dubious research and publishing practices and predatory journals.

## **8. Capacity Building**

RDC would play a crucial role in building the capacity of faculty and students to undertake research problems in line with the latest advances in diverse disciplines to push the boundaries of knowledge through publications and contribute to technological developments relevant to societal needs. It would also pave the way for HEI to attract more research grants under norm-based funding, improve its accreditation ranking and enhance its brand image. Regular events such as refresher courses, workshops, trainings/internships, group discussions and seminars/conferences may be organized for capacity building. RDC would play a pivotal role in creating central R&D facilities with the provisioning of associated training/internship thereon.

## **9. Research Monitoring**

The current policy environment in India encourages HEIs to be responsible and accountable for research development and innovation activities through the creation of infrastructure, generation of resources, promotion of business, and facilitation of policy framework to nurture the culture of quality research by adhering to ethical practices. Among the standard functions, the RDC in an HEI needs to monitor and oversee research progress, coordinate program, manage and facilitate optimizing resources, timely review of research activities for completion of the projects as per schedule.

HEIs need to formulate and adhere to specific quality benchmarks for research to meet the global/ international standards. The proposed RDC should conduct a quality review (SWOC Analysis) or internal evaluation of the research papers and suggest Scopus Indexed, Web of Science (WoS), or UGC-CARE recognized journals for appropriate publications.

R & D Cell of HEIs must ensure that all the Research Labs in the institution fulfill the norms of Good Laboratory Practices (GLP) and Safety (Bio and Chemical) measures, recognized as QIP center and by the National Accreditation Board of Laboratories (NABL).



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University Grants Commission



सत्यमेव जयते



ज्ञान-विज्ञान विमुक्तये

F. No.1-5/2021(NEP/DESK-PARL)

14<sup>th</sup> March, 2022

**Subject: Implementation of Guidelines for Establishment of Research & Development Cell in Higher Education Institutions (HEIs)**

Dear Vice Chancellor/Principal,

As you are aware, the National Education Policy (NEP 2020) focuses on catalyzing quality research in the nation and lays the framework to strengthen research ecosystems in Higher Education. With this in mind, the University Grants Commission has recently formulated Guidelines for Establishment of Research & Development Cell (RDC) in Higher Education Institutions (attached herewith). The establishment of RDC in HEIs will pave the way for integrating the key elements- Research, Innovation and Technology development for India's *Atma-Nirbhar Bharat* mission and address our societal challenges of the 21<sup>st</sup> Century.

To facilitate its effective implementation, the Vice Chancellors of Universities and Principals of Colleges are requested to take appropriate action for the establishment of the Research & Development Cell as per the enclosed guidelines in their respective universities and colleges. I would appreciate if you share the initiatives taken in this regard on UGC's University Activity Monitoring Portal (UAMP) [www.uamp.ugc.ac.in](http://www.uamp.ugc.ac.in).

Looking forward to your active cooperation in this regard.

With regards,

Yours sincerely,

(Prof. M. Jagadesh Kumar)

**Encl: as above**

To

1. The Vice-Chancellors / Directors of all Universities/Institutions
2. The Principals of all Colleges



प्रो. रजनीश जैन  
सचिव

**Prof. Rajnish Jain**  
Secretary



विश्वविद्यालय अनुदान आयोग  
**University Grants Commission**

(शिक्षा मंत्रालय, भारत सरकार)  
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F.No.1-1/2021(CBCS/QIP)

17.03.2022

### PUBLIC NOTICE

The National Educational Policy (NEP), 2020 envisioned that Institutions and faculty will have the autonomy to innovate within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and traditional 'in-class' modes.

In this regard, the UGC constituted a Task Force to revise UGC guidelines on adoption of Choice Based Credit System (CBCS) and instructional template for facilitating implementation of CBCS. The task force revisited the guidelines and renamed it as Curriculum Framework and Credit System for Four Year Under Graduate Programme(draft). The draft framework seeks to equip students with the capacities in fields across the arts, humanities, languages, natural sciences, social sciences; soft skills such as complex problem solving, critical thinking, creative thinking, communication skills, along with rigorous specialisation in one or more subject areas

The draft framework is available on the UGC website.

UGC invites **comments/suggestions/feedbacks** from all stakeholders on the draft framework and the same may be sent to <https://forms.gle/MKgbpLLrayibE36m6> by 4<sup>th</sup> April, 2022.

(Rajnish Jain)

**MINISTRY OF EDUCATION**  
**UNIVERSITY GRANTS COMMISSION**  
**NEW DELHI 110002**  
**NOTIFICATION**  
New Delhi

**Draft University Grants Commission (Minimum Standards and Procedures for  
Award of Ph.D. Degree) Regulations, 2022**

In exercise of the powers conferred by clauses (f) and (g) of sub-section (1) of Section 26 of the University Grants Commission Act, 1956 (3 of 1956), and in supersession of the UGC (Minimum Standards and Procedure for Awards of M.Phil. /Ph.D. Degree) Regulation, 2016 and its two amendments, viz. the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) (1st amendment ) Regulations, 2018 dated the 27th August 2018 and the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) (2nd amendment ) Regulations, 2018 dated 16th October 2018, the University Grants Commission hereby makes the following Regulations, namely: -

**1. Short title, Application, and Commencement:**

1.1 These Regulations may be called University Grants Commission (Minimum Standards and Procedure for Award of Ph.D. Degree) Regulations, 2022.

1.2 They shall apply to:

1.2.1 every University established or incorporated by or under a Central Act, a Provincial Act, or a State Act, and every Institution Deemed to be a University under Section 3 of UGC Act, 1956; and

1.2.2 every degree-granting autonomous College and every affiliated college, allowed to offer Ph.D. programmes.

1.3 They shall come into force from the date of their publication in the Gazette of India.

**2. Eligibility criteria for admission to the Ph.D. programme:**

The following are eligible to seek admission to the Ph.D. programme:

2.1 Candidates for admission to the Ph.D. programme shall have successfully completed:

2.1.1 A 1-year/2-semester Master's degree programme (after 4 year undergraduate degree) with at least 55% marks in aggregate or its equivalent grade 'B' in the UGC 10- point scale (or an equivalent grade in a point scale wherever grading system is followed) or an equivalent degree from a foreign educational institution accredited by an Assessment and Accreditation Agency which is approved, recognized or authorized by an authority, established or incorporated under a law in its home country or any other statutory authority in that country to assess, accredit or assure quality and standards of educational institutions.

2.1.2 A 2-year/4-semester Master's degree programme, with the same conditions as in sub-clause 2.1.1 above;

2.1.3 A candidate seeking admission after a 4-year/8-semester Bachelor's degree with Research should have a minimum CGPA of 7.5/10.

2.2 Candidates who have cleared the M.Phil. course work with at least 55% marks in aggregate or its equivalent grade 'B' in the UGC 10-point scale (or an equivalent grade in a point scale wherever grading system is followed) or an equivalent degree from a Foreign Institution accredited by an Assessment and Accreditation Agency which is approved, recognized or authorized by an authority, established or incorporated under a law in its home country or any other statutory authority in that country to assess, accredit or assure quality and standards of educational institutions, shall be eligible for admission to the Ph.D. programme.

2.2.1 A person whose M.Phil. dissertation has been evaluated and recommended for award of the degree, may be admitted to the Ph.D. programme in any Institution on a provisional basis even before the viva-voice or final defence.

2.3 A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, may be allowed for those belonging to SC/ST/OBC (non-creamy layer)/Differently-Abled, Economically Weaker Section (EWS) and other categories of candidates as per the decision

of the Commission from time to time, or for those who had obtained their master's degree before 19th September 1991.

**Note:** The eligibility marks of 55% (or an equivalent grade in a point scale wherever grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible based only on the qualifying marks without including the grace mark procedures, if any.

2.4 A relaxation of 0.5 score, i.e. CGPA of 7/10 or an equivalent relaxation of grade may be allowed for those belonging to SC/ST/OBC (non-creamy layer)/Differently-Abled, Economically Weaker Section (EWS) and other categories of candidates as per the decision of the Commission from time to time.

### **3. Duration of the Programme:**

3.1 Ph.D. programme shall be for a minimum duration of two years excluding course work, and a maximum of six years.

3.2 Extension beyond the above limits will be governed by the relevant clauses as stipulated in the Statute/Ordinance of the individual Institution concerned, but not beyond more than two years.

3.3 Women candidates and Persons with Disabilities (more than 40% disability) may be allowed a relaxation of two years for a Ph.D. in the maximum duration. In addition, women candidates may be provided Maternity Leave/Child Care Leave for up to 240 days once in the entire duration of Ph.D.

3.4 For student exchanges, provided that they contribute significantly to the completion of the thesis, leave of absence may be granted from the second year onwards on the following basis:

- a) research expeditions (less than one month): authorised by the supervisor and head of the department;
- b) research missions (more than one month): proposed by the department and approved by the Research Advisory Committee for working in National/International Research Laboratories or Centres of Excellence; and

c) exchange programmes: proposed by the department and approved by the Research Advisory Committee for working in the Institutions in India/abroad.

#### **4. Procedure for admission:**

4.1 All Universities shall admit Ph.D. Scholars through a National Eligibility Test (NET) or National Entrance Test or an Entrance test conducted at the level of individual universities.

Provided that, any circular/notification/communication by the UGC/Ministry of Education, Govt. of India regarding the conduct of a common entrance test for this purpose shall be applicable and binding on the Universities concerned (and covered under such a circular/notification/communication).

4.2 Universities and Colleges under them which are allowed to conduct Ph.D. programmes, shall:

4.2.1 decide on an annual basis through their academic bodies a pre-determined and manageable number of Ph.D. scholars to be admitted depending on the number of available Research Supervisors and other academic, research, and physical facilities available, keeping in mind the norms regarding the scholar-teacher ratio (as indicated in sub-clause 5.4), laboratory, library, and such other facilities;

4.2.2 notify well in advance on the institutional website and through advertisement in at least two (2) national newspapers, of which at least one (1) shall be in the regional language, the number of seats for admission, subject/discipline-wise distribution of available seats, criteria for admission, the procedure for admission, examination centre (s) where entrance test(s) shall be conducted and all other relevant information for the benefit of the prospective candidates;

4.2.3 Adhere to the National/State-level reservation policy, as applicable.

4.3 The admission shall be based on the criteria notified by the Institution, keeping in view the guidelines/norms in this regard issued by the UGC and other statutory bodies concerned, and taking into account the reservation policy of the Central/State Government from time to time.

4.4 Universities and Colleges as mentioned in sub-Clause 1.2 shall admit candidates by a two-stage process through the National Level Entrance Tests or Equivalent Tests conducted by Universities/Institutions:

4.4.1 Sixty percent of the total vacant seat of the academic year shall be filled from NET/JRF qualified students and the remaining forty percent through the university/common entrance test qualified students on the basis of Interviews conducted by the concerned Institute. However, in case of an unfilled vacancy in either of the category, candidates from another category can be requisitioned to fill up the vacant slots, in the order of merit and following reservation norms.

4.4.2 The syllabus of the Entrance Test shall consist of questions that test research/ analytical/ comprehension/quantitative aptitude. The Entrance Test shall be conducted at the Centre(s) notified in advance (changes of Centres, if any, also to be notified well in advance) by the organisation conducting the examination. Qualifying marks in the entrance test will be 50%, provided that a relaxation of 5% of marks (from 50% to 45%) shall be allowed for the candidates belonging to SC/ST/OBC (Non-creamy layers)/Differently-abled category in the entrance examination conducted by the Universities. Provided further that, if despite the above relaxation, the seats allotted to SC/ST/OBC (Non-creamy layers)/Differently-abled categories remain unfilled, the Universities concerned shall launch a Special Admission Drive, for that particular category within one month from the date of closure of admissions of General Category. The University concerned shall devise its own admission procedure, along with eligibility conditions to ensure that most of the seats under these categories are filled.

4.4.3 An interview/viva-voce has to be organized by the University/College concerned wherein the candidates are required to discuss their research interest/area through a presentation before a duly constituted Departmental Research Committee. The selection of qualified candidates should be based on interview/viva-voce for JRF/NET whereas for the candidates who have qualified the entrance test, the selection shall be evaluated in the ratio 70 (written test) : 30 (interview). Merit list for both shall be separately published.

4.5 The interview/viva-voce shall also consider the following aspects, viz. whether:

4.5.1 the candidate possesses the competence for the proposed research;

4.5.2 the research work can be suitably undertaken at the Institution/College;

4.5.3 the research topic is relevant

4.6 The University/College shall maintain the list of all the registered Ph.D. scholars on its website on a year-wise basis. The list shall include the name of the registered candidate, the topic of his/her research, the name of his/her supervisor/co-supervisor, date of enrolment/registration.

**5. Thrust areas of research:** proposed area of research is socially relevant/locally need-based/nationally important/globally significant/create value to the society or in cutting edge areas or contribute to new/additional knowledge in the areas of emerging concerns worldwide.

**6. Allocation of Research Supervisor:** Eligibility criteria to be a Research Supervisor, Co-Supervisor, Number of Ph.D. scholars permissible per Supervisor, etc.

6.1 Any regular Professor/Associate Professor of the University/ College, with at least five research publications in peer-reviewed or refereed journals after obtaining PhD and any regular Assistant Professor of the university/ college with a minimum of five years teaching/research experience with a Ph.D. degree and at least **three** research publications in peer-reviewed or refereed journals may be recognized as Research Supervisor.

Provided that in areas/disciplines where there is no or only a limited number of peer-reviewed or refereed journals, the Institution may relax the above condition for recognition of a person as Research Supervisor with reasons recorded in writing.

Only a full-time regular teacher of the University/ College concerned can act as a Research Supervisor. Adjunct faculty are not permitted to be Research Supervisors except being Co-supervisor. However, Co-Supervisors from within the same department or other departments of the same institution or sister institutions may be permitted with the approval of the Research Advisory Committee. In specific cases of a formal institutional collaboration based on the MoUs, the Universities/Colleges concerned may approve a faculty member as Research Supervisor/Co-Supervisor for a Ph.D. candidate from the collaborating institution.

6.2 The allocation of Research Supervisor for a selected research scholar shall be decided by the Department concerned depending on the number of scholars per Research Supervisor, the available specialization among the Supervisors, and research interests of the scholars as indicated by them at the time of interview/viva voce.

6.3 In the case of topics which are inter-disciplinary and where the Department concerned feels that the expertise in the Department has to be supplemented from outside, the Department may appoint a Research Supervisor from the Department itself, who shall be known as the Research Supervisor, and a Co-Supervisor from outside the Department/Faculty/College/University on such terms and conditions as may be specified and agreed upon by the consenting Institutions.

6.4 A Research Supervisor/Co-Supervisor who is a Professor cannot guide more than eight (8) Ph.D. scholars at any given point of time. An Associate Professor as Research Supervisor can guide up to a maximum of six (6) Ph.D. scholars (including co-supervision) and an Assistant Professor as Research Supervisor can guide up to a maximum of four (4) Ph.D. scholars. One additional research scholar can be allotted to each supervisor over and above the allotted number provided the Research Supervisor is implementing a major sponsored research project. Further, each Research Supervisor/Co-Supervisor can guide two international students on a supernumerary basis. At any point of time the total number of candidates under a research supervisor shall not exceed the number as prescribed above including the candidates under co-supervision.

**Note:** The Research Supervisor should declare the number of Ph.D. scholars registered with him/her periodically to the University/College. He/she cannot increase the number by using recognition from multiple universities/colleges.

6.5 In case of relocation of a woman Ph.D. scholar due to marriage or otherwise, the research data shall be allowed to be transferred to the University/College to which the scholar intends to relocate, provided all the other conditions in these regulations are followed in letter and spirit and the research work does not pertain to the project secured by the parent

Institution/ Supervisor from any funding agency. The scholar shall, however, give due credit to the parent guide and the institution for the part of research already done.

6.6 University teachers after superannuation, if they are re-appointed in the parent University as contract or honorary or distinguished or emeritus professor, may continue as Research Supervisors till the age of 70. The university/college, after considering the research track record and fitness of such superannuated teachers to supervise scholars, may decide on his/her continuation as Research Supervisor without financial commitment.

### **6.7 The Supervisor's obligations**

It is supervisor's responsibility to ensure that all formalities described in the PhD Regulations and also in the Ordinances of HEIs are fulfilled.

The supervisor is also expected to guide the Ph.D. scholars in other related issues of teaching skills and career guidance. The supervisor's responsibilities include information and advice to scholars on all aspects related to the PhD programme while focusing on guidance on academic aspects of research activities. This may include regular meetings with a scholar (typically once a week unless restricted due to reasons otherwise). The supervisor should ensure relevant and adequate advice on important aspects such as involvement of additional supervisors where deemed appropriate, whether the proposed PhD project is feasible within the given time frame, whether the project has the potential to lead to new results of significantly high standard of an international level PhD thesis, and whether the scholar has sufficient time to enable him to have a realistic opportunity for submission of thesis. It is envisaged that an ideal PhD programme necessitates a good working relationship between the student and the supervisor from the beginning of the Ph.D programme and they have reached an agreement on the demands and expectations from each other. The responsibilities of the supervisor include:

- Regular contact with the Ph.D. scholars, and discuss to see if the ideas are good for the research project
- guiding the scholar about the choice of relevant courses and conferences related to the field
- Advising the scholar for contacting relevant national and international organisations in the area of research

- Assisting the scholar on incorporation of knowledge dissemination element in the course of study
- Regular review and feedback on the PhD project
- Preparation of the final statement from supervisor summarizing the overall PhD programme at the time of PhD thesis submission
- Active participation in the assessment and PhD defense,

An overall plan of the mutual demands and expectations during the supervision process which includes expectations of the contours and extent of supervision – should normally be included in the PhD research plan. The tasks of co-supervisors, if any, should also be agreed upon and should normally include academic discussions in decided relevant parts of the research project.

## **7. Course Work: Credit requirements, number, duration, syllabus, minimum standards for completion, etc.**

7.1 Minimum number of the credit requirement for the Ph.D. programme should be at least 12 credits and a maximum of 16 credits.

7.2 The coursework shall be treated as a prerequisite for Ph.D. preparation. A minimum of four credits shall be assigned to one or more courses on Research Methodology which could cover areas such as quantitative methods, qualitative methods, computer applications, research ethics, and review of published research in the relevant field, fieldwork, etc.

7.2.1 Students who register for Ph.D. directly from four-year undergraduate with research will have to undertake 6-8 credit courses (at Ph.D. level) about relevant skills/research techniques/domain-specific subjects offered by the University.

7.2.2 All Ph.D., entrants irrespective of discipline, shall be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period. Other courses shall be advanced-level courses preparing the students for the Ph.D. degree. Lifelong learners/ accomplished researchers as evinced from their original contributions in terms of patents granted or

new relevant knowledge or/and artistic practices desirous to get a research degree the Research Advisory Committee may provide choices in selecting the courses/ credits that facilitates the entrepreneur in the monetization of IP thus generated. Credits earned for completed course work are transferable from one institution to another institution through the Academic Bank of Credits. 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 Ph.D subject during their doctoral training period. Ph.D. scholars may also have 3-4 hours per week of actual teaching experience gathered through teaching assistantships or other forms of knowledge dissemination that are not repetitive. All dissemination activities including External presentations and posters, popular articles conveying scientific information (or scientific articles) to the general public, production of books, commissioned research and Internal presentations must be approved by the departmental level Research Committee. Teaching for the Department, supervision of fellow students/technical staff, dissemination tasks can also be credited as knowledge dissemination and as a work commitment.

- 7.3 All courses prescribed for Ph.D. course work shall conform with the credit hour instructional requirement and shall specify the content, instructional, and assessment methods. They shall be duly approved by the authorized academic bodies.
- 7.4 The Department where the scholar pursues his/her research shall prescribe the course(s) to him/her based on the recommendations of the Research Advisory Committee (RAC), as stipulated under sub-Clause 8.1 below, of the research scholar.
- 7.5 All candidates admitted to the Ph.D. programmes shall be required to complete the course work prescribed by the Department during the initial one or two semesters. In case of pandemic like situation, provision of blended mode should be made available.
- 7.6 Candidates already holding M.Phil. degree and admitted to the Ph.D. programme, or those who have already completed the course work in M.Phil. and have been permitted to proceed to the Ph.D. in an integrated course, may be exempted by the Department from the Ph.D.

course work. All other candidates admitted to the Ph.D. programme shall be required to complete the Ph.D. coursework prescribed by the Department. Provided that, the candidates sponsored/authorized by the Govt. of India institutions/organizations who work for their Ph.D. degree in a University under an MoU/exchange programme/Govt. of India scheme, etc. may be exempted from Ph.D. course work provided they produce a certificate of completing a course work of equivalent duration/credit from their respective institution/organization.

7.7 Grades in the course work, including research methodology courses shall be finalized after a combined assessment by the Research Advisory Committee and the Department and the final grades shall be communicated to the Institution/College.

7.8 A Ph.D. scholar has to obtain a minimum of 55% of marks or its equivalent grade in the UGC 10-point scale (or an equivalent grade/CGPA in a point scale wherever grading system is followed) in the course work in order to be eligible to continue in the programme and submit the thesis.

## **8. Research Advisory Committee and its functions:**

8.1 There shall be a Research Advisory Committee, or an equivalent body for a similar purpose as defined in the Statutes/Ordinances of the Institution concerned, for each Ph.D. scholar. The Research Supervisor of the scholar shall be the Convener of this Committee. This Committee shall have the following responsibilities:

8.1.1 To review the research proposal and finalize the topic of research;

8.1.2 To guide the research scholar to develop the study design and methodology of research and identify the course(s) that he/she may have to do.

8.1.3 To periodically review and assist in the progress of the research work of the research scholar.

8.2 A research scholar shall appear before the Research Advisory Committee once in six months to make a presentation of the progress of his/her work for evaluation and further guidance. The six-monthly progress reports shall be submitted by the Research Advisory Committee to the Institution with a copy to the research scholar.

8.3 In case the progress of the research scholar is unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. If the research scholar fails to implement these corrective measures, the Research Advisory Committee may recommend the cancellation of registration from the programme.

**9. Evaluation and Assessment Methods, minimum standards/credits for award of the degree, etc.:**

9.1 Upon satisfactory completion of course work and obtaining the marks/grade prescribed in subclause 7.8 above, the Ph.D. scholar shall be required to undertake research work and produce a draft dissertation/thesis within a reasonable time, as stipulated by the Institution concerned based on these Regulations.

9.2 Before the submission of the thesis, the scholar shall make a presentation in the Department before the Research Advisory Committee of the Institution concerned which shall also be open to all faculty members and other research scholars. The feedback and comments obtained from them may be suitably incorporated into the draft thesis in consultation with the Research Advisory Committee.

9.3 It is desirable that the research work of Ph.D. scholars is published in peer reviewed or refereed journals and presented in conferences/seminars. The quality assessment of Ph.D. degrees should be the responsibility of the Institutions. The institutions are free to evolve guidelines in this regard, if needed.

9.4 The thesis shall be submitted together with an originality report produced by an anti-plagiarism software application. The supervisor (and co-supervisor, if there is any) shall receive an originality report on the whole text of the thesis and shall take this report into account in the evaluation on the submission.

**Note:** An originality report is not to be considered as sufficient proof that the submitted thesis does not contain plagiarized text. Avoiding plagiarism and other forms of academic misconduct in the authorship of the thesis remains the sole responsibility of the researcher. If the Research Supervisor (or Co-Supervisor) suspects plagiarism, he or she may ask for an investigation.

9.5 The Academic Council (or its equivalent body) of the Institution shall evolve a mechanism using well-developed software and gadgets to detect plagiarism and other forms of academic dishonesty. While submitting for evaluation, the thesis shall have an undertaking from the research scholar and a certificate from the Research Supervisor attesting to the originality of the work, vouching that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma of the same Institution where the work was carried out, or to any other Institution.

9.6 The Ph.D. thesis submitted by a research scholar shall be evaluated by his/her Research Supervisor and at least two external examiners, who are experts in the field and not in employment of the Institution. Examiner(s) should be academics with a good record of scholarly publications in the field. Out of the two external examiners, one must be from out of the state in which the institution is located. Where possible, one of the external examiners may preferably be chosen as a distinguished academician, not below the rank of Professor or equivalent, from outside India. The viva-voce examination based, among other things, on the critiques given in the evaluation report, shall be conducted by the Research Supervisor and at least one of the two external examiners and shall be open to be attended by Members of the Research Advisory Committee, all faculty members of the Department, other research scholars and other interested experts/researchers.

9.7 If the research results of the thesis constitute new possible things for the protection of intellectual property rights (IPRs), the Ph.D. candidate and Supervisor shall inform the University or the Research Advisory Committee about the matter. In this case, the Ph.D. candidate, with the consent of the Supervisor, may request that the submitted dissertation be treated discreetly before the thesis is submitted for assessment, until the defence/viva-voce. The IPR Cell or the competent body of the university designated for the purpose shall

conduct the procedure for legal and commercial protection of research results, in accordance with the relevant Regulations. In this case, the public defence can be extended, in agreement with the Ph.D. candidate, at the latest for a year, starting on the day of the procedure of evaluation of the dissertation. Request for extension of defence/viva-voce must accompany the Certificate of the Technology Transfer from the competent authority.

9.8 The viva-voce of the research scholar to defend the thesis shall be conducted only if the evaluation report(s) of the examiner(s) on the thesis recommends acceptance. If one of the evaluation reports of the examiner in case of a Ph.D. thesis, recommends rejection, the Institution shall send the thesis to an alternate examiner out of the approved panel of examiners and the viva-voce examination shall be held only if the report of the alternate examiner is satisfactory. If the report of the alternate examiner is also unsatisfactory, the thesis shall be rejected, and the research scholar shall be declared ineligible for the award of the degree.

9.9 The Institutions shall develop appropriate methods so as to complete the entire process of evaluation of Ph.D. thesis within a period of three months from the date of submission of the thesis.

9.10 **Visits/ Stays at other relevant research institutions/ Industry (Ph.D related to Technical subjects)**

The PhD scholar is expected to participate in and stay at other places with active research environments, including research institutions for a part of the PhD period study may be encouraged for the same.

To facilitate the international level of education, a lengthy stay of 1 to 6 months at a foreign/Indian research institution in an organization s academically relevant to the PhD programme is envisaged. It is expected that residence may be for a minimum length of 3 consecutive weeks.

**10. Academic, research, administrative, and infrastructure requirements to be fulfilled by Post Graduate Colleges for getting recognition for offering Ph.D. programmes:**

10.1 Post Graduate Departments of Universities/Colleges may be considered eligible to offer Ph.D. programmes only if they satisfy the availability of eligible Research Supervisors, required infrastructure, and supporting administrative and research promotion facilities as per these Regulations.

10.2 Post Graduate Departments of such Colleges, Research laboratories of Government of India/State Government with at least two Ph.D. qualified teachers/scientists/other academic staff in the Department concerned along with required infrastructure, supporting administrative and research promotion facilities as per these Regulations, stipulated under sub-clause 10.3 below, shall be considered eligible to offer Ph.D. programmes. Post Graduate Colleges should additionally have the necessary recognition by the Institution under which they operate to offer Ph.D. programme.

10.3 Colleges with adequate facilities for research as mentioned below alone shall offer Ph.D. programmes:

10.3.1 In case of science and technology disciplines, exclusive research laboratories with sophisticated equipment as specified by the Institution concerned with provision for adequate space per research scholar along with computer facilities and essential software, and uninterrupted power and water supply;

10.3.2 Earmarked library resources including latest books, Indian and International journals, e-journals, extended working hours for all disciplines, adequate space for research scholars in the Department/ library for reading, writing and storing the study and research materials;

10.3.3 Colleges may also access the required facilities of the neighbouring Institutions/Colleges, or of those Institutions/Colleges/R&D laboratories/Organizations which have the required facilities.

10.4 All requirements for the Ph.D. degree of such candidates must be duly fulfilled. It is the joint responsibility of the affiliated Colleges, University departments/ Universities.

## **11. Ph.D. through Distance Mode and in Regular Employment:**

11.1 Notwithstanding anything contained in these Regulations or any other Rule or Regulation, for the time being in force, no University/College shall conduct Ph.D. programmes through distance education mode/online mode.

11.2 Candidates in service shall be allowed to do Ph.D., provided all the eligibility conditions mentioned in the extant Ph.D. Regulations are met.

**12. De-specification of M.Phil Degree:** The M.Phil (Master of Philosophy) degree shall be de-specified from the Academic year 2022-23 onwards. M.Phil. degree awarded till the date of notification of these regulations shall remain valid.

## **13. Issuing a Provisional certificate:**

Prior to the actual award of the degree, the degree-awarding Institution shall issue a provisional certificate to the effect that the Degree has been awarded in accordance with the provisions of these UGC Regulations.

## **14. Award of Ph.D. degrees prior to Notification of these Regulations, or degrees awarded by foreign Universities:**

14.1 Award of degrees to candidates registered for the Ph.D. programme on or after July 11, 2009, till the date of Notification of these Regulations shall be governed by the provisions of the UGC (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 and 2016 and their amendments.

14.2 If the Ph.D. degree is awarded by a Foreign University, the Indian Institution considering such a degree shall refer the issue to a Standing Committee constituted by the Institution concerned to determine the equivalence of the degree awarded by the foreign University.

## **15. Depository with INFLIBNET/Institutional Electronic Archive:**

Following the successful completion of the evaluation process and before the announcement of the award of the Ph.D. degree(s), the Institution concerned shall submit an electronic copy of the Ph.D. thesis to the INFLIBNET/Institutional Electronic Archive, for hosting the same so as to make it accessible to all Institutions.

## **16. Code and conduct of Ethics:**

It is envisaged that all HEIs will have a well-defined policy and establish a well-laid procedure for handling allegations of misconduct in research. For this, there must be a clear definition of misconduct with a sufficient legal foundation that defines the circumstances constituting misconduct and prescribe procedural rules, along with measures to be taken if such allegations are upheld after following due process. The regulations which are enacted by HEIs shall clearly define the responsibility at each step of the procedure, the process for consideration of the available evidence, will define the provision for constitution/ selection of investigation committees members, provisions to rule out conflicts of interest, the procedural principles of the rule of law and Ombudspersons for resolving any disagreement. It is important that the complainant and respondent, both are allowed to be heard at every stage of the process. It should be ensured that information relating to the persons involved in the ongoing process and the findings of the investigation are treated in confidence until it is demonstrated that misconduct has occurred. If the occurrence of misconduct is established and the appropriate disciplinary proceeding is considered, the responsible bodies should also be included in deliberations. HEIs should also ensure the completion of the entire process as fast as possible and the necessary steps should be promptly taken to complete every stage of the procedure within a given appropriate time frame.

**Explanation:** It is to be emphasised that every breach of good research practice does not constitute misconduct and the same needs to be distinguished. Only when there is a deliberate or grossly negligent infringement as defined in a set of regulations should be considered scientific misconduct including fabrication or falsification of data, and plagiarism using data from other authors' work.

While this set of rules and regulations centres on all academic aspects of admission, programmes, progress, and graduation, reference must also be made to separate (but linked) institutional codes and regulations that shall affect the life of research students at HEIs, notably:

- Code of Good Academic Research Practices
- The Disciplinary Regulations
- Policy on Harassment Prevention

The registration to the Ph.D. programme at the Higher Educational Institution signifies that she/he has accepted the conditions and guidelines set out in the policies and that she/he commits her/himself to respect all aspects of research throughout the programme on which she/he has registered. To further inform researchers on aspects of research such as academic responsibility and integrity, the Higher Educational Institutions shall from time to time provide courses or workshops on research ethics.

### **Authorship**

For academic accountability, all the authors must make a genuine, identifiable contribution to the content of a research publication in experimental planning, experimentation, collection/ analysis of data, software, and/or writing of the text. It is also important that all authors have agreed on the final version of the work to be published. Unless it has been explicitly stated otherwise, they all share responsibility for the published work.



प्रो. रजनीश जैन  
सचिव

**Prof. Rajnish Jain**  
Secretary



विश्वविद्यालय अनुदान आयोग  
**University Grants Commission**

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### **PUBLIC NOTICE**

**Inviting Suggestions  
on**

**Draft University Grants Commission (Minimum Standards and  
Procedures for Award of Ph.D. Degree) Regulations, 2022**

The UGC is taking a number of initiatives for the implementation of the National Education Policy-2020. To implement the recommendations connected to minimum standards for the award of Ph.D. degree, UGC has developed a draft University Grants Commission (Minimum Standards and Procedures for Award of Ph.D. Degree) Regulations, 2022.

The draft University Grants Commission (Minimum Standards and Procedures for Award of Ph.D. Degree) Regulations, 2022 are available on the UGC website.

UGC invites **comments/suggestions/feedbacks** from all stakeholders on the draft Regulations and the same may be sent to <https://forms.gle/fwvcDDS4oW5r8bhP6> by 31<sup>st</sup> March, 2022.

**(Rajnish Jain)**



## **Guidelines (27 Dec 2021)**

# **VIDYANJALI (Higher Education): A Scheme for Support to the Students, Faculties & Institutions through Volunteerism.**

**(A Higher Education Volunteer Programme: Share to  
Uplift & Grow Aspiring Minds)**

**Department of Higher Education  
Ministry of Education  
Government of India**

## VIDYANJALI (HIGHER EDUCATION)

न चौर हार्यम न च राज हार्यम ।  
न भ्रात्रभाज्यम न च भारकारी ॥  
व्यये कृते वर्धते नित्यं ।  
विद्या धनं सर्वे धनं प्रधानम् ॥



Translation-

Education is the best wealth among all. No one can steal it,  
no state can snatch it. It cannot be divided among  
the brothers and it's not heavy to carry. As one consumes  
or spend, it increases; as one shares, it expands.

[www.scopehoop.com](http://www.scopehoop.com) 

## OBJECTIVES OF THE SCHEME

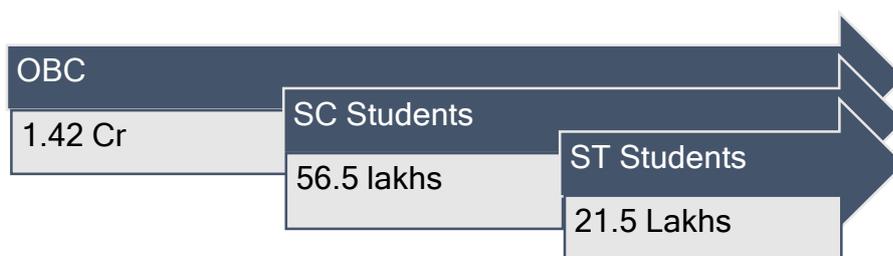
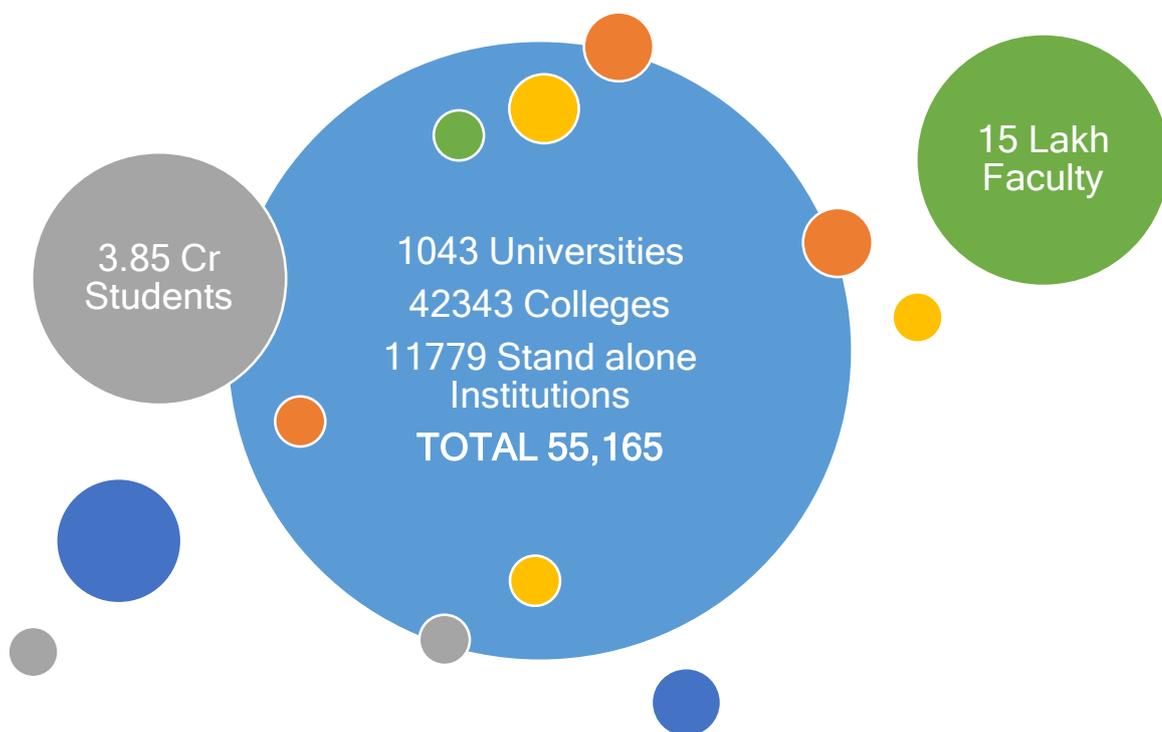
- Higher Educational Institutions (HEI) to go for remedial classes for students through faculty (retd/ serving), serving and retired scientists/government/semi government officials, retired armed forces personnel, self-employed and salaried professionals, alumni of educational institutions, Non-Resident Indian (NRI)/ person of Indian origin homemakers, recipients of fellowships, NSS, NCC cadets etc. through voluntarism.
- Training programmes in emerging areas to be conducted for the faculties of Higher Educational Institutions through faculty (retd/ serving), serving and retired scientists/government/semi government officials, retired armed forces personnel, self-employed and salaried professionals, Non-Resident Indian (NRI)/ person of Indian origin etc. through voluntarism.
- Higher Educational Institutions to be supported in the development of infrastructure like labs, digital equipment, electrical equipment etc. through CSR funding from Corporates, Individuals, Non-Resident Indian (NRI) / person of Indian origin etc. through voluntarism.
- 5000 centres for coaching through volunteerism to be started in Higher Educational Institutions (HEIs) across India.
- National Educational Alliance for Technology (NEAT) an integrator for Edutech providing free seats to 25 % of total students to economically & socially weaker sections. Also IDEA Labs with 50% support from Corporates to be promoted in a large way.

## DEFINITIONS

**In these guidelines, unless the context otherwise requires -**

- 1. A “Volunteer”** means a person who is a citizen of India / Non-Resident Indian (NRI)/ person of Indian origin or an organisation /institution /company /group registered in India willing to provide services by participating in higher educational institutions activities and /or provide assets /material /equipment to the Government / Government aided /Private Higher Education institutions free of charge. Serving and retired teachers, serving and retired scientists /government /semi government officials, retired armed forces personnel, self-employed and salaried professionals, alumni of educational institutions, homemakers and also persons from the Indian diaspora and any other literate persons who can volunteer at an institute that requests for assistance.
- 2. “Area of Expertise”** means the subject or area in which the volunteer possesses expertise, as per the requirement specified by the Department of Higher Education, Ministry of Education, in these guidelines.
- 3. “Contribution”** means any non-monetary form of contribution by a volunteer to a Higher Educational Institutions. The contribution can be in the form of “Service /Activity” and/ or “Assets /Material /equipment”.
- 4. “Service/Activity”** means any contribution by a volunteer to a Higher Educational Institutions in the form of sharing of knowledge, skill, expertise through training, teaching, demonstration, practice, sponsorship etc.
- 5. “Assets/Material/Equipment”** means any physical item(s) which the volunteer may offer to provide to the Higher Educational Institutions based on request posted by the institute on the VIDYANJALI (Higher Education) portal /app.
- 6. “Administrator”** means an official who shall support the implementation of VIDYANJALI (Higher Education) programme and ensure the adherence of laid out policies and guidelines.

# HIGHER EDUCATION SNAPSHOT



The present status of student enrolment in the country is 3.85 Crores, spanning across 1043 universities, 42343 colleges, and 11779 standalone institutions. Of these enrolled students, 56.5 lakhs are from SC category, 21.5 lakhs are from ST category and 1.42 crores are from OBC category. The faculty strength to cater to these students is 15 lakhs. (Source AISHE 2019-20)

# PREVIEW

- Importance of Support through Volunteerism
- Context & Possible Effect
- Provisions in the National Education Policy (NEP-2020)
- Issues & Concerns
- VIDYANJALI (Higher Education): A Step Towards Inclusiveness
- Intervention Points
- Terms of Reference
- Way forward
- Eco System Modelling- Four Quadrant Approach
- Process Flow for Direct Support
- Process Flow for In-kind Support
- List of Activities
- Volunteer Base
- Likely Delivery & Impact
- Terms & Conditions for Contributions
- Roles & Responsibilities of Different Stakeholders
- Code of Conduct
- Guidelines for States/UTs and Autonomous Bodies
- Termination of Services
- Annexure I - List of Services/ Activities for contribution by a Volunteer
- Annexure II -List of Assets/Material/equipment for contribution by a Volunteer

## IMPORTANCE OF SUPPORT THROUGH VOLUNTEERISM

Interactive learning facilitated by volunteers and through digitalization can make learning in classrooms interesting, resulting in students to attend colleges regularly, even in remote areas.

Although, the Government of India has taken necessary measures in the direction of providing education to all by emphasizing on policies such as digital boards and smart classes, inclusive growth can never be achieved without proper execution.

In order to witness a change in the system, we need to look at alternative solutions such as teaching and learning through volunteer's efforts that are concurrently simple, cost-effective and cutting-edge, and can be easily delivered across the length and breadth of the country.

### **Leveraging CSR efforts- Some existing examples**

Insight - To meet the ISE, CBSE and State Board Syllabus, to promote team building, leadership, innovations, communication, and presentation skills, along with technical skills

#### **CSR project by Wipro Ltd**

Wipro, over the years has built a partner network of 30 of India's foremost educational organizations and currently engaged in projects with around 700 schools, across the country in association with 22 partners.

#### **Microsoft and Humana People launched Digital Classroom Project**

With a view to fill the persisting digital gap among the students of rural government primary schools of Chhattisgarh and help empower illiterate adults with the gift of literacy, Humana People to People India joined hands with Rajiv Gandhi Shiksha Mission, Govt. of Chhattisgarh and the global technology company, Microsoft, for the Digital Learning Programme in 16 schools of Raigarh and Mungeli districts of the state. The Digital Learning Programme aimed to enhance the learning levels of the students through the strategic use of Information and Communication Technology (ICT), while simultaneously developing their critical thinking and creativity.

## **Infosys**

Infosys partners with other non-profits organisations like Avanti Fellows who are working in the domain of helping students from low-income groups studying in government schools, to achieve stable, high-paying careers in STEM using “peer learning” pedagogy, developed after 20 years of research at Harvard University. Avanti Fellows has helped 40,000 students achieve their dreams of good quality education in the last 8 years. The partnership has helped underprivileged students from low-income groups studying in government schools get access to quality STEM education and achieve their dreams of getting admission to the Indian Institute of Technology (IITs) and National Institute of Technology (NITs) as well as achieve stable, high-paying careers in STEM.

## **HCL Foundation**

HCL Foundation (HCLF) was established in 2011 as the Corporate Social responsibility arm of HCL Technologies in India. It is a value-driven, not-for-profit organization that thrives in contributing toward national and international development goals, impacting the lives of people and communities through long-term sustainable programs. The Foundation aims to alleviate poverty and achieve inclusive growth and development through a life cycle-based integrated community development approach, with thematic focus on Education, Health, Livelihoods & Skilling, Environment and Disaster Risk Reduction & Response. Child protective strategies, inclusion, and gender transformative approaches remain central in all initiatives of the HCL Foundation, thus ensuring comprehensive development. The different areas of intervention by HCL foundation are as follows:

- ECCD & Education - LEARNING THAT EMPOWERS
- Skill Development & Livelihood -EARNING WITH DIGNITY
- Environment - THE WAY OF LIFE
- Health - HEALTHCARE AND WELLBEING
- Water, Sanitation, and Hygiene (WASH) - HEALTHCARE AND WELLBEING
- Humanitarian Action (Disaster Risk Reduction & Response) - STANDING WITH COMMUNITIES IN NEED

## **Innovation Ambassador Program, Ministry of Education, Govt of India**

The Ministry of Education's Innovation Cell has trained 10000+ faculty Innovation Ambassadors from 3000 HEIs in the areas of ideation & design thinking, business plan development, venture development, investment and equity, IP management and technology commercialization etc. towards building the in-house mentor capability and competent human resource capacity in educational institutions to drive the

innovation and start-up ecosystem in campuses. Similarly, MIC has started a school innovation ambassador program to train 50000 school teachers.

The Ministry of Education's Innovation Cell and AICTE consider these faculty innovation ambassadors as on ground "Change Agent" and act as catalysts in the propagation of innovation and start-up culture in institutions, nearby communities, and schools. Through a dedicated portal developed for IAs, MIC prescribes activities towards engagement of IAs, and has regular practice of training, progress monitoring and rewarding the best performers.

### **AICTE Leadership in Teaching Excellence (LITE) Programme**

LITE programme aims to create one hundred institutions with leadership in teaching excellence to become AICTE brand ambassadors of change. Under this programmes, selected computer science teachers from 100 institutions have been given specialised training in learner-centered pedagogy, competency based curriculum and continuous assessment techniques to become AICTE-Pupilfirst certified institutions with Leadership in Teaching Excellence (LITE Institutions).

### **National Educational Alliance for Technology (NEAT), Ministry of Education, Government of India:**

MoE has announced a National Educational Alliance for Technology (NEAT) as a Public-Private partnership model between the Government (through its implementing agency AICTE) and the Education Technology companies of India. Through an open invitation and screening, companies are invited to showcase their products on a National Portal developed for the learners, who may procure them based on their requirements. The aim of NEAT is to bring the best technological Products in education pedagogy on a single platform for the convenience of learners. Technology Products using Artificial Intelligence for customized learning or e-content in niche areas having highly employable skills would be identified for showcasing on the portal.

The scheme also includes 25% free seats for existing students of higher education from Weaker sections of society mainly SC/ST/OBC.

### **AICTE Training and Learning (ATAL) Academy**

AICTE has initiated lakhs of the online training programmes for faculties in the emerging areas through ATAL academy. The vision of the ATAL academy is to empower faculty to achieve goals of Higher Education such as access, equity and quality. The Thrust Areas covered are Artificial Intelligence, Internet of Things (IoT), Block chain, Robotics, Quantum Computing, Data Sciences, Cyber Security, 3D

Printing & Design, Augmented Reality (AR)/ Virtual Reality (VR), Artificial Intelligence. In addition to this number of online FDPs were organised on various subjects in Engineering, Management, Arts and Craft, Design & Media, Life Skill Management & NEP 2020 implementation.

## CONTEXT & POSSIBLE EFFECT

<b>Context</b>	<b>Possible Effect</b>
<b>Drop outs from Institutions</b>	<b>Dis-satisfaction from institutions Loss of self-confidence/ esteem</b>
<b>Inequity in infrastructure across different institutions</b>	<b>Migration to urban areas Unequal development Simmering discontent</b>
<b>Language &amp; other social barrier among students</b>	<b>Difficulty in learning and associated lack of Self Esteem Creation of avoidable stereotype</b>
<b>Capacity Building of faculties</b>	<b>Inequality in the delivery of educational content.</b>

## PROVISIONS IN THE NATIONAL EDUCATION POLICY (NEP) 2020

Ministry of Education, Government of India notified the New Education Policy in the year 2020 with the overall objective of bringing transformational changes in India's educational landscape. There are number of provisions mentioned in the NEP 2020 which focusses upon Equity and Inclusion in Higher Education & voluntarism to support the educational empowerment of the students as reiterated bellows:

**Para 9.1.2.** For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

**Para 11.1.** India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields. Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas or arts; and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific' fields, such as chemistry and mathematics, 'vocational' fields such as carpentry and clothes-making, 'professional' fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. 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, as it is exactly the kind of education that will be required for the 21st century.

**Para 11.4:** 11.4. A holistic and multidisciplinary education, as described so beautifully in India 's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills.

**Para 14.1.** Entry into quality higher education can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. This Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs.

**Para 14.2.** The dynamics and also many of the reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform. Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school education.

**Para 14.3.** There are certain facets of exclusion, that are particular to or substantially more intense in higher education. These must be addressed specifically, and include 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.

**Para 21.3.** Extensive field studies and analyses, both in India and across the world, clearly demonstrate that volunteerism and community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of educators and volunteers. Successful literacy programmes result not only in the growth of literacy among adults, but also result in increased demand for education for all children in the community, as well as greater community contribution to positive social change. The National Literacy Mission, when it was launched in 1988, was largely based on the voluntary involvement and support of the people, and resulted in significant increases in national literacy during the period of 1991–2011, including among women, and also initiated dialogue and discussions on pertinent social issues of the day.

**Para 21.5 (c).** Vocational skills development (with a view towards obtaining local employment);

**Para 21.5 (d)** basic education (including preparatory, middle, and secondary stage equivalency); and

**Para 21.5 (e)** continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children

**Para 21.6.** Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use school's/ school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating

synergy among these five types of education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc.

**Para 23.10.** HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. Once the technology has attained a level of maturity, HEIs with thousands of students will be ideally placed to scale these teaching and skilling efforts, which will include targeted training for job readiness. Disruptive technologies will make certain jobs redundant, and hence approaches to skilling and deskilling that are both efficient and ensure quality will be of increasing importance to create and sustain employment. Institutions will have autonomy to approve institutional and non-institutional partners to deliver such training, which will be integrated with skills and higher education frameworks.

## ISSUES & CONCERN

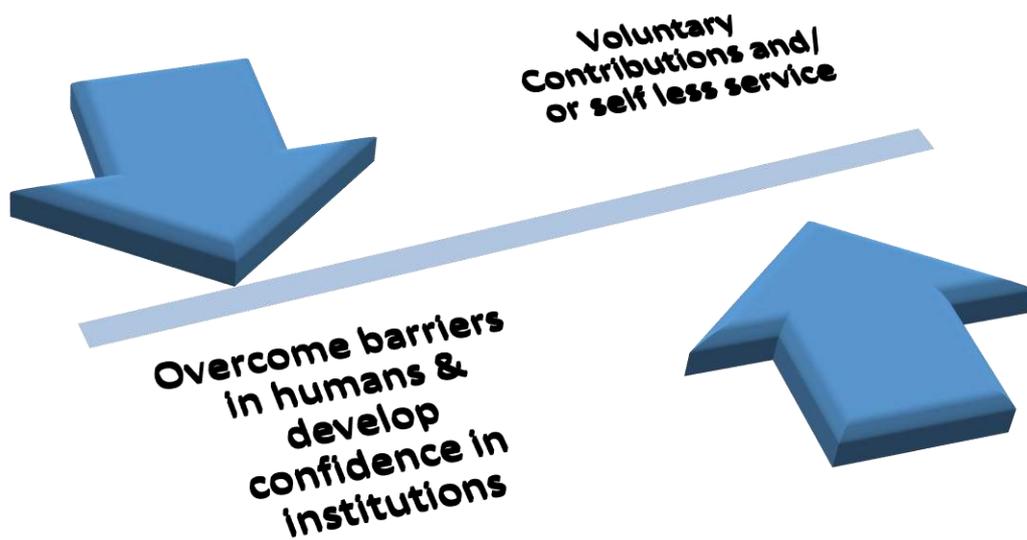
With the onset of the COVID-19 pandemic the educational environment across the country has been seriously disrupted due to the closure of the institutions and it has impacted millions of the students in the higher education across all disciplines from science, humanities, social science, engineering, management etc. It has also hampered the research environment across the country due to non-availability of labs for the experimental research purpose. In order to provide educational support to the student's institutions have provided support with the help of online classes. However, this has further widened the gaps between rich and indigent students who find it very difficult to bridge the gap due to ill-affordability of digital devices laptops, desktops etc. in view of their high cost along with non-availability of high-speed internet connections especially in the rural areas of the country. Number of studies published during this period highlighted the issue of affordability of digital devices among the different sections of the society.

In addition to the above a large scale capacity building of the faculties across Higher Educational Institutions in the emerging and thrust areas to be initiated. Similarly, the Higher Educational Institutions also needs support towards upgradation of their infrastructure and maintenance of the existing one.

The New Education Policy – 2020 also talked about Outcome based Learning, Skill upgradation in the emerging Areas, Revising Assessment System, Incorporating Human Values in Students, Multidisciplinary approach in education etc.

In order to provide continuous educational support to the students, faculties and institutions there is urgent need to engage with them and provide them holistic support, academic as well as infrastructure. Programme involving Community volunteers mainly faculty (retd/ serving), serving and retired scientists/government/semi government officials, retired armed forces personnel, self-employed and salaried professionals, alumni of educational institutions, Non-Resident Indian (NRI)/ person of Indian origin homemakers, recipients of fellowships, NSS, NCC cadets, support from industry under CSR etc. would be a step forward in this direction.

## **VIDYANJALI (HIGHER EDUCATION): A STEP TOWARDS INCLUSIVENESS**



The “VIDYANJALI (Higher Education for Support to the Students, Faculties & Institutions through Volunteerism)”, is a unique step towards Volunteerism and fosters benefits both ways – by promoting volunteerism through voluntary contributions or selfless service on one hand, and by helping learners, faculties and institutions overcome their educational, capacity building and infrastructure barriers.

# INTERVENTION POINTS

## **Direct support**

- Academics. Guest lectures in institutions, tutoring of students etc
- Support in training of the students in the emerging areas/ technology like Augment reality / Virtual reality, Media and Entertainment, Machine Learning, IoT, Robotics, Additive Manufacturing, Embedded systems, Data Science and the courses which map the requirement of Industry 4.0 to transform the students into industry suitable workforce.
- Personality development. Language & soft skills training.
- Skills Enhancement. Mentor & coach for enhancing inherent skills for livelihood.
- Soft skill. Language, critical thinking, Universal Human Values others, yoga, sports.
- Consultancy. On specific topic (SDG Goals, project reports, tie-ups)
- Capacity Building of the teachers of Higher Educational Institutions.

## **Support in Kind**

- Infrastructure. Sharing of resources, augment/ restructure/ repurpose existing resources.
- Knowledge support. Books, instruments, lab equipment, scholarships, workshops
- Endowment. Through corpus, private/ CSR contributions, philanthropy
- Incubation. Seed capital, space, resources, market place

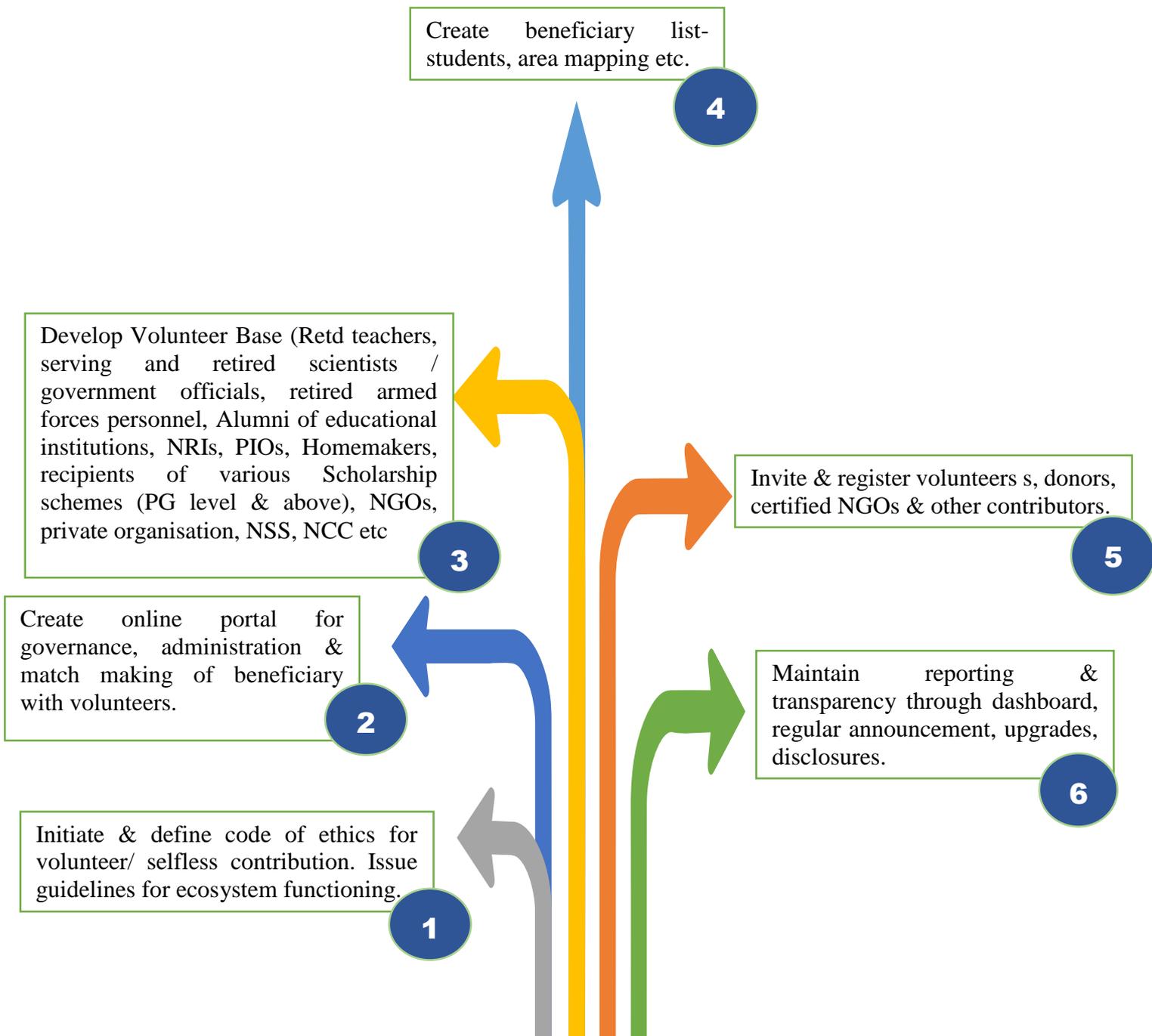
## **On Call**

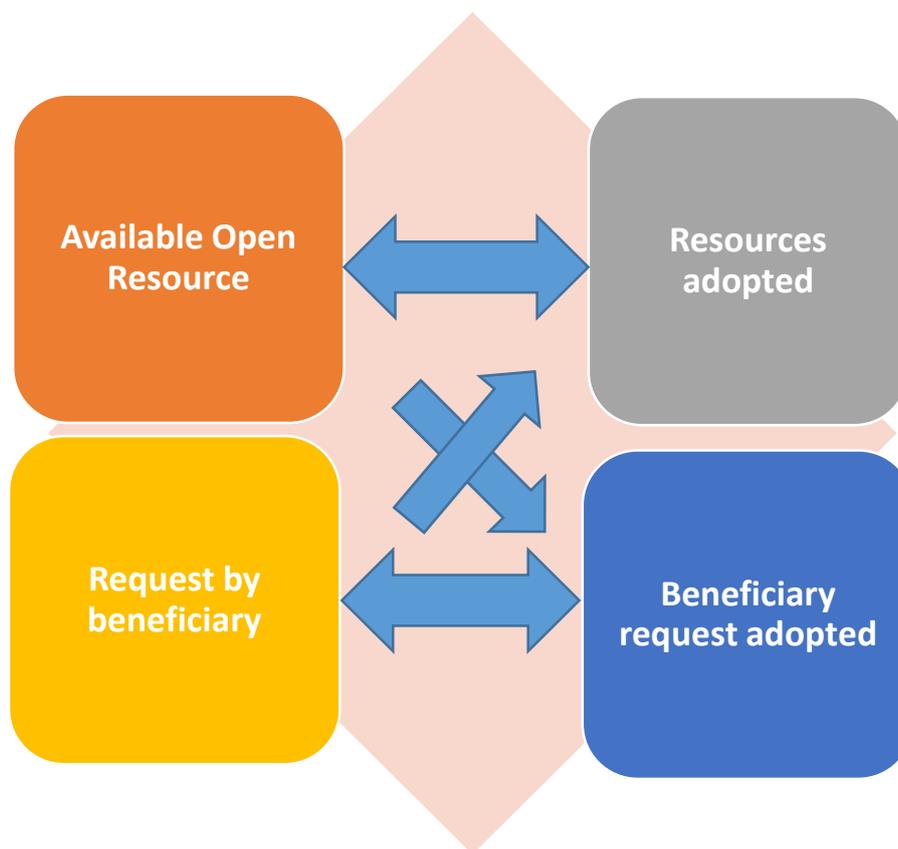
- Any specific demands as per institutes assessment of needs.

# TERMS OF REFERENCE

- No remuneration/ honorarium. All activities on voluntary & selfless basis.
- No rights/ entitlement/ encumbrances on recipient.
- Management & Administration of volunteer contribution/ recognition by means of portal.
- Adoption of student to be based on ethical & moral grounds for betterment of society.
- Compliance to basic etiquettes & norms. Code of conduct to be developed along with citizen charter.
- No cash grants- all Support in Kind to be material. Endowment if set up is to be listed
- Students/ institute to have a right of refusal (till delivery). Lifecycle & support (AMCs/ updates etc) to be ensured by the donor.
- Ownership & acceptance to be retained in institute and not to be transferred without consent of donor.
- Annual reporting by institutes under mandatory disclosures.
- AICTE and UGC will formulate suitable guidelines to provide 1 credit weightage to the students for performing volunteer work for 45 hours limited to maximum 3 credits during the academic programme.
- Contribution of the teachers as volunteer to be recognised by incorporating it in the Career Advancement Scheme (CAS) by UGC and AICTE.

# WAY FORWARD

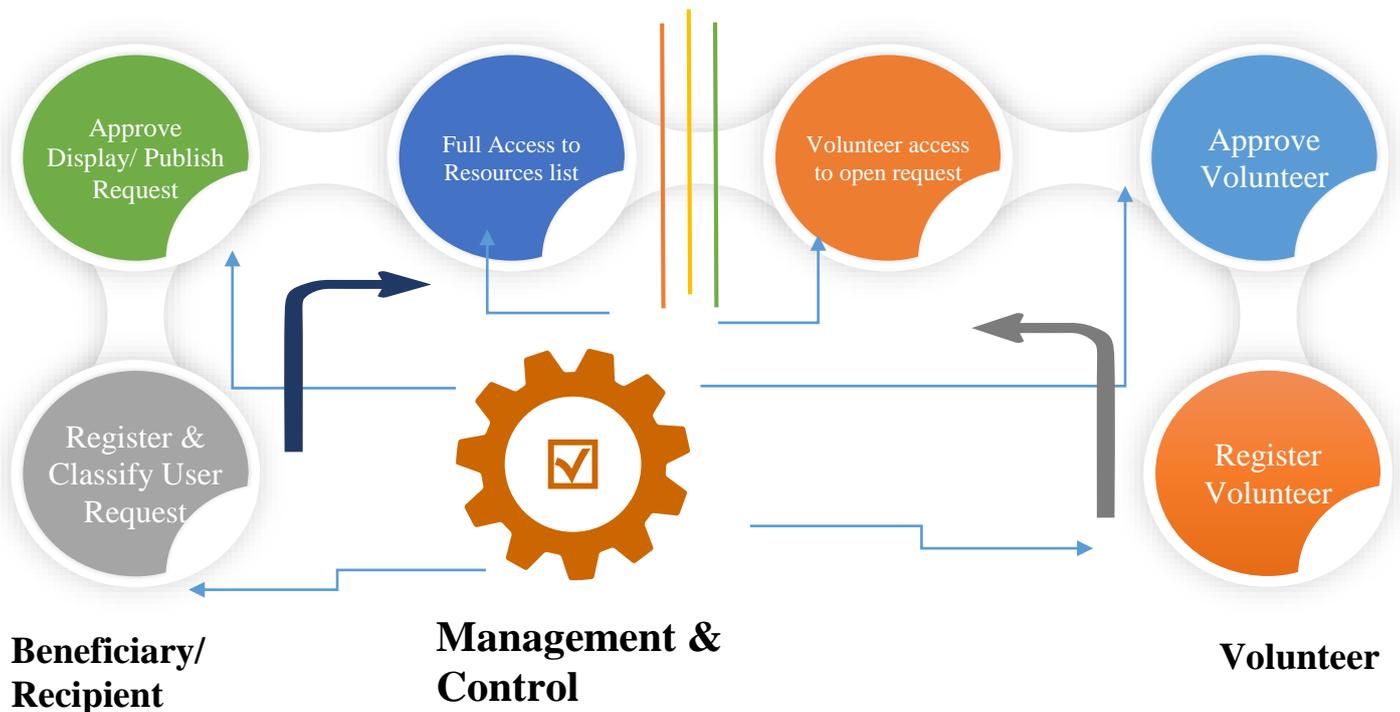




VIDYANJALI (Higher Education) will work in such a way that the beneficiary i.e. the students/faculties/ institutions will create the request and the same to be matched with the existing volunteers. If it's matched the process will move further to complete the other formalities. Similarly, a volunteer would be able to see the available requests from the beneficiary and select the same for providing support as per his/her convenience. This two-way system will act as connecting the beneficiaries with volunteers and vice versa. In the scheme the following will be covered:

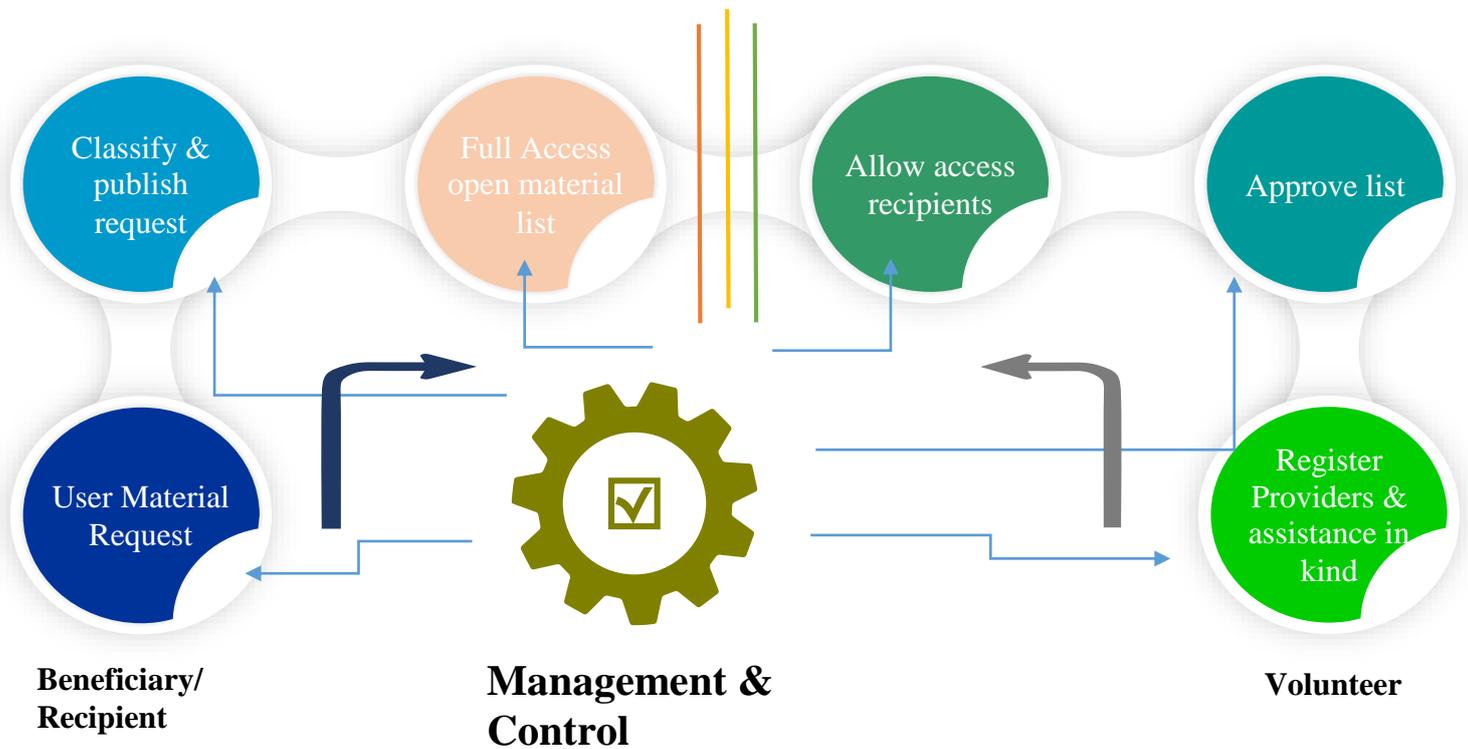
1. Handholding for institution development
2. Handholding with faculty members
- 3 Handholding with students

## PROCESS FLOW FOR DIRECT SUPPORT



For providing direct support to the institutions / Faculties / students the volunteer & recipients both need to register on the online VIDYANJALI (Higher Education) portal. All request from beneficiary to be first approved by the administrator. Similarly, a volunteer will also be approved by administrator after checking all his/her credentials. After approval the process of connecting the beneficiary with available resources in the area of intervention will start based upon preference of the beneficiary and volunteer and beneficiaries connect with each other to move it further towards availing the expertise.

## PROCESS FLOW FOR SUPPORT IN KIND



For In-Kind support to the institutions the volunteer & recipients both need to register on the online VIDYANJALI (Higher Education) portal. All request from beneficiary to be first approved by the administrator. Similarly, a volunteer will also be approved by administrator after checking all his/her credentials. After approval the process of connecting the in kind requirement of the beneficiary with available items will start based upon preference of the beneficiary and volunteer and beneficiaries connect with each other to move it further towards availing the expertise.

# LIST OF ACTIVITIES



## 01 Generic Level services/activities

- Academic Subjects
- Yoga/ Sports
- Soft Skills
- Vocational Skills
- Career Counselling
- Capacity Building Programmes

## 02 Sponsorships/ Endowment

- Research
- Laboratory
- Consultancy
- UBA/ SAGY/ UN SDGs/ USVA etc
- Chair/ Medal/ Scholarships

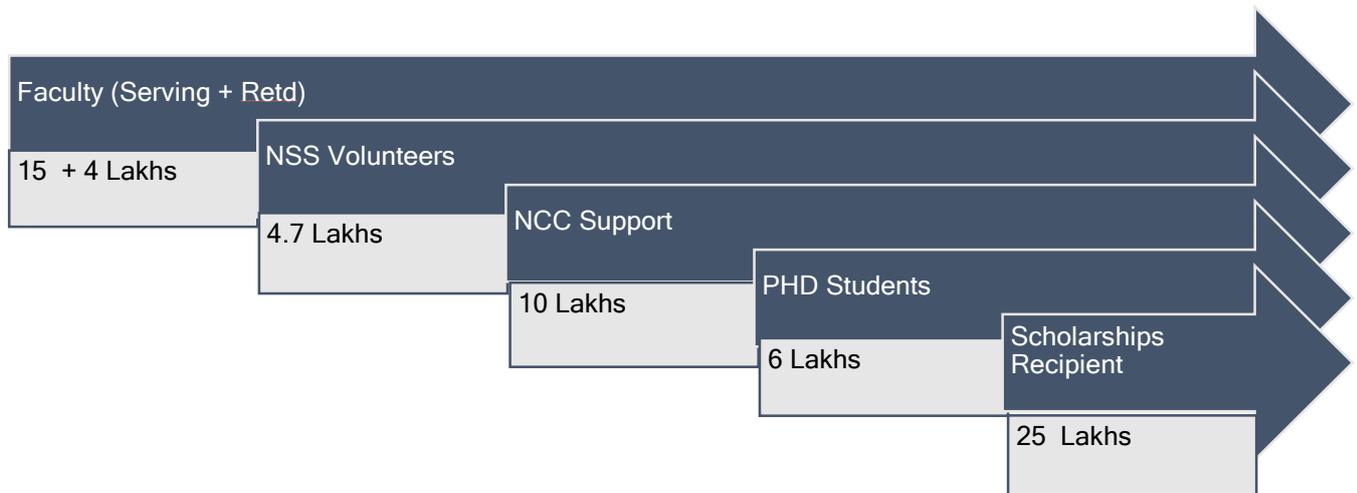
## 03 Asset/ Material

- Infrastructure
- Centre of Excellence
- Digital Access & equity

## 04 Misc

- Incubation Support
- IPR development
- Marketing
- Internships & onboarding
- Industry certifications

## VOLUNTEER BASE



In order to provide the academic support to students & faculties through volunteerism, there is very large academic resource available in public domain. Starting with approximately 15 lakh teachers, 6 lakhs Ph D students, 25 Lakhs recipients of fellowships / scholarships from Central/State government, NCC and NSS volunteers totalling 15 lakhs may also be involved in the process. In addition to the above serving and retired scientists/government/semi government officials, retired armed forces personnel, self-employed and salaried professionals, alumni of educational institutions, homemakers, NGOs and also persons from the Indian diaspora and any other literate persons can volunteer at Higher Educational Institutions that requests for assistance to be involved in the volunteering work. In additions to this for the development of infrastructure like labs, digital equipment's, electrical equipment's etc in Higher Educational Institutions the support through CSR funding from corporates, Individuals, Non-Resident Indian (NRI)/ person of Indian origin etc. through voluntarism would be envisaged in the scheme.

# LIKELY DELIVERY & IMPACT

## **Delivery**

- In all higher educational institutes- especially in 5000 identified institutions
- For students from all sections of the society.
- Capacity Building of the Teachers of Higher Educational Institutions (HEIs)
- Academic empowerment & development of individual/ institute.
- 165177 free coupons under NEAT available for EWS students.
- 10000 beneficiaries of Pragati scholarship scheme purchased digital devices.
- 20,000 students already benefitted through 200 skill & personality development programme centres.

## **Impact**

- Reconnect individual students to enhance skills & knowledge.
- Informal connect inspires natural trust and rapport without fear or greed.
- 15 – 30 % of dropouts expected to be retained.
- Capacity constraints expected to be eased out in remote areas by collaborations.
- Infra augmentation in Higher Educational Institutions (HEIs).
- Capacity Building of the teachers in the emerging areas.

## TERMS & CONDITIONS FOR CONTRIBUTIONS

### **PART I : Contribution in service/activity:**

- (i) VIDYANJALI (Higher Education) allows the volunteers to contribute in service/activity at institutes in the area of their expertise and depending on their area of interest.
- (ii) A volunteer can contribute in services/activities which are categorised in 2 verticals, namely:
  - Generic Level services/activities
  - Sponsorship activities
- (iii) Brief description of generic and sponsorship activities is given at Annexure - 1

### **PART II : Contribution of assets/material/equipment:**

- (i) VIDYANJALI (Higher Education) also allows the volunteers to contribute different types of assets/material/equipment.
- (ii) The broad categories of contribution include basic civil infrastructure, basic electrical infrastructure, classroom support materials and equipment, digital infrastructure, equipment for extra-curricular activities & sports, yoga, health and safety aids, teaching learning materials/learning equipment, maintenance & repairs, office stationery/furniture/support services/needs etc.
- (iii) Contribution of assets/ material/equipment cannot be in the form of any monetary support. In case institutions ties up any monetary support, then this platform may not be used for that purpose.
- (iv) Institutions can post a request for contribution from a volunteer within a predefined list of assets/material/equipment, which is at Annexure II.

### **PART III: Nature of Contribution:**

The volunteers can make partial or complete contributions to a institute which has posted a request for Service/Activity and/or Assets/material/equipment on the following terms and conditions:

- i) In case contribution received by an institute from a volunteer is less than the demand raised by Institute (actual requirement of the institute) i.e., the demand of the Institute is not fulfilled, then the institute request would be open for other volunteers.
- ii) In case where the Institute receives contribution from a volunteer more than the demand raised by the Institute, it will accept only the contribution it requires and inform the volunteer to contribute the balance in other Institutes which may have placed a similar request.
- iii) In case where contribution received is equal to demand raised by the Institute, then the request would be closed.

## ROLES & RESPONSIBILITIES OF DIFFERENT STAKEHOLDERS

For the effective implementation of the scheme, the following guidelines are to be adhered to by respective stakeholders:

### A. Role of the Institute:

- (i) **Institute Registration:** Higher Educational Institutions shall register on online portal developed for the scheme.
- (ii) **Post request list of contributions:** Depending upon the number of students and their requirements, physical infrastructure available, availability of human resource and other resources in the institute, they shall post a list of required service/activity or assets/material/equipment on the web portal/app.
- (iii) **Shortlist Volunteers for meeting:** Depending upon the list of services/activities or assets/material/equipment requested by institute at point (ii) above and the interest shown by a Volunteer, the institute shall shortlist the Volunteers for their possible contributions after assessing their qualification/experience through Volunteer profile or specifications/standards of assets/material/equipment offered.
- (iv) **Interact with Volunteers:** A face-to-face or virtual meeting shall be arranged by the institute to know the Volunteer's area of expertise or details of assets/material/equipment proposed for contribution. Based on the interaction with the Volunteers, the institute shall decide how the institute can avail of a Volunteer's contribution in activity depending on availability for a specified time slot or the time by which the Volunteer can make the contribution offered in assets/ material/equipment.

The broad contours of the interview and assessment of Volunteer profile must include:

- Requisite specialized skills, qualifications and relevant experience.
- The final selection would be done by the institute after verifying the antecedents and documents of the Volunteers by the institute authorities based on specific guidelines to be given by respective State/UT governments in this regard.
- The final decision with respect to the engagement of the Volunteer will be with the institute authorities.

- (v) **Confirm Volunteers for participation:** The institute may decide to go for an agreement with the identified Volunteer. The institute may also provide

certificates to the Volunteer acknowledging/ appreciating their contribution for the institute. Generation of agreement and certificate are not part of online portal and institute shall process those separately.

- (vi) No funds / salary/ honorarium shall be provided to the Volunteer for contribution.
- (vii) **Take responsibility:** It shall be the responsibility of the institute administration to undertake all background checks, assessment of capabilities, etc. of the volunteer/s. In case of any issue in this regard, it shall be the sole responsibility of the institute administration system.

## **B. Role of the Volunteer:**

- (i) **Register on the VIDYANJALI (Higher Education) web portal/ mobile App:** Volunteer may register as individual or non-governmental organization (NGO) or organization (other than NGO) and complete the profile by providing mobile number and email ID.
- (ii) **Search Institute:** The Volunteer shall be able to search the desired institute based on State, District, Block and institute Name. The Volunteer will be able to view the institute onboarding status and contribution requests raised by a institute.
- (iii) **Browse list of contribution:** Depending on the request list posted by the institute, the Volunteer may search for the contribution requests of institute based on his/her area of expertise/interest or assets& materials that he is willing to contribute.
- (iv) **Apply for Contribution:** After going through the details, the Volunteer may decide to apply for an activity based on his/her area of expertise/ interest or for contributing assets & materials for a particular institute. The Volunteer can express his/her interest to partially/fully contribute to the institute request.
- (v) **Request for onboarding of institute:** Volunteer may send request to institute for onboarding, if the institute, he wishes to contribute for, is not in the list of institute registered on the portal or has not requested for specific contribution.
- (vi) **Participate, if selected by institute:** If shortlisted by the institute, the Volunteer may interact with the institute based on information received from the institute in which he/she has applied for contribution. After the selection process, he/she shall contribute in the activity or assets & materials as agreed by the institute.
- (vii) **Feedback:** Volunteers may provide feedback to institute on contribution experience and receive feedback from institutes about their performance.
- (viii) **Notifications:** Volunteers shall be updated regularly for various events like registration, meeting invitation and selection for contribution etc.

## CODE OF CONDUCT

The Code of Conduct is as follows -

- (i) These guidelines are applicable to central and state Government and Government aided Higher Educational Institutions.
- (ii) Department of Higher Education, Ministry of Education, reserves the right to revise the Terms and Conditions in respect of contribution by Volunteers through VIDYANJALI (Higher Education) portal at any time and Volunteers are deemed to be bound by any changes therein.
- (iii) No liability would be there towards Volunteers for any direct, indirect, incidental or consequential damages arising out of or in any way connected with any activity/contribution which might be delegated to the Volunteer or any employee of the Volunteer.
- (iv) No remuneration is payable to Volunteers under this initiative by institute, state/UT or central government.
- (v) The Volunteer shall follow strict confidentiality and shall not reveal to any person, organization or on social media platform, confidential information of the activity, its works and its policies.
- (vi) Volunteers will conduct themselves professionally in their relationship with the institute authorities and the public in general.
- (vii) Volunteers will be required to submit a report of their work prior to discontinuation/disassociation from institute.
- (viii) Delegation of activity to the Volunteer does not entitle him/her to any claim towards employment (whether for teaching/non-teaching activities) in the institute or Ministry/Department.
- (ix) The period of service rendered by the volunteer cannot be claimed as a full-time work experience. Any certificate of acknowledgement/ appreciation issued by the institute cannot be claimed as an experience certificate.
- (x) The designated man-hours for the volunteering activity would be decided by the institute authorities in consultation with the Volunteer and the same may be followed by the Volunteer in order for the successful completion of the activity.
- (xi) The volunteer has to provide a self-certificate for the assets/material/equipment, that the item(s) being legally owned by the volunteer is/are in good working condition and that the volunteer is transferring ownership right of the asset/material/equipment to the institute. Further, institute will not be held legally liable for any wrongdoing on part of the volunteer.

- (xii) The VIDYANJALI (Higher Education) is only a platform to bring together institute and Volunteers/voluntary contributions. The Ministry of Education shall not be responsible for verification of the requirements posted by the institute/ States or for verification of credentials of the Volunteer or the work done by them. These shall be the responsibility of the respective stakeholders.
- (xiii) The contribution should not lead to creation of any temporary or permanent liability on the Institute/State/National level.

## GUIDELINES FOR STATES/UTS AND AUTONOMOUS BODIES

- (i) States/UTs and autonomous bodies may issue a circular to include, inter-alia, safety guidelines; standards specifications for contribution in assets/material/equipment; recognition to individuals/organisations/NGOs contributing in kind above a specified financial limit.
- (ii) From a safety point of view, the Volunteer needs to submit an identity proof such as Aadhar Card or any other Government of India ID with the institute before rendering his/her services or that of all personnel deployed by the organisation on the activity.
- (iii) Volunteer to submit a brief profile highlighting his/her area of expertise/experience (including employees in case of organisations) in the academic activity claimed to be carried out. This will help institute decide whether to avail the service of a volunteer or not.
- (iv) Such services may not constitute the major part of teaching-learning in the institute. The services of the Volunteer may be availed primarily for those areas/ subjects for which institute does not have sufficient human resource/expertise.
- (v) The academic activities carried out by such Volunteers should be supervised/ monitored by the permanent teachers of the institute.
- (vi) The services/activities should be purely academic or co-curricular in nature. There should not be any promotion of any particular ideology or practises.
- (vii) All contributions made by the Volunteer in the form of assets/material /equipment should be at least BIS marked.
- (viii) Infrastructure donated should be in working condition and the principal must ensure that institute should not become a dumping ground of e-Waste.
- (ix) The contribution for assets/material/equipment should also include commitment for providing annual/ regular maintenance.
- (x) The contribution can also be in the form of sponsorship of events/maintenance services.
- (xi) As per NEP 2020 community engagement and service is mandatory in the academic programme and therefore, credit weightage to the students performing volunteer work is part of it. Similarly, the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education, 2018 has community service as one of the assessment criteria for university/college teachers. The contributions

made by teachers to the HEIs through volunteerism under “Vidyanjali (Higher Education)” to be recognized appropriately under the community services.

- (xii) For volunteering purpose any students above one year in class of the student to whom academic support to be provided can act as volunteer e.g. The students currently in 4<sup>th</sup> year of an under graduate programme (BA/BCOM/BTech/BE etc) may become volunteer to provide academic support to the third-year students and so on.

## TERMINATION OF SERVICES

The institute /state authorities may terminate the relationship with a Volunteer under any one of the following situations:

- (i) The authorities could disengage the volunteer if they are of the view that the services of the volunteer are no more required.
- (ii) The authorities may terminate the services of the Volunteer at any time without assigning any reasons and with immediate effect in case of:
  - Inappropriate behaviour of the Volunteer or any representative thereof.
  - Non-compliance of volunteering methodology.
  - Lack of interest by the Volunteers.
  - Non-completion/non-fulfilment of the commitment made by the volunteer in the agreement.
  - Promotion of any divisive or other ideologies not conducive for young minds and/or promotion of private business/start-up/any for-profit activity, etc.
  - Harming the safety and security (physical, emotional, social, health-related, cyber safety included) of the students in any manner.
- (iii) If it comes to the notice of the authorities that the person/Volunteer whose services have been terminated continues to act in a manner which gives an impression that he/she still works as a Volunteer, the authorities reserve the right to take appropriate legal action against such person and the decision of the authorities would be final and binding on the Volunteer.
- (iv) The authorities reserve the right to seek all remedies available as per law and for violations of these Terms and Conditions including the right to block access of a particular Volunteer to any of the assignments.

## **Annexure I – List of various Academic Service/Activity support by a Volunteer**

### **Generic Level services/Academic activities:**

1. Subject Assistance
2. Teaching Yoga
3. Coaching for Sports
4. Teaching Languages
5. Teaching Vocational Skills
6. Mentoring Students for Career Counselling
7. Mentoring Students for Placement Opportunities
8. Mentoring Students for Internship Opportunities
9. Support for Preparation for Entrance & Competitive Examinations
- 10.Support of Trained Counsellor
- 11.Support of Special Educator
- 12.Support for Skill Enhancement Training by Expert
- 13.Other

### **Sponsorship services/activities:**

1. Sponsoring Trained Counsellors
2. Sponsoring Special Educators
3. Sponsoring of Special Classes by Expert
4. Sponsoring for Participation in Sports
5. Sponsoring for Participation in Cultural Events
6. Sponsoring Special Remedial Classes for Students by qualified teachers
7. Sponsoring Students for Specialized Courses
8. Sponsoring Students for Scholarships
9. Sponsoring Teachers for Specialized Courses
- 10.Sponsoring Seminar/Conference in the Institute
- 11.Sponsoring of Faculty Members in Seminar/Conference
- 12.Sponsoring of Students Members in Seminar/Conference
- 13.Sponsoring for Skill Enhancement Training
- 14.Other

## Annexure II

### List of Assets/Material/equipment for contribution by a Volunteer

Sl. No.	Sub Category	Assets/Material/Equipment Name
1	Basic Civil Infrastructure	<ol style="list-style-type: none"><li>1. Additional Classroom</li><li>2. Toilets for Girls/Boys/Divyang Students</li><li>3. Toilets for staff</li><li>4. Drinking Water Facility</li><li>5. Staff Room</li><li>6. Boundary Wall</li><li>7. Gate</li><li>8. Overhead Water Tank</li><li>9. Playground with Equipment</li><li>10. Ramps / Barrier Free Access</li><li>11. Library (Room, Books and Furniture etc.)</li><li>12. Modern Kitchen and dining facilities.</li><li>13. Residential Hostels for Students</li><li>14. Residential Quarters for Teachers</li><li>15. Rain Water Harvesting Structures</li></ol>
2	Basic Electrical Infrastructure:	<ol style="list-style-type: none"><li>1. Ceiling Fans</li><li>2. LED for Common Areas</li><li>3. LED in Classrooms</li><li>4. Exhaust fan for Kitchen / Toilets</li><li>5. Solar Panel / Energy Efficient Electrical Equipment</li><li>6. Generator / Inverter Sets</li><li>7. Cooking equipment</li></ol>
3	Classroom Needs:	<ol style="list-style-type: none"><li>1. White Boards</li><li>2. Green Boards</li><li>3. Tables</li><li>4. Chairs / Benches</li><li>5. Cupboards</li></ol>
4	Digital Infrastructure:	<ol style="list-style-type: none"><li>1. Desktop Computer</li><li>2. LED Projector</li><li>3. Interactive Whiteboard</li><li>4. Smart TVs / LED TVs</li><li>5. Tablets</li><li>6. Laptops</li><li>7. UPS</li><li>8. Routers</li><li>9. Internet Connectivity and Related Equipment</li><li>10. Printers</li><li>11. Scanner</li><li>12. Computer Accessories (Keyboards, Mouse etc.)</li></ol>

5	Equipment for Indoor & Outdoor Games	<ol style="list-style-type: none"> <li>1. Badminton Kits (Racquets, Shuttlecocks, Net etc.)</li> <li>2. Basketball Kits (Basketball, Posts, Rings etc.)</li> <li>3. Football Kits (Football, Pump, Goal Posts, Net etc.)</li> <li>4. Volleyball Kits (Volleyball, Posts, Net etc.)</li> <li>5. Cricket Kits (Ball, Bat, Wickets etc.)</li> <li>6. Hockey Kits (Ball, Sticks, Goal Posts etc.)</li> </ol>
6	Health and Safety aids:	<ol style="list-style-type: none"> <li>1. Fire Extinguisher</li> <li>2. First Aid Kit</li> <li>3. Water Purifier</li> <li>4. Disinfectants &amp; Sanitizers</li> <li>5. Masks</li> <li>6. Infrared Thermometer</li> <li>7. Hand Wash Facilities</li> <li>8. Hearing Aids</li> <li>9. Wheelchair</li> <li>10. Sanitary Pad Vending /disposal Machines</li> </ol>
7	Maintenance & Repairs	<ol style="list-style-type: none"> <li>1. Boundary Wall Painting</li> <li>2. Electrical Fixture Change</li> <li>3. Fans Regulators Change</li> <li>4. Generator Repair / Maintenance</li> <li>5. Painting (per sq. ft.)</li> <li>6. Pumps / Motors Repair</li> <li>7. UPS Battery replacement</li> <li>8. ICT Equipment maintenance and repair</li> </ol>
8	Office Needs	<ol style="list-style-type: none"> <li>1. Notice Board</li> <li>2. Cupboards</li> <li>3. Stationery</li> <li>4. Photocopier</li> <li>5. Interactive Voice Response Systems (IVRS)</li> <li>6. Public address System</li> </ol>
9	Teaching Learning Material	<ol style="list-style-type: none"> <li>1. E-content and software</li> <li>2. Subscription for Journals</li> <li>3. Subscription for Magazines</li> </ol>
10	Labs	<ol style="list-style-type: none"> <li>1. ICT Lab</li> <li>2. Science Lab</li> <li>3. Vocational Lab</li> </ol>



सत्यमेव जयते  
**Ministry of Education**  
Government of India



प्रो. रजनीश जैन  
सचिव

**Prof. Rajnish Jain**  
Secretary



विश्वविद्यालय अनुदान आयोग  
**University Grants Commission**

(शिक्षा मंत्रालय, भारत सरकार)  
(Ministry of Education, Govt. of India)

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No.F.9-5/2021(PS/MoE)

17<sup>th</sup> March, 2022

Subject:- Guidelines "Vidyanjali (Higher Education): Scheme for Support to the Students, Faculties & Institutions through Volunteerism. (A Higher Education Volunteer Programme: Share to Uplift & Grow Aspiring Minds)".

Respected Madam/Sir,

As you are aware that "Vidyanjali (Higher Education): Scheme for Support to the Students, Faculties & Institutions through Volunteerism. (A Higher Education Volunteer Programme: Share to Uplift & Grow Aspiring Minds)" published by Ministry of Education (MoE) is an initiative taken by MoE to encourage teachers, students, alumni and general public to contribute for the betterment of higher education through selfless service on one hand, and by helping learners, faculties and institutions overcome their educational, capacity building and infrastructure barriers. In this regard, as per UGC Regulations (Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities & Colleges & Other Measures for the Maintenance of Standards in Higher Education), 2018, community service is one of the assessment criteria for Universities/Colleges teachers, as details given below:

- Clause 17.0 (Code of Professional Ethics) of UGC Regulations 2018 highlights the participation of college teachers in extension, co-curricular and extracurricular activities, including the community service.
- Appendix-II, Table-1 (Assessment criteria and methodology for Universities/Colleges teachers highlights the involvement of teachers in the universities/colleges students related activities/research activities.(Co-curricular, extension and field based activities such as students clubs, career counselling, Study visit, Student seminars and other events, cultural, sports, NCC, NSS and community services)

You are, therefore, requested to consider the activities mentioned in the Vidyanjali Guidelines and include in the assessment criteria in accordance with the UGC Regulations (Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities & Colleges & Other Measures for the Maintenance of Standards in Higher Education), 2018.

With kind regards,

Yours sincerely,

(Rajnish Jain)

Encls: Copy of Draft Guidelines of Vidyanjali

The Vice- Chancellor  
All Universities



ज्ञान-विज्ञान विमुक्तये

प्रो. रजनीश जैन  
सचिव

Prof. Rajnish Jain  
Secretary



सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग  
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**D.O.No.1-4/2018(UBA)**

**28<sup>th</sup> February, 2022**

### **PUBLIC NOTICE**

As you are aware, the Unnat Bharat Abhiyan' (UBA 2.0) is a flagship programme of the Government of India which aims at bringing a transformational change in rural development by the active participation of Higher Education Institutions (HEIs) with local communities, and reorientation of curricula and R&D design of knowledge Institutions.

The UGC as a Subject Expert Group (UGC-SEG) on Curricular Reforms and Educational Institutions Social Responsibility as part of UBA 2.0 prepared the National Curriculum Framework and Guidelines for **"Fostering "Social Responsibility & Community Engagement in Higher Education Institution in India"** (<https://www.ugc.ac.in/e-book/UBA/mobile/index.html>) in 2020. which is also one of the verticals of UGC's Quality Mandate i.e. Social & Industry Connect for every HEI. This curriculum has been revised in the light of the recommendations of the National Education Policy (NEP) 2020.

The revised Draft National Curriculum Framework and Guidelines on Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India 2.0 is **attached herewith** with a request to solicit views/suggestions from stakeholders including teachers, students, researchers and those involved in the related field on the UGC's University Activity Monitoring Portal (UAMP) at <https://uamp.ugc.ac.in/> latest by 15<sup>th</sup> March, 2022

(Rajnish Jain)

## **Curricular Framework and Credit System for the Four-Year Undergraduate Programme**

### **1.0. Introduction**

The National Education Policy (NEP) 2020 (hereafter referred to as NEP or Policy) recognises that higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. It notes that “given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals” and enable an individual to study one or more specialised areas of interest at a deep level, and also develop capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

The NEP 2020 envisages the revision of the Choice Based Credit System (CBCS) for instilling innovation and flexibility. It also envisages setting up of facilitative norms for issues, such as credit transfer, equivalence, etc., and moving towards a criterion-based grading system that assesses student achievement based on the learning goals for each programme, and moving away from high-stakes examinations towards more continuous and comprehensive evaluation. The policy supports the establishment of an Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account the credits earned.

### **2.0. Anchors to the National Education Policy 2020**

#### **2.1. NEP principles that have a bearing on the curricular thrusts at different stages of higher education**

The NEP highlights certain fundamental principles that would guide both the education system at large, as well as the individual educational institutions. The principles that have a direct bearing on the curricula for different levels of higher education include:

- Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development;
- 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.
- Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world;
- 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, and life skills such as communication, cooperation, teamwork, and resilience;

- 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 curricula, pedagogy, and policy;
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system and ensuring that the institutional environment is responsive to differences to ensure that high-quality education is available for all.
- A rootedness and pride in India, and its rich, diverse, ancient, and modern culture and knowledge systems and traditions.

## **2.2. Transformative initiatives that have a bearing on the four-year undergraduate programme**

The NEP envisages several transformative initiatives in higher education. These include:

- Introducing holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning.
- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialisation in a subject or subject.
- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and reentry options within this period, with appropriate certifications such as:
  - a certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
  - a diploma after 2 years (4 semesters) of study,
  - a bachelor's degree after a 3-year (6 semesters) programme of study,
  - a bachelor's degree with honours after a 4-year (eight semesters) programme of study or a bachelor's degree with research after a 4-year (eight semesters) programme of study if the student completes a rigorous research project in their major area(s) of study.
  - The 4-year multidisciplinary bachelor's degree programme is considered a preferred option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.
- Flexibility in the designs and lengths/duration of master's degree programmes ---
  - A 2-year master's degree programme with the second year devoted entirely to research for those who have completed the 3-year bachelor's degree programme;

- a 1-year master's degree programme for students who have completed a 4-year Bachelor's degree programme with research.
  - Undertaking a doctoral programme of study is expected to require either a master's degree or a 4-year bachelor's degree with Research.
- Master's and doctoral programmes, while providing rigorous research-based specialization, also to provide opportunities for multidisciplinary work, including in academia, government, research institutions, and industry.
- Inclusion in the curricula of credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
    - Environment education to include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
    - Value-based education to include the development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life-skills.
    - Lessons in service and participation in community service programmes to be an integral part of the holistic education.
  - Global Citizenship Education and education for sustainable development to form an integral part of the curriculum to empower learners to become aware of and understand global and sustainable development issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
  - Students to be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.
  - Reorienting teaching programmes to ensure the development of capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as vocational subjects. This would involve offering programmes/courses of study relating to Languages, Literature, Music, Philosophy, Art, Dance, Theatre, Statistics, Pure and Applied Sciences, Sports etc., and other such subjects needed for a multidisciplinary and stimulating learning environment.
  - Preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth”.

### **3.0. Academic credit framework**

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the course work is measured. It determines the number of hours of instruction required per week for the duration of a semester (15-16 weeks). One credit is equivalent to 15 hour of teaching (lecture or tutorial) or 30 hours of practical or field work or community engagement and service per semester. Credit is awarded to a learner in recognition of the verified achievement of the defined learning outcomes. One credit involves 30 hours of out-of-class activities such as preparation for classes/lessons, completing assignments which form a part of the course work, and independent reading and study per semester and 15 hours of out-of-class activities per semester for practicum.

### **3.1. Main features of the Credit System (CS):**

The Credit System will have the following features:

- Flexibility to move from one disciplinary area of study to another within the duration of study by securing the required credits in the chosen disciplinary/interdisciplinary area(s) of study;
- Opportunity for learners to choose the subject/learning area of interest;
- Facilitating multiple entry and exit options with certificate/ diploma/ or degree depending upon the number of credits secured;
- Flexibility for learners to move from one institution to another to enable them to have a multi and/or interdisciplinary learning;
- Facilitating switching to alternative modes of learning (face-to-face, ODL and On- line learning, and hybrid modes of learning).

Regulations for Academic Bank of Credit (ABC) and Multiple Entry and Exit are already in place to facilitate implementation of the credit system. The focus of the Credit System will be on introducing flexibility in choosing courses and programmes of study.

### **3.2. Semester/Credits:**

- A semester consists of 90 working days and an academic year is divided into two semesters. Each working week will have 40 hours of instructional time.
- A summer term is for eight weeks, and summer term courses may be offered on a fast- track mode to enable students to complete arrears courses, do a 0-99 or 100-199 level courses. The HEI can decide on the kind of courses to be offered in the summer term.
- Internship / apprenticeship can be carried out during the summer term, especially for student who exit after two semesters or four semesters of study.

### **3.3. Credit-hours for different types of courses**

The following types of courses/activities constitute the programmes of study. Each of them will require specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/projects, and internships, and community engagement and service.

- **Taught courses:** Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation or professional practice. A minimum of 15 hours of teaching per credit in a semester along with 30 hours of out-of-class activities such as preparation for classes/lessons, completing assignments which form a part of the course work, and independent reading and study. The total learner engaged time for a one credit taught course would be 45 hours. The out-of-class activities may not be measured and quantified for purposes of grading of the credit.
- **Seminar:** A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation or professional practice. A minimum of 15 hours of participation in seminar activity per credit in a semester along with 30 hours of out-of-class activities such as preparation for the seminar, completing assignments, and independent reading and study.
- **Practicum:** A course requiring students to participate in an approved project or practical activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation or professional practice under the supervision of an expert or qualified individual in the field of learning, work/vocation or professional practice
- **Internship:** A course requiring students to participate in professional employment- related activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an employee of the given external entity. A key aspect of the internship is induction into actual work situations. Internships involves working with local industry, businesses, artists, crafts persons, etc.. and opportunities for students to actively engage with the practical side of their learning.
- **Laboratory work/activity:** A course requiring students to discover/practice application of a scientific or technical principles/theories. The course may require scientific, or research focused experiential work where students observe, test, conduct experiment(s) or practice application of principles/theories relating to field of learning, work/vocation or professional practice. 30 hours in the laboratory activities per credit in a semester along with 15 hours of out-of-class activities such as preparation for the practicum, completing assignments which form a part of the course work, and independent reading and study. The total learner engaged time for a one credit laboratory work/activity would be 45 hours.
- **Studio activities:** Studio activities involve engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic-focused experiential work. 30 hours in the studio activities per credit in a semester along with 15 hours of out-of-class activities such as preparation for the studio activity, completing assignments, and independent reading and study. The total learner engaged time for a one credit-hour studio activity would be 45 hours.
- **Workshop-based activities:** Courses involving workshop-based activities requiring engagement of students in hands-on activities related to work/vocation or professional practice. Every student is engaged in performing a skill-based activity related to specific learning outcome(s). 30 hours of workshop-based activities per credit in a semester along with 15 hours of out-of-class activities such as preparation for the workshop activity, completing assignments, and independent reading and study. The total learner engaged time for a one credit-hour workshop activity would be 45 hours.
- **Field practice/projects:** Courses requiring students to participate in field-based learning/project generally under the supervision of an employee of the given external entity. 30 hours per credit in a semester along with 15 hours of activities such as preparation for the field projects, data analysis, preparation of reports etc., and independent reading and study.

- **Community engagement and service:** Courses requiring students to participate in field-based learning/project generally under the supervision of an employee of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. 30 hours of contact time per credit in a semester along with 15 hours of activities such as preparation for the community engagement and service, preparation of reports etc., and independent reading and study.
- **Hybrid courses involving a mix of taught courses and practicum:** A 4-credit course involving 75% of face-to-face teaching and 25% field-based learning/project or lab work, or workshop activities will have a total of 75 hours of instructional time during a semester, and 105 hours of out-of-class activities such as preparation for the courses of study, completing assignments and independent reading and study. Thus, the total learner engaged time would be 180 hours for a 4-credit course.
- **Learner engaged time for a 4-credit course involving 50% practicum:** A 4-credit course involving 50% face-to-face teaching and 50% field-based learning/project or lab work, or workshop activities will have a total of 90 hours of instructional time during a semester, and 90 hours of out-of-class activities such as preparation for the courses of study and practicum, completing assignments and independent reading and study. Thus, the total learner engaged time would be 180 hours for a 4-credit course.

#### **4.0. Outcomes-based approach to higher education**

The University Grants Commission (UGC) envisages a learning outcomes-based curricular framework for all programmes of study. This necessitates: i) an increased focus on the attainment by the students of the expected graduate attributes, Programme Learning Outcomes (PLOs) which lead to the attainment of the graduate attributes, and Course Learning Outcomes (CLOs) which lead to the achievement of the Programme Learning Outcomes ; ii) designing teaching-learning experience that enable students to achieve the expected graduate attributes and defined PLOs/CLOs; and iii) designing learning assessment methods/procedures that help assess progress towards achievement by the students of the expected CLOs/PLOs and graduate attributes.

The key outcomes that underpin the design of the programmes of study relating to different programmes of study being offered by the HEIs may include the following:

##### **4.1. Expected attributes of graduates of the 4-year undergraduate programme**

The curricular interventions relating to the 4-year undergraduate programme envisages that learners on completion of the prescribed learning activities/experiences

must acquire and demonstrate the expected graduate attributes. The graduate attributes are attained through learning experiences made available to the students, the total experience within the educational institutions, and a process of critical and reflective thinking. The Learner attributes include: i) learning outcomes that are specific to the disciplinary areas related to the chosen programme of study within a broad multidisciplinary context, and ii) generic learning outcomes that students of all undergraduate programmes of study should acquire and demonstrate.

<b>Expected attributes of graduates of the four-year undergraduate programme</b>	
<b>Type of learning outcomes</b>	<b>Expected Learning Outcomes</b>
Learning outcomes that are specific to the chosen disciplinary or interdisciplinary areas of learning.	<p>Graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> <li>• a comprehensive knowledge and coherent understanding of the different disciplinary/interdisciplinary areas/themes of learning in a broad multidisciplinary context, their different learning areas, their linkages with related areas/fields of learning, and current and emerging developments associated with the chosen disciplinary areas of learning and other courses of study.</li> <li>• Practical, professional and procedural knowledge required for performing and accomplishing professional tasks associated with the chosen disciplinary/interdisciplinary areas of learning.</li> <li>• skills in areas related to the chosen disciplinary/interdisciplinary majors/minors in a broad multidisciplinary context, including wide-ranging practical and technical skills required to perform and accomplish the assigned tasks effectively.</li> <li>• capacity to apply the acquired competencies to generate solutions to specific problems relating to the chosen disciplinary/interdisciplinary majors/minors and other courses of study and tackle issues associated with the chosen field(s) of study.</li> </ul>
Generic learning outcomes	<p>Graduates should be able to demonstrate the acquisition of:</p> <p><b><i>Problem-solving skills:</i></b> Capability to:</p> <ul style="list-style-type: none"> <li>• solve problems in familiar and non-familiar contexts and apply one's learning to real-life situations.</li> </ul> <p><b><i>Critical thinking:</i></b> Capability to:</p> <ul style="list-style-type: none"> <li>• apply analytic thought to a body of knowledge, including the analysis and evaluation of policies and practices, as well as evidence, arguments, claims, beliefs and the reliability and relevance of evidence,</li> <li>• identify relevant assumptions or implications; and formulate coherent arguments;</li> <li>• identify logical flaws in the arguments of others,</li> <li>• analyse and synthesise data/information related to global issues from a variety of sources and draw valid conclusions and support them with evidence and examples.</li> </ul> <p><b><i>Creative thinking:</i></b> Ability to:</p> <ul style="list-style-type: none"> <li>• create or think in different and diverse ways about same issues or scenarios,</li> <li>• deal with problems and situations that do not have simple solutions,</li> <li>• view a problem or a situation from multiple perspectives,</li> <li>• think 'out of the box' and generate solutions to complex problems in unfamiliar contexts.</li> <li>• Adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence</li> </ul>

Expected attributes of graduates of the four-year undergraduate programme	
Type of learning outcomes	Expected Learning Outcomes
	<p><b>Communication Skills:</b> Skills that enable a person to:</p> <ul style="list-style-type: none"> <li>• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,</li> <li>• express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media;</li> <li>• confidently share one’s views and express herself/himself;</li> <li>• construct logical arguments using correct technical language related to a theme of learning relating to teacher education,</li> <li>• convey ideas, thoughts and arguments using language that is respectful and sensitive to gender and social groups.</li> </ul>
	<p><b>Coordinating/collaborating with others:</b> Ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> work effectively and respectfully with diverse teams,</li> <li><input type="checkbox"/> facilitate cooperative or coordinated effort on the part of a group,</li> <li><input type="checkbox"/> act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.</li> </ul>
	<p><b>Leadership readiness/qualities:</b> Capability for:</p> <ul style="list-style-type: none"> <li>• mapping out the tasks of a team or an organisation and setting direction,</li> </ul>
	<ul style="list-style-type: none"> <li>• formulating a vision and building a team that can help achieve the vision,</li> <li>• motivating and inspiring team members to engage with that vision,</li> <li>• using skills to guide people to the right destination.</li> </ul>
	<p><b>‘Learning how to learn’ skills:</b> Ability to:</p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills, that are necessary for pursuing learning activities throughout life, including through self-paced and self-directed learning, aimed at personal development, meeting economic, social, and cultural objectives, and</li> <li>• adapt to changing national and global issues and demands,</li> <li>• acquire organizational skills and time management to set self-defined goals and targets with timelines,</li> <li>• demonstrate a healthy attitude to be a lifelong learner.</li> </ul>
	<p><b>Multicultural competence.</b> Demonstrate:</p> <ul style="list-style-type: none"> <li>• the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity,</li> <li>• the capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups,</li> <li>• capability to lead a diverse team to accomplish common group tasks and goals,</li> <li>• gender sensitivity and adopt gender-neutral approach, as also empathy to the less advantaged and the differently-abled including those with learning disabilities.</li> </ul>
	<p><b>Value inculcation:</b> Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• embrace and practice constitutional, humanistic, ethical, and moral values in conducting one’s life, including universal human values and citizenship values,</li> <li>• practice responsible global citizenship required for responding to contemporary global challenges, for enabling learners to become aware of and understand global issues and to become active promoters of more</li> </ul>

Expected attributes of graduates of the four-year undergraduate programme	
Type of learning outcomes	Expected Learning Outcomes
	<p>peaceful, tolerant, inclusive, secure, and sustainable societies,</p> <ul style="list-style-type: none"> <li>• formulate a position/argument about an ethical issue from multiple perspectives and use ethical practices in all aspects of one's work; identify ethical issues related to one's work,</li> <li>• recognise environmental and sustainability issues, and participate in actions to promote sustainable development,</li> <li>• adopt objective, unbiased, and truthful actions in all aspects of work,</li> <li>• instill integrity and identify ethical issues related to work, and follow ethical practices.</li> </ul>
	<p><b>Empathy:</b> Ability to:</p> <ul style="list-style-type: none"> <li>• identify with or understand the perspective, experiences, or points of view of another individual or groups,</li> <li>• identify and understand other people's emotions.</li> </ul>
	<p><b>Environmental awareness and action: Demonstrate the:</b></p> <ul style="list-style-type: none"> <li>• Acquisition and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living</li> </ul>
	<p><b>Skills to apply digital and technological solutions:</b> Demonstrate the ability for:</p> <ul style="list-style-type: none"> <li>• judiciously using and deploying information and communication tools and technologies to improve teaching-learning process and provide enriched learning experiences to students to enable them to achieve enhanced learning outcomes.</li> </ul>
	<p><b>Autonomy and responsibility:</b> Ability to:</p> <ul style="list-style-type: none"> <li>• apply knowledge, understanding and/or skills with an appropriate degree of independence relevant to the level of the qualification,</li> <li>• work independently, identify appropriate resources required for a project, and manage a project through to completion,</li> <li>• exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.</li> </ul>
	<p><b>Community engagement and service:</b> Ability to participate in:</p> <ul style="list-style-type: none"> <li>• activities/services that are undertaken in collaboration with community members for promoting the wellbeing of the society, including participation in National Services Scheme (NSS), National Cadet Corps (NCC), adult literacy/education programmes, mentoring school students etc.</li> </ul>

#### 4.2. Programme/Course Learning Outcomes

The graduate attributes described above will be attained by students through learning acquired on completion of a chosen programme of study. The term 'programme' refers to the entire scheme of study followed by students leading to the award of qualification after successfully completing a programme of study. Each programme of study will have defined learning outcomes which must be achieved for the award of the certificate/diploma/degree. Programme learning outcomes (PLOs) include learning outcomes that are specific to the disciplinary/interdisciplinary areas of learning

associated with the chosen programme of study. They would also include generic learning outcomes, including transferable skills and competencies, that graduates of all programmes of study should acquire and be able to demonstrate for the award of the certificate/diploma/degree. The programme learning outcomes would also include the knowledge and skills that prepare students for further study.

**Course Learning Outcomes (CLOs):** The programme learning outcomes are attained by learners through the essential learnings acquired on completion of certain courses of study within a programme of study. The term ‘course’ is used to mean the individual courses that make up the scheme of study for a programme. Course learning outcomes (CLOs) are specific to a course within a programme of study. Some courses of study are highly structured, with a closely laid down progression of courses to be taken at different phases of a 4-year undergraduate programme.

**4.2.1. Programme learning outcomes (to be achieved by students on completion of the programme of study leading to the award of an undergraduate certificate)**

<b>Programme learning outcomes (To be achieved by students on completion of the programme of study leading to the award of an undergraduate certificate)</b>	
<b>Elements of the learning outcomes</b>	<b>Expected Learning Outcomes</b>
Knowledge and understanding	The graduates should be able to demonstrate the acquisition of: <ul style="list-style-type: none"> <li>• knowledge of facts, concepts, principles, theories, and processes in broad multidisciplinary learning contexts within the chosen fields of learning in a broad multidisciplinary learning,</li> <li>• understanding of the linkages between the learning areas within and across the chosen fields of study,</li> <li>• procedural knowledge required for performing skilled or paraprofessional tasks associated with the chosen fields of learning.</li> </ul>
General, technical and professional Skills required to perform and accomplish tasks	The graduates should be able to demonstrate the acquisition of: <ul style="list-style-type: none"> <li>• a range of cognitive and technical skills required for accomplishing assigned tasks relating to the chosen fields of learning in the context of broad multidisciplinary contexts.</li> <li>• cognitive skills required to identify, analyse and synthesize information from a range of sources.</li> <li>• cognitive and technical skills required for selecting and using relevant methods, tools, and materials to assess the appropriateness of approaches to solving problems associated with the chosen fields of learning.</li> </ul>
Application of knowledge and skills	The graduates should be able to demonstrate the ability to: <ul style="list-style-type: none"> <li>• apply the acquired operational or technical and theoretical knowledge, and a range of cognitive and practical skills to select and use basic methods, tools, materials, and information to generate solutions to specific problems relating to the chosen fields of learning.</li> </ul>
Generic learning outcomes	<b>Communication skills:</b> The graduates should be able to demonstrate the ability to: The graduates should be able to demonstrate the ability to: <ul style="list-style-type: none"> <li>• listen carefully, read texts related to the chosen fields of study analytically and present information in a clear and concise manner to</li> </ul>

Programme learning outcomes (To be achieved by students on completion of the programme of study leading to the award of an undergraduate certificate)	
Elements of the learning outcomes	Expected Learning Outcomes
	<p>different groups/audiences</p> <ul style="list-style-type: none"> <li>express thoughts and ideas effectively in writing and orally and present the results/findings of the experiments carried out in a clear and concise manner to different groups.</li> </ul> <p>.....</p> <p>.....</p> <p><b>Learning how to learn:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>meet one's own learning needs relating to the chosen fields of learning.</li> </ul>
	<ul style="list-style-type: none"> <li>pursue self-directed and self-managed learning to upgrade knowledge and skills required for higher level of education and training.</li> </ul> <p>.....</p> <p>.....</p> <p><b>Critical thinking:</b> The graduates should be able to:</p> <ul style="list-style-type: none"> <li>gather and interpret relevant quantitative and qualitative data to identify problems,</li> <li>critically evaluate principles and theories associated with the chosen fields of learning.</li> </ul> <p>.....</p> <p>.....</p> <p><b>Judgement and decision making:</b> The graduates should be able to: make judgement and take decision, based on analysis of data and evidence, for formulating responses to issues/problems associated with the chosen fields of learning, requiring the exercise of some personal responsibility for action and outputs/outcomes.</p>
Constitutional, humanistic, ethical, and moral values:	<p>The graduates should be able to demonstrate the willingness to:</p> <ul style="list-style-type: none"> <li>practice constitutional, humanistic, ethical, and moral values in one's life, and practice these values in real-life situations,</li> <li>put forward convincing arguments to respond to the ethical and moral issues associated with the chosen fields of learning.</li> </ul>
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> <li>knowledge and a basket of essential skills, required to perform effectively in a defined job relating to the chosen fields of study,</li> <li>ability to exercise responsibility for the completion of assigned tasks and for the outputs of own work, and to take some responsibility for group work and output as a member of the group.</li> </ul>

**4.2.2. Expected learning outcomes (to be achieved by students on completion of the programme of study leading to the award of an undergraduate diploma)**

<b>Learning outcomes (To be achieved by students on completion of the programme of study leading to the award of an undergraduate diploma)</b>	
<b>Elements of the learning outcomes</b>	<b>Expected Learning Outcomes</b>
Knowledge and understanding	The graduates should be able to demonstrate the acquisition of: <ul style="list-style-type: none"> <li>• theoretical and technical knowledge in broad multidisciplinary contexts within the chosen fields of learning,</li> <li>• deeper knowledge and understanding of one of the learning areas and its underlying principles and theories,</li> <li>• procedural knowledge required for performing skill preprofessional tasks associated with the chosen fields of learning.</li> </ul>
General, technical and professional Skills required to perform and accomplish tasks	The graduates should be able to demonstrate the acquisition of cognitive and technical skills required to: <ul style="list-style-type: none"> <li>• perform and accomplish complex tasks relating to the chosen fields of learning,</li> <li>• analyse and synthesize ideas and information from a range of sources and act on information to generate solutions to specific problems associated with the chosen fields of learning.</li> </ul>
Application of knowledge and skills	The graduates should be able to demonstrate the ability to: <ul style="list-style-type: none"> <li>• apply the acquired specialized or theoretical knowledge, and a range of cognitive and practical skills to gather quantitative and qualitative data,</li> <li>• select and apply basic methods, tools, materials, and information to formulate solutions to problems related to the chosen field(s) of learning.</li> </ul>
Generic learning outcomes	<p><b>Communication skills:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• listen carefully, read texts related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences,</li> <li>• communicate in writing and orally the information, arguments, and results of the experiments and studies conducted accurately and effectively to specialist and non-specialist audience.</li> </ul> <p>.....</p> <p><b>'Learning how to learn':</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• meet one's own learning needs relating to the chosen field(s) of learning, work/vocation, and an area of professional practice,</li> <li>• pursue self-paced and self-directed learning to upgrade knowledge and skills required for pursuing higher level of education and training.</li> </ul>

Learning outcomes (To be achieved by students on completion of the programme of study leading to the award of an undergraduate diploma)	
Elements of the learning outcomes	Expected Learning Outcomes
	<p>.....</p> <p><b>Critical thinking:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>critically evaluate the essential theories, policies, and practices by following scientific approach to knowledge development.</li> </ul> <p>.....</p> <p><b>Judgment and decision making:</b> The graduate should be able to:</p> <ul style="list-style-type: none"> <li>make judgement and take decision, based on the analysis and evaluation of information, for determining solutions to a variety of unpredictable problems associated with the chosen fields of learning, taking responsibility for the nature and quality of outputs.</li> </ul> <p>.....</p> <p><b>Learning how to learn:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>meet one's own learning needs relating to the chosen fields of learning.</li> <li>pursue self-directed and self-managed learning to upgrade knowledge and skills required for higher level of education and training.</li> </ul> <p>.....</p> <p><b>Critical thinking:</b> The graduates should be able to:</p> <ul style="list-style-type: none"> <li>gather and interpret relevant quantitative and qualitative data to identify problems,</li> <li>critically evaluate principles and theories associated with the chosen fields of learning.</li> </ul> <p>.....</p> <p><b>Judgement and decision making:</b> The graduates should be able to: make judgement and take decision, based on analysis of data and evidence, for formulating responses to issues/problems associated with the chosen fields of learning, requiring the exercise of some personal responsibility for action and outputs/outcomes.</p>
Constitutional, humanistic, ethical, and moral values	<p><b>Value inculcation:</b> The graduates should demonstrate the willingness and ability to:</p> <ul style="list-style-type: none"> <li>embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life, and take a position regarding these values,</li> <li>formulate arguments in support of actions to address issues relating the ethical and moral issues relating to the chosen fields of learning, including environmental and sustainable development issues, from multiple perspectives.</li> </ul>

<b>Learning outcomes (To be achieved by students on completion of the programme of study leading to the award of an undergraduate diploma)</b>	
<b>Elements of the learning outcomes</b>	<b>Expected Learning Outcomes</b>
Employability and job-ready skills, And Entrepreneurship Skills and capabilities/qualities and mindset	<p><b><i>Employment-ready and entrepreneurship skills and mindset:</i></b> The graduates should be able to demonstrate the acquisition of knowledge and essential skills set that are necessary to:</p> <ul style="list-style-type: none"> <li>• take up job/employment relating to the chosen fields of study or professional practice requiring the exercise of full personal responsibility for the completion of tasks and for the outputs of own work, and full responsibility for the group task/work as a member of the group/team.</li> <li>• exercise self- management within the guidelines of study and work contexts.</li> <li>• supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.</li> </ul>

**4.2.3. Expected learning outcomes (to be achieved by students on completion of the programme of study leading to the award of a bachelor's degree**

<b>Expected learning outcomes (To be achieved by students on completion of the programme of study leading to the award of a bachelor's degree</b>	
<b>Elements of the learning outcomes</b>	<b>Expected Learning Outcomes</b>
Knowledge and understanding	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> <li>• comprehensive, factual, theoretical, and specialized knowledge in broad multidisciplinary contexts with depth in the underlying principles and theories relating to one or more fields of learning.</li> <li>• knowledge of the current and emerging issues and developments within the chosen field(s) of learning.</li> <li>• procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.</li> </ul>
General, technical and professional Skills required to perform and accomplish tasks	<p>The graduates should be able to demonstrate the acquisition of cognitive and technical skills required to:</p> <ul style="list-style-type: none"> <li>• perform and accomplish complex tasks relating to the chosen fields of learning.</li> <li>• evaluate and analyse complex ideas relating to the chosen field(s) of learning;</li> <li>• generate solutions to specific problems associated with the chosen fields of learning.</li> </ul>
Application of knowledge and skills	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• apply the acquired specialized technical or theoretical knowledge, and cognitive and practical skills to gather and analyse quantitative/qualitative data to assess the appropriateness of different approaches to solving problems,</li> <li>• employ the right approach to generate solutions to problems related to the chosen fields of learning.</li> </ul>

Expected learning outcomes (To be achieved by students on completion of the programme of study leading to the award of a bachelor's degree)	
Elements of the learning outcomes	Expected Learning Outcomes
Generic learning outcomes	<p><b>Communication skills:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• listen carefully, to read text related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences.</li> <li>• communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning,</li> <li>• make coherent arguments to support the findings/results of the study undertaken to specialist and non-specialist audience.</li> </ul> <p>.....</p> <p><b>'Learning how to learn':</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• meet one's own learning needs relating to the chosen field(s) of learning,</li> <li>• pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt to changing demands of workplace and pursue higher level of education and training.</li> </ul> <p>.....</p> <p><b>Critical thinking:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence.</li> </ul> <p>.....</p> <p><b>Judgment and decision making:</b> The graduate should be able to:</p> <ul style="list-style-type: none"> <li>• make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems,</li> <li>• exercise judgement across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associated with the chosen fields of learning.</li> </ul> <p>.....</p> <p><b>Learning how to learn:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• meet one's own learning needs relating to the chosen field(s) of learning,</li> <li>• pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt to changing demands of workplace and pursue higher level of education and training.</li> </ul> <p>.....</p> <p><b>Critical thinking:</b> The graduates should be able to:</p> <ul style="list-style-type: none"> <li>• critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence.</li> </ul> <p>.....</p>

Expected learning outcomes (To be achieved by students on completion of the programme of study leading to the award of a bachelor's degree)	
Elements of the learning outcomes	Expected Learning Outcomes
	<p><b><i>Judgement and decision making:</i></b> The graduates should be able to:</p> <ul style="list-style-type: none"> <li>• make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems,</li> <li>• exercise judgement across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associated with the chosen fields of learning.</li> </ul>
Constitutional, humanistic, ethical, and moral values:	<p>The graduates should be able to demonstrate the willingness and ability to:</p> <ul style="list-style-type: none"> <li>• embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life.</li> <li>• identify ethical issues related to the chosen fields of study,</li> <li>• formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.</li> <li>• follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.</li> </ul>
Employability and job-ready skills, And Entrepreneurship Skills and capabilities/qualities and mindset	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> <li>• knowledge and essential skills set and competence that are necessary to take up a professional job relating to the chosen field of learning and professional practice,</li> <li>• entrepreneurship skills and mindset required for setting up and running an economic enterprise or pursuing self-employment requiring the exercise of full personal responsibility for the outputs of own work, and full responsibility for output of group, the ability to exercise management and supervision in the contexts of work or study activities involving unpredictable work processes and working environment.</li> </ul>

**4.2.4. Programme learning outcomes (to be achieved by students on completion of the programme of study leading to the award of a bachelor’s degree (Honours/Research))**

<b>Programme learning outcomes (To be achieved by students on completion of the programme of study leading to the award of a bachelor’s degree (Honours/Research))</b>	
<b>Elements of the learning outcomes</b>	<b>Expected Learning Outcomes</b>
Knowledge and understanding	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> <li>• advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/interdisciplinary context.</li> <li>• a coherent understanding of the established methods and techniques of research and enquiry applicable to the chosen fields of learning.</li> <li>• an awareness and knowledge of the emerging developments and issues in the chosen fields of learning,</li> <li>• procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.</li> </ul>
General, technical and professional Skills required to perform and accomplish tasks	<p>The graduates should be able to demonstrate the acquisition of cognitive and technical skills required to:</p> <ul style="list-style-type: none"> <li>• perform and accomplish complex tasks relating to the chosen fields of learning,</li> <li>• use the established research methods and techniques,</li> <li>• evaluate complex ideas and undertake research and investigations to generate solutions to real-life problems,</li> <li>• generate solutions to complex problems independently, requiring the exercise of full personal judgement, responsibility, and accountability for the output of the initiatives taken as a practitioner.</li> </ul>
Application of knowledge and skills	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyse the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning,</li> <li>• apply advanced knowledge relating to research methods to carryout research and investigations to formulate evidence-based solutions to complex and unpredictable problems.</li> </ul>

**Programme learning outcomes (To be achieved by students on completion of the programme of study leading to the award of a bachelor's degree (Honours/Research))**

<b>Elements of the learning outcomes</b>	<b>Expected Learning Outcomes</b>
Generic learning outcomes	<p><b>Communication skills:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/ audiences,</li> <li>• communicate technical information and explanations, and the findings/ results of the research studies relating to specialized fields of learning,</li> <li>• present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues.</li> </ul> <p>.....</p> <p><b>'Learning how to learn':</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• meet own learning needs relating to the chosen fields of learning, pursue self-paced and self-directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue higher level of education and research.</li> </ul> <p>.....</p> <p><b>Learning how to learn:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• meet own learning needs relating to the chosen fields of learning,</li> <li>• pursue self-paced and self-directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue higher level of education and research.</li> </ul> <p>.....</p> <p><b>Research-related competencies:</b> The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a keen sense of observation, enquiry, and capability for asking relevant/ appropriate questions,</li> <li>• the ability to problematize, synthesise and articulate issues and design research proposals,</li> </ul>

Programme learning outcomes (To be achieved by students on completion of the programme of study leading to the award of a bachelor's degree (Honours/Research))	
Elements of the learning outcomes	Expected Learning Outcomes
	<ul style="list-style-type: none"> <li>• the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and-effect relationships,</li> <li>• the capacity to develop appropriate tools for data collection,</li> <li>• the ability to plan, execute and report the results of an experiment or investigation,</li> <li>• the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in own research work, regardless of the funding authority or field of study,</li> <li>• examine and assess the implications and consequences of emerging developments and issues relating to the chosen fields of study based on empirical evidence.</li> </ul> <p>.....</p> <p>.....</p> <p><b>Judgement and decision making:</b> The graduates should be able to:</p> <ul style="list-style-type: none"> <li>• make judgement in a range of situations by critically reviewing and consolidating evidences,</li> <li>• exercise judgement based on evaluation of evidence from a range of sources to generate solutions to complex problems, including real-life problems, associated with the chosen field(s) of learning requiring the exercise of full personal responsibility and accountability for the initiatives undertaken and the outputs/outcomes of own work as well as of the group as a team member.</li> </ul>
Constitutional, humanistic, ethical, and moral values	<p>The graduates should be able to demonstrate the willingness and ability to:</p> <ul style="list-style-type: none"> <li>• Embrace and practice constitutional, humanistic, ethical, and moral values in life.</li> <li>• adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice.</li> <li>• present coherent arguments in support of relevant ethical and moral issues.</li> <li>• participate in actions to address environmental and sustainable development issues.</li> <li>• follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.</li> </ul>

<b>Programme learning outcomes (To be achieved by students on completion of the programme of study leading to the award of a bachelor's degree (Honours/Research))</b>	
<b>Elements of the learning outcomes</b>	<b>Expected Learning Outcomes</b>
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	<p>The graduates should be able to demonstrate the acquisition of knowledge and skills required for:</p> <ul style="list-style-type: none"> <li>• adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive shift in employers 'demands for skills, particularly with respect to transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.</li> <li>• managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for output of own work as well as for the outputs of the group as a member of the group/team.</li> </ul> <p>exercising supervision in the context of work having unpredictable changes.</p>

#### 4.2.5. Entry and Credit Requirements at Various Levels of Programme of Study

Level of Programme	Requirements of the Programme	
<p style="text-align: center;"><b>Level 5: Undergraduate Certificate</b></p>	Entry requirements	<ul style="list-style-type: none"> <li>• Certificate obtained after successful completion of Grade 12 or equivalent stage of education.</li> <li>• Admission to the first year of the undergraduate programme will be open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Admission will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and validation of prior learning outcomes) of the applicant's ability to pursue an undergraduate programme of study.</li> </ul>
	Credit requirements for a bachelor's degree	<ul style="list-style-type: none"> <li>• The successful completion of the first year (first two semesters) of the undergraduate programme involving credit-hours ranging between 40-44 hours followed by an exit 10-credit skills-enhancement course, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.</li> </ul>
<p style="text-align: center;"><b>Level 6: Undergraduate Diploma</b></p>	Entry requirements	<ul style="list-style-type: none"> <li>• Continuation of study or lateral entry in the second year of the undergraduate programme will be possible for those who have met the entrance requirements, including specified levels of attainment, specified in the programme regulations. The continuation of study will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue an undergraduate programme of study.</li> <li>• Lateral entry into the programme of study leading to the Undergraduate Diploma will be based on the validation of prior learning outcomes achieved, including those achieved outside of</li> <li>• formal learning or through learning and training in the workplace or in the community, or through continuing professional development activities, or through independent/self-directed learning</li> </ul>

Level of Programme	Requirements of the Programme	
	Credit requirements for a bachelor's degree	<p>activities</p> <ul style="list-style-type: none"> <li>The successful completion of the first two years (four semesters) of the undergraduate programme involving credit-hours ranging between 80-88 hours followed by an exit 10-credit skills-enhancement course, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.</li> </ul>
<b>Level 7: Bachelor's Degree</b>	Entry requirements	<ul style="list-style-type: none"> <li>Continuation of study or lateral entry in the third year (fifth semester) of the undergraduate programme will be possible for those who have met the entrance requirements, including specified levels of attainment, specified in the programme regulations. The continuation of study will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue an undergraduate programme of study.</li> <li>Lateral entry into the programme of study in the fifth semester of the undergraduate programme will be based on the validation of prior learning outcomes achieved, including those achieved outside of formal learning or through learning and training in the workplace or in the community, or through continuing professional development activities, or through independent/self-directed learning activities.</li> </ul>
	Credit requirements for a bachelor's degree	<ul style="list-style-type: none"> <li>The successful completion of the first three years (six semesters) of the undergraduate programme involving at least a range of 120 -132 credit-hours.</li> </ul>
<b>Level 8: Bachelor's Degree with Hons./Research</b>	Entry requirements	<ul style="list-style-type: none"> <li>An individual seeking admission to the bachelor's degree (Honours/ Research) in a specified field of learning would normally have completed all requirements of the relevant 3-year Bachelor's degree. (After completing requirements of a 3-year bachelor's degree, candidates who meet a minimum CGPA of 7.5* will be allowed to continue studies in the fourth year of the undergraduate programme leading to the bachelor's degree (Research).</li> </ul>

Level of Programme	Requirements of the Programme	
		<ul style="list-style-type: none"> <li>Continuation of undergraduate programme leading to the bachelor's degree (Honours/Research) will be open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Continuation of the programme of study will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue study during the fourth year (semesters 7 &amp; 8) of the 4-year Bachelor's degree (Honours/Research) programme. Lateral entry into the programme of study at NHEQF level 8 will be based on the validation of prior learning outcomes, including those achieved outside of formal learning or through learning and training in the workplace through continuing professional development activities, or through independent/self-directed/self-managed learning activities.</li> </ul>
	Credit requirements for a bachelor's degree	<ul style="list-style-type: none"> <li>Successful completion of the 4-year (eight semesters) undergraduate programme involving the range of 160-176 credits, with 40-44 credits at level 5, 40-44 credits at level 6, 40-44 credits at level 7, and 40-44 credits at level 8 on the NHEQF.</li> </ul>
<b>Level 9: Masters' Degree/Diploma</b>	Entry requirements	<ul style="list-style-type: none"> <li>A Bachelor's degree (Honours/Research) for the 1-year/2-semester Master's programme.</li> <li>A Bachelor's degree for the 2-year/4-semester Master's degree programme.</li> <li>A 4-year Bachelor's Degree for the 1-year/2-semester master's programme</li> <li>Admission to a programme of study leading to the Master's degree is open to those who have met the entrance requirements, including specified levels of attainment, specified in the programme admission regulations. Admission will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) indicating the applicant's ability to pursue postgraduate study.</li> <li>A 1-year/2-semester Post-Graduate Diploma programme requires 3-year/6-semester bachelor's degree</li> </ul>
	Credit requirements	<ul style="list-style-type: none"> <li>A 1-year/2-semester master's programme builds</li> </ul>

Level of Programme	Requirements of the Programme	
	for a bachelor's degree	<p>on a bachelor's degree with Honours/Research and requires total credits in the range of 40-44 credits for individuals who have completed a Bachelor's degree (Honours/Research).</p> <ul style="list-style-type: none"> <li>• The 2-year/4-semester Master's programme builds on a 3-year/6-semester bachelor's degree and requires a total credits in the range of 80-88 credits from the first and second years of the programme, with 40-44 credits in the first year and 40-44 credits in the second year of the programme at level 9 on the NHEQF.</li> <li>• A 1-year/2-semester Post-Graduate Diploma programme builds on a 3-year/6-semester bachelor's degree and requires 40-44 credits for individuals who have completed a Bachelor's programme.</li> </ul>
<b>Level 10: Doctorate Degree</b>	Entry requirements	<ul style="list-style-type: none"> <li>• A graduate of a 1-year/2-semester Master's degree programme, ora 2-year/4-semester Master's degree programme, or a 4-year/8-semester Bachelor's degree (Research) with course work, dissertationand published work based on the research/investigation.</li> <li>• Admission to a programme of study leading to the doctoral degree is open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Admission will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue study for a doctoral degree relating to a specialised field of enquiry.</li> </ul>
	Credit requirements	<ul style="list-style-type: none"> <li>• The major feature of all doctorate degrees is original research. The body of work that leads to the award of a doctorate degree will include course work and a thesis with published work and/or creativework (for example, in the case of visual or performing arts).</li> <li>• Credits for course workand, a thesis and published work</li> </ul>

### 5.0. Structure of the four-year undergraduate programme

The FYUGP seeks to equip students with the capacities in fields across the arts, humanities,

languages, natural sciences, social sciences; an ethic of social engagement; soft skills such as complex problem solving, critical thinking, creative thinking, communication skills, along with rigorous specialisation in a chosen disciplinary or interdisciplinary major and minor(s).

**Semesters 1, 2 & 3:** The FYUGP seeks to develop an understanding and an appreciation among students of all major areas of learning such as the Natural Sciences, the Social Sciences, the Humanities, Mathematical and computational thinking and analysis, creative expressions, and vocational education each of which represents a different perspective on human knowledge and learning. The courses relating to these areas of learning aim at instilling an understanding and an appreciation of all main areas of learning. Though students are not required to master all areas in detail, they are expected to develop a coherent view of essential concepts, structures, and intellectual methods that characterise each of these areas of learning. The graduates of the FYUGP are required to demonstrate a general understanding of the natural sciences, social sciences, humanities, interdisciplinary studies, and vocational education as well as in-depth study of at least one subject area. The courses will be broad in scope, and introductory in nature. These courses would provide a broad intellectual experience, which forms an essential part of a holistic education. The courses would also represent the prerequisites to a disciplinary/interdisciplinary major and minor to be pursued from the fourth to eighth semesters of the FYUGP. All courses will include substantial components of practicum and hands-on experiments.

**Semesters 4, 5 & 6:** At the end of the third semester, each student will choose a disciplinary or an interdisciplinary area of learning for specialization ("Major") according to his/her academic interest. Both the academic interest of the student and his/her performance in the first three semesters will be considered for allocating the disciplinary/interdisciplinary major. In addition to the disciplinary/interdisciplinary Major, a student may also choose a disciplinary/interdisciplinary "Minor". In each of these semesters, the students will take sufficient number of courses in the chosen 'Major' and 'Minor' disciplinary/interdisciplinary areas of study.

**Semesters 7 & 8:** At the beginning of the seventh semester each student will take up a research project along with advanced disciplinary/interdisciplinary courses and research methodology courses. The final semester will be devoted exclusively to the research project. The project should be related to a topic in the chosen 'Major' disciplinary programme of study or an interdisciplinary topic that has a substantial overlap with the major disciplinary/interdisciplinary programmes of study.

Normally, students are expected to complete the four-year undergraduate programme in eight semesters. However, in special circumstances, a student will be permitted an extension, so as to enable her/him to complete all requirements for the degree. The four-year undergraduate programme allows exit and re-entry options for students. It would allow credit accumulation through the facility created by the Academic Bank of Credit (ABC) scheme. The validity of credits earned and kept in the Academic Credit Account would be seven years. After seven years, reentry into a programme of study will be based on the validation of prior learning outcomes.

### **5.1. Curricular components of the four-year undergraduate programme**

**Common Courses:** The course work during the first three semesters of the 4-year undergraduate programme will consist of a set of courses such as language education (two languages – Regional language and English language), understanding India, Environmental Science/Education, Digital and technological solutions, Mathematical and Computational Thinking and Analysis, Health & wellness, Yoga education, and sports and fitness, that are common for all students. The coursework during the

first three semesters will also include courses within disciplinary areas such as Natural Sciences, Social Sciences and Humanities; interdisciplinary learning areas, and vocational education courses that are required for a broad and well-rounded learning experience. At the end of the third semester, each student will be required to opt for one disciplinary/interdisciplinary major based on her/his preferences and the required Cumulative Grade Point Average (CGPA). While a student will opt for a major relating to a disciplinary or interdisciplinary area of study pursued during the first three semesters, she/he would also be required to choose two minors relating to a disciplinary or interdisciplinary area of study, including a vocational education programme.

- ***Language education (12 credits): (6-credit-hours courses relating to a Modern Indian Language (MIL) & English language focused on language and communication skills).*** Students are required to achieve competency in the use of a Modern Indian Language and the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognise the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasise the development and enhancement of skills such as communication, ability to participate/conduct discussion and debate.
- ***Understanding India (3 credit-hours):*** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, Indian education system and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- ***Environmental science/education (3-credit course):*** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, their interactive processes, and effects on the future quality of people's lives.
- ***Digital and technological solutions (4-credit course):*** Courses in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

- ***Mathematical and Computational Thinking and Analysis (3-credit course):*** Courses relating to Mathematical and Computational Thinking and Analysis would focus primarily on the mathematical and statistical tools used to support the study of natural and social sciences, including subject areas such as astronomy, biology, chemistry, economics, the environment, geological sciences, physics, and sociology etc. These courses would focus on the methodology used to analyse quantitative information to make decisions, judgments, and predictions, including defining a problem by means of numerical or geometrical representations of real-world phenomena, determining how to solve it, deducing inferences, formulating alternatives, and predicting cause and effect relationships. Students are required to take one or two courses from an approved list that focus on the methodology of quantitative analysis. The goal is to ensure that students achieve a level of proficiency in using and analyzing quantitative information.
- ***Health & wellness, Yoga education, sports and fitness (2 credits):*** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual and environmental wellbeing of a person. Sports and fitness activities will be organised outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping oneself with basic knowledge about one's personality, to maintain self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills related fitness like strength, speed, coordination, endurance and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

***Introductory courses relating to disciplinary areas of Natural Sciences, Social Sciences, Humanities, Vocational Education, and interdisciplinary studies:*** All students of the FYUGP are required to complete courses leading to the completion of 24- credits which would provide broad intellectual experience and form part of a liberal arts education. Students are required to complete nine credits in each of the following three areas:

- ***Natural Sciences (9 credit-hours):*** (Courses chosen from a basket of courses that would include courses relating to Natural Science, for example, Astronomy and Astrophysics, Biology, Biochemistry, Chemistry, Computer Science, Data Science, Earth and Environmental Sciences, Mathematics, Physics, Statistics etc. The courses relating to Natural Sciences will focus on the development of an understanding of the natural world through application of the scientific method characterised by observation, experimentation, and the formulation, testing and establishment of hypotheses about natural phenomena.
- ***Social Sciences (9 credit-hours):*** Three 3-credit courses chosen from a basket of courses that would include courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. Social Sciences-related courses would focus on the study of the social behavior of individuals, groups, societies, nations, and states. Students will be introduced to the use of qualitative methods, such as ethnography, oral history, and descriptive analysis of archival materials and artifacts. They will also be introduced to the use of quantitative tools to collect and analyze data associated with social phenomena, and formulation of testable

hypotheses about social phenomena. They will provide opportunities to students to examine relationships among individuals, as well as relationships between people and their societies.

- **Humanities (9 credits):** Three 3-credit courses chosen from a basket of courses that would include, for example, Archeology, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc. and interdisciplinary courses relating to humanities. Students will be introduced to analytical approach to solving problems. Humanities-related courses will focus on understanding the human experience through the visual and performing art, literature, language(s), and cultures across India and the world. The arts & creative expressions course will aim at enabling the students to acquire and demonstrate the knowledge and understanding required to engage with activities required to promote the development of skills in creative thinking and expression among school students, promoting aesthetic development of students, and an understanding of expressive works of art relating to different arts disciplines (the drama, dance and music), creative writing, and the visual arts, including photography. Creative expression courses will include hands-on activities that allow students to express their creativity through a wide range of arts, including through playing a musical instrument, composing music, or arranging music and using many different mediums, including ceramics, metalworking, paper and textiles, woodworking, and glass.

***Interdisciplinary courses:*** Interdisciplinary courses may form part of the basket of courses to be taken during the first three semesters. These may include, for example, courses relating to Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Urban Women's and Gender Studies, etc. Interdisciplinary courses would combine the approaches within two or three of the disciplinary areas such as Natural Science, Social Sciences and Humanities that would help students recognise the differences and similarities between disciplines and identify different ways of organising knowledge. Interdisciplinary courses will equip students with the capabilities to identify connections between areas of knowledge and the method of inquiry. The main thrust of interdisciplinary courses will be to promote critical thinking, team-based intellectual activities, and the analytic skills that characterise different disciplinary areas of study.

***Disciplinary/interdisciplinary major (48 credit-hours):*** The major would provide the option for a student to pursue an in-depth study of a particular subject or discipline. Course requirements of majors offered would be 48 credits. A student needs to declare the major only at the end of the third semester, giving her/him sufficient time to explore various courses and decide on the major. The FYUGP provides opportunities to pursue rigorous specialisation through a chosen major. The disciplinary/interdisciplinary major would provide students the opportunity to acquire in-depth knowledge in one academic or interdisciplinary area of study. The major may be chosen from a basket of courses such as, for example, Astronomy and Astrophysics, Biology, Biochemistry, Chemistry, Computer Science, Data Science, Earth and Environmental Sciences, Mathematics, Physics, Statistics Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, Archeology, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc..

***Disciplinary/interdisciplinary minors (32 credit-hours).*** Students will have the option to choose two disciplinary/interdisciplinary minors of 16 credit-hours each, including skills- based courses relating to a chosen vocational education programme. While a student would specialise in a major discipline, or an interdisciplinary area of study, she/he will have opportunity to also broaden her/his knowledge and skills by taking courses in other disciplines or interdisciplinary areas of study. Students who take

a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. Students who declare and complete an approved minor will receive a notation on their student transcript but not on their degree. A student needs to declare the minors only at the end of the third semester, giving her/him sufficient time to explore various courses and decide on the minor.

***Vocational Studies/Education:*** Vocational Studies/Education will form an integral part of the undergraduate programme. A total of 16 credits will be allotted to the ‘Minor’ relating to Vocational Studies/Education.

***Field-based learning/project (4 credit-hours):*** The field-based learning/project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situation in rural and urban contexts, and to observe and study actual field situations regarding issues related to socio-economic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems.

***Skills-based internship:*** A key aspect of the FYUGP is induction into actual work situations. Students will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc.. so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who would exit after the first two semesters will undergo 4-credit skill-based courses and 6-credit work-based learning/internship to enhance their employability. Similarly, students who exit after the first four semesters will undergo 4-credit skill-based courses and 6- credit work-based learning, and students who exit after the first six semesters will also undergo 4-credit skill-based courses and 6- credit work-based learning. All students will undergo research-based internships with faculty and researchers at their own or other HEIs/research institutions during the eighth semester.

***Advanced disciplinary/interdisciplinary courses required to support/undertake research, including research methodology courses, and a research project (20 credit-hours):*** At the beginning of the seventh semester each student will take up a research project along with advanced courses and research methodology courses. The final semester will be devoted exclusively to a research project. The project would be related to a topic in the chosen major disciplinary programme of study or an interdisciplinary topic that has a substantial overlap with the major disciplinary/interdisciplinary programmes of study.

***Research-oriented courses & internship, and research project (18 credits):*** All students pursuing a 4-Year Bachelor’s degree with Honours/Research will be required to take up research-oriented advanced courses, research methodology courses and a research project. A total of 18 credits shall be allotted for the research project. The students are expected to complete activities relating to the Research Project involving eight credit hours in the seventh semester. These activities will include writing of project/research proposal, review of related literature or studies and collection of the required data. The remaining ten credits of the research project will be earmarked for research-related activities during the eighth semester. These activities will include completing the writing of the report of the research project. The report of the research report is expected to be submitted to the concerned

authority at least one week before commencement of the end-semester examination. All students pursuing the 4-Year Bachelor's degree with Honours/Research will also undergo 4-credit internships with faculty and researchers at their own or other HEIs/research institutions during the eighth semester.

**Community engagement and service (4 credits):** The curricular component of 'community engagement and service' seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This component will include participation in activities related to National Service Scheme (NCC), National Cadet Corps (NCC), adult education/literacy initiatives and mentoring school students.

## 5.2. Levels of Courses:

Courses shall be coded based on the learning outcomes, level of difficulty and academic rigor. The coding structure are as follows:

**0-99: Pre-requisite courses** required to undertake an introductory course which will be a pass or fail courses with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.

**100-199: Foundation or introductory courses** that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be pre-requisites for courses in the majoring subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, to expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.

**200-299: Intermediate-level courses** including subject specific courses intended to meet the credit requirements for minor or major area of learning. These courses can be part of major and can be pre-requisite courses for advanced level major courses.

**300-399: Higher-level courses** which are required for majoring in a disciplinary/interdisciplinary area of study for award of degree.

**400-499: Advanced courses** which would include taught courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship / apprenticeship projects at the under-graduate level or First year Post-graduate theoretical and practical courses.

**500-599:** Courses at first-year Master's degree level for 2-year Master's degree programme

**600-699:** Courses for 2<sup>nd</sup> year of 2-years Master's or 1-year Master's degree programme

700 -799 & above: Courses limited to doctoral students.

### 5.3. Programme/curricular components

The programme/curricular components and credit apportionment for courses within the four-year undergraduate programme is indicated in the Table

<b>Programme/curricular components and credit apportionment for courses within the four-year undergraduate programme</b>		
<b>Programme/curricular component</b>	<b>Course/activity</b>	<b>Credit-hour</b>
<b>Common courses, including relevant practicum (24 credit hours)</b>	Language and communication skills (Modern Indian language)	6
	Language and communication skills (English language)	6
	Understanding India	3
	Environmental science/education	3
	Health and wellness, yoga and sports	2
	Digital and technological solutions, including Artificial Intelligence, 3-D machining, big data analysis, and machine learning with emphasis on their applications to education, health and sustainable living.	4
<b>Introductory courses relating to Natural Sciences, Humanities, and Social Sciences) (18 credit-hours)</b> (Interdisciplinary courses may form part of the basket of courses to be taken during the first three semesters. These may include, for example, courses relating to	<b>Introductory courses relating to Natural Science:</b> Three introductory courses (one each in semester 1, 2 & 3) within Natural Science (to be chosen from a basket of courses that would include courses such as Astronomy and Astrophysics, Biology, Biochemistry, Chemistry, Computer Science, Data Science, Earth and Environmental Sciences, Mathematical and computational thinking and analysis, Physics, Statistics etc.)	6
Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Urban Studies, Women's and Gender Studies, etc.)	<b>Introductory courses relating to Social Sciences:</b> (Courses chosen from a basket of courses that would include, for example, courses such as Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Sociology, Social Work, etc.)	6
	<b>Introductory courses relating to Humanities:</b> (courses chosen from a basket of courses that would include, for example, Archeology, Arts & Creative expressions, Comparative Literature, Creative Writing	6

<b>Programme/curricular components and credit apportionment for courses within the four-year undergraduate programme</b>		
<b>Programme/curricular component</b>	<b>Course/activity</b>	<b>Credit-hour</b>
	and Literature, Philosophy, etc.)	
<b>Introductory courses relating to vocational studies (6 credit-hours)</b>	Courses chosen from a basket of courses that may include, for example, Agriculture (Organic Farming, Protected Cultivation, Production of Horticulture Crops, Floriculture, etc; Banking, Financial Services and Insurance; Construction; Health Care; Food Industry; IT-ITeS; Media & Entertainment; Tourism and Hospitality etc.	6
<b>Disciplinary/interdisciplinary Major</b> (chosen from a learning area relating to one of the introductory courses pursued during the first three semesters) (48 credit-hours)	One disciplinary/interdisciplinary major (Course chosen from a learning area relating to Natural Sciences, Social Sciences, Humanities, and interdisciplinary courses pursued during the first three semesters)	48
<b>Disciplinary/interdisciplinary Minor</b> (36 credit-hours)	Two minors, one 'minor' relating to a disciplinary/interdisciplinary area and the other relating to vocational studies/education (Course chosen from a learning area relating to Natural Sciences, Social Sciences, Humanities, interdisciplinary courses, and courses relating to vocational studies pursued during the first three semesters)	36
<b>Advanced courses required for taking up research, research methodology courses , research internship, and a research project in the chosen 'major' area of study (18 credits)</b>	Research methodology courses	6
	Development of project/research proposal, review of related literature or studies and collection of the required data.	4
	Research internship	4
	Preparation of report of the research project.	4
<b>Field immersion</b> (3 credit hours)	Field-based learning/project to develop innovative practices required to solve real-life problems relating to chosen fields of learning, work or vocation.	3
<b>Internships with local industry, businesses, artists, crafts persons, etc. during</b>	Internships with local industry, businesses, artists, crafts persons, etc.	4

<b>Programme/curricular components and credit apportionment for courses within the four-year undergraduate programme</b>		
<b>Programme/curricular component</b>	<b>Course/activity</b>	<b>Credit-hour</b>
<b>the sixth semester (4 credit-hours)</b>		
<b>Community engagement and service (3 credit hours)</b>	Community-engaged activities, including participation in National Service Scheme, National Cadet Corps (NCC), adult literacy/education programmes, and student mentoring.	3

Learning activities required to promote value-based education, Indian knowledge systems, global citizenship education, inclusive education, gender equity etc. and the achievement of generic learning outcomes will be integrated into relevant curricular components and courses.

**Remote/blended learning modes:** Options will be available for students to earn credit by completing quality-assured remote learning modes, including online programmes offered on the Study Webs of Active Learning for Young Aspiring Minds (SWAYAM: [www.swayam.gov.in](http://www.swayam.gov.in)) or other online educational platform approved by the competent body from time to time. Students may opt to earn credits from such courses up to 40 per cent of the total credits required for the award of a certificate/Diploma/Degree.

## **6.0. Pedagogical approaches**

The *Learning Outcomes-Based Approach* to curriculum planning and transaction requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome-based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. Every programme of study lends itself to well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and practice, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework, may include lectures supported by group tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; field-based learning/project, open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship and visits to field sites, and industrial or other research facilities etc.

## **7.0. Learning assessment**

A variety of assessment methods that are appropriate to a given disciplinary/subject area and a programme of study will be used to assess progress towards the course/programme learning outcomes. Priority will be accorded to formative assessment. Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade.

Sessional work will consist of class tests, mid-semester examination(s), home- work assignments etc., as determined by the faculty in charge of the courses of study. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; closed- book and open-book tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised adaptive assessment, examination on demand, modular certifications etc.

### 7.1. Letter Grades and Grade Points

The Grade Point Average (GPA) is computed from the grades as a measure of the student's performance. The GPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study. The contribution of each course to the GPA is the product of the number of credits and the grade point corresponding to the grade obtained. For instance, if it is a 3-credit course, and the student gets a B grade (which corresponds to 6 grade points, then the contribution of the course to the total grade points is equal to 3 x 6, or 18. To get the GPA for a semester, one adds the grade point contributions of all the courses taken in the semester, and divides this total by the number of credits. The CGPA is similarly calculated, the only difference being that one considers the grade point contributions of all the courses taken in all the terms. The GPA and CGPA are rounded off to the first decimal place.

Letter Grade	Grade Point
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

### 7.2. Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the grade point scored

- by the student in the  $i$ th course.
- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where  $S_i$  is the SGPA of the  $i$ th semester and  $C_i$  is the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

### 7.3. Computation of SGPA and CGPA and Format for Transcripts

- i. Computation of SGPA and CGPA

#### *Illustration for SGPA*

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade)
Course 1	3	A	8	3 X 8 = 24
Course 2	4	B+	7	4 X 7 = 28
Course 3	3	B	6	3 X 6 = 18
Course 4	3	O	10	3 X 10 = 30
Course 5	3	C	5	3 X 5 = 15
Course 6	4	B	6	4 X 6 = 24
	20			139

Thus,  $\text{SGPA} = 139/20 = 6.95$

#### *Illustration for CGPA*

Semester 1	Semester 2	Semester 3	Semester 4
Credit : 20 SGPA:6.9	Credit : 22 SGPA:7.8	Credit : 25 SGPA: 5.6	Credit : 26 SGPA:6.0
Semester 5	Semester 6		
Credit : 26 SGPA:6. 3	Credit : 25 SGPA: 8.0		

$$\text{Thus, CGPA} = \frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144} = \mathbf{6.73}$$

- ii. Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

DRAFT



# Fostering Social Responsibility & Community Engagement in Higher Educational Institutions in India 2.0



University Grants Commission  
Bahadur Shah Zafar Marg, New Delhi-  
110002 Website: [www.ugc.ac.in](http://www.ugc.ac.in)



# Fostering Social Responsibility & Community Engagement in Higher Educational Institutions in India

*National Curriculum Framework &  
Guidelines*

January 2022

**University Grants Commission**  
Bahadur Shah Zafar Marg, New Delhi-110002  
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## FOREWORD

Higher educational institutions (HEIs) can play an important role to achieve the objectives of socio-economic development of New India through their active community engagement. This approach will also contribute to improvements in quality of both teaching and research in HEIs as they will develop better understanding of issues confronting the society. Therefore, it would in the fitness of things, if HEIs bring in social responsibility and community in their vision and mission itself. It is also important that institutional mechanisms are developed to adopt a holistic and functional approach to community engagement, encompassing all the three functions of HEIs—teaching, research and service. UGC’s ambitious Quality Mandate launched in 2018 has focused on improving societal linkages of HEIs and enabling students to become socially productive.

UGC set up an Subject Expert Group on educational institutions’ social responsibility in 2018 under Unnat Bharat Abhiyan (UBA), a flagship programme of GoI, which worked to develop a report on “Fostering Social Responsibility & Community Engagement in Higher Education Institutions (HEIs) in India”. The report has emphasised the importance of socially relevant courses that will make all students understand India’s rural society, Government’s rural development schemes and contribute to the betterment of the same.

Since the Govt of India announced a new National Education Policy (NEP) in July 2020, this document has been revised to include key recommendations of NEP, as well as the deliberations of the Review Committee and the Expert Group.

I am happy to present a revised report on “Fostering Social Responsibility & Community Engagement in Higher Education Institutions (HEIs) in India” to the Vice- Chancellors and Directors of the HEIs.

I would like to acknowledge the valuable contribution of all the members of the Expert Committee in developing this document which will give a fillip to UGC’s long-standing commitment to strengthen social responsibility and community engagement of Universities/ Colleges in India. I would also like to acknowledge the necessary support and relevant inputs provided by Prof. Bhushan Patwardhan, Vice-Chairman , UGC; Prof. Rajnish Jain, Secretary, UGC and Dr (Mrs.) Renu Batra, Additional Secretary, UGC and Dr Diksha Rajput, Deputy Secretary, UGC.

## Table of Content

1.	Introduction	5
	1.1 Global Context	2
	1.2 Community Engagement in India	4
	1.3 Key Principles for Community Engagement	5
	1.4 Forms of Community Engagement	6
2	Operational Guidelines	8
	2.1 Compulsory Community Engagement Course	8
	2.2 Adapting Existing Courses for Community Engagement	12
	2.3 Offering new courses	15
	2.4 Undertaking research in partnership with local community	17
3	Implementation Strategy	19
	Annexure – 1: Composition of the UGC SEG	5

## 1. Introduction

This document emerged from UGC's long-standing commitment to strengthen social responsibility and community engagement of Higher Education Institutions (HEIs) in India. An earlier policy of Ministry of Human Resource Development (MHRD), Government of India (2012) had been developed into a Scheme to promote stronger community engagement amongst HEIs in the country.

Unnat Bharat Ahiyaan (UBA) 2.0 was launched by the Ministry of Human Resource Development (MHRD), UBA 2.0 aims to bring a **transformative** change in rural development by the active participation of higher education institutes with rural communities and reorientation of communities through research and development. It was launched by the Government of India in February 2018. The University Grants Commission (UGC) set up a Subject Expert Group (SEG) on Curricular Reforms and Educational Institutions Social Responsibility for achieving the objectives of UBA 2.0 in June 2018 (Members of SEG **Annexure – I**)

“The Subject Expert Group (SEG) on Curricular Reforms and Educational Institutions Social Responsibility will basically work on the reforms in the curriculum at the level of UG and PG to instil the concept of Rural Community Engagement and Social Responsibility. The endeavour will be to ensure that community engagement is not seen as a standalone activity and is integrated in the regular curriculum of the university to ensure the development of the society around the university.”

This document provides the National Curricular Framework and Guidelines for “Fostering Social Responsibility and Community Engagement” of HEIs in India. It has been developed by the Expert Group through a series of consultations over this period. **It has been revised to include key recommendations of NEP 2020. The experiences of the Covid pandemic and responses by students, faculty and staff of HEIs during the same have been incorporated in this revision.**

To achieve the objectives of socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improvements in quality of both teaching and research in HEIs in India. As a growing and large sector in the country, HEIs need to foster social responsibility and community **engagement** in their vision and mission itself. It is also important that institutional mechanisms are developed to adopt a holistic and functional approach to community engagement, encompassing all the three functions of HEIs—teaching, research and service.

### 1.1 Global Context

Around the world, HEIs are being encouraged to foster social responsibility and community engagement in their teaching and research activities over the past decade.

**The declaration from the second UNESCO Conference on Higher Education held in Paris in July 2009 stated explicitly that, ‘Higher education has the social responsibility to advance our understanding of multifaceted issues...and our ability to respond to them... Through its core missions of teaching, research and service, it should lead society in generating global knowledge to address global challenges, inter alia, food security, climate change, water management, intercultural dialogue, renewable energy and public health.’<sup>1</sup>**

<sup>1</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000189242>

After the first international conference on higher education, UNESCO supported a new global network in 1999—Global University Network for Innovations – GUNI ([www.guninetwork.org](http://www.guninetwork.org)). GUNI's 5<sup>th</sup> World Report on Higher Education brings together global experiences on the theme “Knowledge, Engagement & Higher Education: Contributing to Social Change” (2014). “Community University Engagement (CUE) is central to the creation of a new citizenship... This Report proposes integrating CUE into all institutional, teaching and research activities, as a way of thinking and acting.”<sup>2</sup> (GUNI, 2012).

There have been several other initiatives around the world that demonstrate the growing practice of community engagement and social responsibility in higher education.

**Living Knowledge Network** in Europe ([www.scienceshops.org](http://www.scienceshops.org)) has emerged from the movement of Science Shops which began in the Netherlands in 1970s. **Science Shops** have been supported through many European governments and the EU over the past decade. These ‘science shops’ are intermediary structures between universities and local communities to mediate research on community identified problems jointly. Science Shops have primarily comprised of engineering and natural science disciplines. **PASCAL** International Observatory ([www.pascalobservatory.org](http://www.pascalobservatory.org)) has focused its attention on promoting university partnerships with regional and local governments over the past decade. The **Talloires Network** on Civic Roles and Social Responsibilities of Higher Education ([www.tufts.edu/talloiresnetwork](http://www.tufts.edu/talloiresnetwork)) began in 2005 and now has more than 400 universities as its members worldwide; its focus has been on the promotion of university engagement in communities to strengthen democratic citizenship amongst youth.

The Government of UK has supported over the past decade a **National Centre for Coordinating Public Engagement** ([www.nccpe.org](http://www.nccpe.org)) by HEIs where universities are supported to foster social responsibility and community engagement. Over the past two decades, European Union’s Horizon 2020 research programme has been explicitly focusing on ‘**Responsible Research & Innovation**’ ([www.rri-tools.org](http://www.rri-tools.org)) which mainstreams public engagement in all research projects of universities.

In its 6<sup>th</sup> World Report on Higher Education (2017), **GUNI** has focused on this very theme —“Towards A Socially Responsible University: Balancing the Global & the Local”--- and it calls upon HEIs...” as centres of training and the production as well as transmission of knowledge, HEIs are well positioned to link the local and the global..”<sup>3</sup>

India is a signatory to global commitment to achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SDG goals requires generating locally appropriate solutions. HEIs can play significant roles by teaching about SDGs and undertaking locally prioritised research for communities around them. Research and teaching of each SDG will enable multi-disciplinarily in HEIs, as each SDG cuts across several academic disciplines. Global University Network for Innovations (GUNI) in its 6<sup>th</sup> World Report beacons HEIs to engage with SDGs:<sup>4</sup>

- 2 <http://www.guninetwork.org/report/higher-education-world-4>
- 3 <http://www.guninetwork.org/report/higher-education-world-6>
- 4 <http://www.guninetwork.org/report/higher-education-world-6>

- a) Educating the SDG Generation needed to make the SDGs a reality, with the necessary knowledge, skills, competencies and partnerships, thereby helping to produce new SDG leaders;
- b) Conducting transversal reviews and refinements of curricula to ensure the mainstreaming of SDG issues across curricula, and including new values and practices for economic development that enhance social equity while reducing environmental risk.”

## 1.2 Community Engagement in India

In 2011, a national review was conducted by a Committee of Experts (set up by the then Planning Commission) to analyse the purposes, principles and forms of social responsibility and community engagement which are relevant to our context. Its recommendations to MHRD about “fostering social responsibility and community engagement of HEIs” in India contain several important elements for the new policy.<sup>5</sup> The National Education Policy (NEP) announced by the Government of India in 2020 has presented a transformative framework for higher education in the country. It has reinforced many of the recommendations already included in the new policy, as exemplified through the below lines:

*“The purpose of the education system is to develop good human being capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution (pg 5)”.*

The **goals** of ‘fostering social responsibility and community engagement in HEIs’ can comprise of

- Improving the quality of teaching/learning in HEIs, by bridging the gap between theory and practice through community engagement;
- Promoting deeper interactions between higher educational institutions and local communities for identification and solution of real-life problems faced by the communities in a spirit of mutual benefit;
- Facilitating partnerships between local communities and institutions of higher education so that students and teachers can learn from local knowledge and wisdom;
- Engaging higher **education** institutions with local communities in order to make curriculum, courses and pedagogies more appropriate to achieving the goals of national development;
- Catalysing acquisition of values of public service and active citizenship amongst students and youth alike, which would also encourage, nurture and harness the natural idealism of youth;
- Undertaking research projects in partnership with local community through community-based research methods

### 1.3 Key Principles for Community Engagement

In light of the global and national approaches currently prevalent, and key recommendations of NEP 2020, the following key principles shall guide community engagement of HEIs:

- a) ***Mutual learning and respect.*** Mutually agreed interests and needs of both rural and peri-urban poor communities and HEIs should be articulated and respected. Without ensuring mutual benefit, community engagement does not serve the purpose of social responsibility of HEIs. While community learns from students and faculty engaging with them, students and teachers should also learn from community knowledge and experiences

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5

[https://www.pria.org/uploaded\\_files/article\\_category/1531475111\\_Fostering\\_Social\\_Responsibility.pdf](https://www.pria.org/uploaded_files/article_category/1531475111_Fostering_Social_Responsibility.pdf)

- b) **University-wide, in each faculty and discipline:** Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. Faculties of natural sciences and engineering can also promote community engagement in teaching and research. This will help educate local communities about new technological innovations as well as inform students and faculty about ways to harness local technology and knowledge.
- c) **Credit-based for students:** Participation of students in teaching activities of community engagement and research projects and learning should earn them credits. Community engagement should thus be included to meet their graduation requirements and it should be integrated into their assessments.
- d) **Providing credit to Teachers for Engagement activities:** Performance assessments of teachers, researchers and administrators in HEIs should include review of their involvement and contributions to community engagement in teaching and research. Criteria of and weightage to community engagement by teachers and researchers should be explicitly included in assessments for recruitment, regularisation and promotion (by modifying existing API and other faculty evaluation mechanisms).
- e) **Linkages with local institutions:** In order to sustain regular community engagement programmes, HEIs should develop organic and long-term linkages with local institutions around them. These include local governments, district administration, local entrepreneurs, business and local NGOs.

#### 1.4 Forms of Community Engagement

When the above principles are applied in practice by HEIs, they can choose any combination of the following forms:

##### a) Linking learning with community service

In this approach, students and teachers apply their knowledge and skills in a chosen community to improve the lives of people in that community. This can be achieved through the model of 'service-learning' (a globally accepted best practice), providing engagement opportunities to students from various disciplines and courses to apply their knowledge to address the challenges of a specific community. For example, students of chemistry can conduct water and soil testing in local areas and share the results with local community.

##### b) Linking research with community knowledge

In this approach, various faculties and programmes of HEIs devise joint research projects in partnership with the communities and local agencies. The community's own knowledge is integrated into the design and conduct of the research. New research by students helps them to complete their academic requirements, and at the same time the community's knowledge is systematized. Community-based Participatory Research (CBPR) approaches are gaining increasing recognition in this regard.<sup>6</sup>

<sup>6</sup>

[http://unescochair-cbrsr.org/pdf/resource/Knowledge%20&%20Engagement\\_26-09-16\\_pdf%20ver-mail.pdf](http://unescochair-cbrsr.org/pdf/resource/Knowledge%20&%20Engagement_26-09-16_pdf%20ver-mail.pdf)

Students of engineering, for example, can undertake research in partnership with community on solid and liquid waste disposal.

**c) Knowledge sharing and knowledge mobilization**

The knowledge available with students and teachers in various disciplines is made available to the local community to realize its developmental aspirations, secure its entitlements and access its benefits from various agencies and schemes. These can take the forms of enumerations, surveys, awareness camps and campaigns, trainings, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness & hygiene teachings, legal aid clinics, etc. For example, students can undertake 'swachhta survekshana' and/or nutrition survey for mothers and children, and educate them about hygiene and nutrition.

**d) Devising new curriculum and courses**

Many institutions of higher education develop new curricula in existing courses as well as design new courses to engage with community. This enriches the curriculum of existing courses through locally-appropriate subject-matter. It also creates new, locally appropriate educational programmes that interest new generation of students. For example, new courses on financial inclusion, entrepreneurship development and nutritional value of local produce can improve knowledge and business opportunities for students.

**e) Including practitioners as teachers**

Local community elders, women leaders, tribals, entrepreneurs and civil society practitioners have enormous practical knowledge of a wide variety of issues—from agriculture and forestry to child-rearing, micro-planning, water-harvesting and project management. This expertise can be tapped by inviting such practitioners to co-teach courses both in the classrooms and in the field. Such instructors should be duly recognized, compensated and respected for their practical experience and knowledge.

**f) Social innovations by students**

The students can be encouraged to initiate learning projects with a social impact and supported by HEIs. Incubation of such social innovation projects by students can also have meaningful links to existing curriculum and courses. Some competitions for social innovation are being organized by some HEIs; they should be integrated into the curriculum.

As discussed above, the post-pandemic context and NEP 2020 demands that community engagement be mainstreamed in all teaching-learning, research and service activities of HEIs. The curriculum of 2 credit course needs to focus on community engagement, especially with vulnerable and excluded households. The corona virus has disrupted life and livelihoods of many households and communities. Migrant labour, students in rural and remote areas, basic service providers (like Asha & Anganwadi workers, teachers, panchayat secretaries, etc) have all been affected due to lockdown and disruptions due to virus. Many new social protection and welfare schemes have been since announced by the central government like Atma Nirbhar Bharat, PM Garib Kalyan Yojana, SFURTI, portability of PDS cards, cash transfer, Ayushman Bharat health insurance, etc. Awareness and last mile delivery of all these benefits to the excluded households needs to be included in the syllabus, and field study by students.

Likewise, the roles of panchayats and urban local bodies (ULBs) became very critical during the pandemic. These local governance institutions need support to

perform their responsibilities in the post-pandemic era. Students and their teachers can utilise this 2 credit course to provide such support to panchayats and ULBs around their institutions.

## 2. Operational Guidelines

This section provides operational guidelines for implementation of this national curriculum framework for fostering community engagement and social responsibility in HEIs.

Support to the framework and its operational guidelines of UGC scheme are so described in the NEP 2020:

*“Higher Education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution- a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation.*

*A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence. (Pg 33)”*

It contains four sub-sections:

- 1.1 Recommended Curriculum for a new compulsory course in community engagement for all UG and PG students in HEIs

- 1.2 Suggestions for modifying existing courses and curriculum to align with national framework outlined above
- 1.3 Offering new audit courses for promoting community engagement and social responsibility
- 1.4 Undertaking research in partnership with local community

## 2.1 Compulsory Community Engagement Course

It is recommended that each HEI conducts a compulsory course to provide community engagement to all Undergraduate & Post Graduate students so that their appreciation of rural field realities is holistic, respectful and inspiring.

Model community engagement course is described below.

### a) Introduction

New generation of students are increasingly unaware of local rural and peri-urban realities surrounding their HEIs, as rapid urbanisation has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programmes of community service have been undertaken by HEIs, there is no singular provision of a well-designed compulsory community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about challenges faced by vulnerable households and develop understanding of local wisdom and life-style in a respectful manner.

### a) Objectives:

- To develop an appreciation of rural culture, life-style and wisdom amongst
- students
- To learn about the status of various agricultural and development programmes
- To understand causes for distress and poverty faced by vulnerable households and explore solutions for the
- same
- To apply classroom knowledge of courses to field realities and thereby improve

quality of learning

### b) Learning Outcomes

After completing this course, student will be able to

- Gain an understanding of rural life, Indian culture & ethos and social realities
- Develop a sense of empathy and bonds of mutuality with local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

**c) Credit**

2 credit, 30 hours, at least 50% in field, compulsory for all students

**d) Contents**

Divided into four Modules, field immersion is part of each Unit

Course Structure: 2 Credits Course (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology	No. of Classes
1	<b>Appreciation of Rural Society</b>	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of "soul of India lies in villages" (Gandhi), rural infrastructure	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	- Classroom discussions - Field visit** - Assignment Map	2 4 2
2	<b>Understanding rural and local economy &amp; livelihood</b>	Agriculture, farming, landownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour	Describe your analysis of rural household economy, its challenges and possible pathways to address them  Circular economy and migration patterns focus	- Field visit** - Group discussions in class - Assignment	3 4 1
3	<b>Rural and local Institutions</b>	Traditional rural & community organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas & municipalities, local civil society, local administration	How effectively are Panchayati Raj & Urban Local Bodies (ULBs) institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual)	- Classroom - Field visit** - Group presentation of assignment	2 4 2

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology	No. of Classes
4	<b>Rural &amp; National Development Programmes</b>	History of various /development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, SHRAM, Jal Jeevan Mission, SFURTI, Atma Nirbhar Bharat, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the local community; give suggestions about improving implementation of the programme for the poor. <b>Special focus to urban informal sector and migrant households</b>	- Classroom - Each student selects one program for field visit**  - Written assignment	2 4 2

**After completing this 2 credit course, PG students can undertake a field project for additional 2 credits on any one topic appropriate to their regional community context.**

**\*\* Recommended field-based practical activities:**

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP)
- Interactive community exercise with local leaders, panchayat functionaries,

- preparation and resource mobilization
- Visit Rural Schools / mid-day meal centres, study **academic** and infrastructural resources and gaps
  - Participate in Gram Sabha meetings, and study community participation
  - Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries
  - **Visit to local Nagarpalika office and review schemes for urban informal workers and migrants**
  - Attend Parent Teacher Association meetings, and interview school drop outs
  - Visit local Anganwadi Centre and observe the services being provided
  - Visit local NGOs, civil society organisations and interact with their staff and beneficiaries,
  - Organize awareness programmes, health camps, Disability camps and cleanliness camps
  - Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys
  - Raise understanding of people's impacts of climate change, building up community's disaster preparedness
  - Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants
  - Formation of committees for common property resource management, village pond maintenance and fishing

#### **e) Teaching & Learning Methods**

A large variety of methods of teaching must be deployed:

UGC will prepare an ICT based **on-line module** for self-paced learning by students for the one credit which can be supplemented **through discussions** in the classroom

Reading & classroom discussions, Participatory Research Methods & Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions **(see Implementation Strategy)**.

## **2.2 Adapting Existing Courses for Community Engagement**

The purpose of teaching is to enable learning of students. However, the reality of the present system of teaching in most HEIs is that students feel dis-empowered when taught only in the classroom style delivery of content. Despite advances in teaching aids, infrastructure, updated curricula and pedagogies, students are unable to relate what they study in the classroom to the field realities in which they live and where they would work in future. Therefore, it is important that the classroom theory is linked to the realities of the local field areas. Thus, existing courses can be adapted, both in content and pedagogy, for community

engagement to facilitate learning from the field. For instance, management curriculum may include aspects of micro-financing in rural context; chemistry syllabus can have a component of conducting water and soil analysis in surrounding field areas; political science syllabus could include mapping of local rural governance institutions and their functioning.

In terms of adapting all courses to engage with society for mutual learning in the context of the climate crisis and the Covid-19 pandemic, the NEP 2020 suggests:

*“Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living (pg 37).”*

In all these courses, localisation of content and field work through community engagement can be included. Practical internships and field study can also be used to document and analyse local community innovations and solutions. Local knowledge of farming, livestock, forestry and water management practices can be a source of knowledge in such community engagement, and documentation of the same will make these available to others in the country.

One of the essential pre-requisites for HEIs to fulfil the **twin** mandates of improved quality of learning of students and their practical contributions to socio-economic development of the nation is to introduce such dynamic curricular reforms which facilitate the connection between classroom theory and field realities. Within existing courses being taught at HEIs, community engagement may provide better quality learning opportunities for students, while also contributing to service to local community.

*Dayalbagh Educational Institute ([www.dej.ac.in](http://www.dej.ac.in)) has a farm on campus, and it is compulsory for all students and faculty to spend time on the field in supporting agricultural operations. Likewise, its students of nursing make weekly visit to local communities to provide immunisation and other primary care services, which are then discussed in the classroom.*

Keeping local realities in view, HEIs can develop new contents in existing courses which make them more relevant to students from the local areas and also be useful to local community. This will not only enrich the curriculum of existing courses through locally- appropriate subject matter, but will also create new, locally appropriate course content that is useful to local community.

*Gandhigram Rural Institute ([www.ruraluniv.ac.in](http://www.ruraluniv.ac.in)) has added some new contents to their existing courses, keeping in view the needs of the local community. For example, Gandhian Approach to Development, Humanistic Values & Sustainable Development, Bio-products of Rural Development, Food Security, etc.*

Even within the existing curriculum and syllabus, community engaged learning can be facilitated through use of new and innovative teaching-learning methods. The pedagogies of engaged & experiential learning can be designed in each course and discipline. These include field labs, internships, participatory action research, service-learning, community projects, etc. Engaged teaching entails interaction of students with the curriculum and the world around the university. An engaged, outward, trans-disciplinary stance will enable enriching the curriculum and promoting learning in multi-modal pedagogies in addition to

the classroom and laboratories. Therefore, new approaches to learning based on dialogical, co-learning, participatory and problem-oriented methods are required for teaching existing curriculum. If a part of the theory is complemented with field-based application, the value and usability of the theory increases manifold. This will improve quality of learning through application of classroom theory in the field realities. It will also contribute to deeper sensitisation of students and faculty to the socio-economic realities of our nation. The wisdom, knowledge and expertise of local communities and practitioners will also thus become accessible to students and their teachers alike.

BPS University ([www.bpswomenuniversity.ac.in](http://www.bpswomenuniversity.ac.in)) in Haryana adapted their teaching methods to promote community engagement of students. From such an engagement, students developed field projects on rural energy, self-employment, and women's livelihood. Teaching methods included practice of knowledge gained in classroom with local women's groups and panchayats.

Amrita University has introduced rural field-based learning in several courses where science and engineering students make field projects on rural tourism, energy, housing and sanitation ([www.amrita.edu.in](http://www.amrita.edu.in)). From Amrita Vishwa Vidyapeetham, Live-in-Labs® is a multidisciplinary experiential learning program that breaks classroom and lab barriers by applying learned theory in real-world settings. This credit-based academic program draws on principles of lean research for the development and deployment of sustainable solutions for current challenges faced by rural communities in India. By directly living in rural communities (labs) and co-designing solutions to development challenges at the ground level in rural India, program participants gain first-hand knowledge and know-how of identifying and assessing community needs and subsequently developing and implementing viable solutions through various participatory methods. With over 150 projects in 21 states across India, Live-in-Labs students have touched the lives of about 60,000 rural residents during the past few years."

<https://amrita.edu/international/live-in-labs/>



Students in the Village Placement program at GRI, Dindigul. <http://www.ruraluniv.ac.in/BestPractices?content=VPP>

An example of community mapping exercise



Students from Delhi School of Social Work undertaking a field study in Sualkauchi Village -Silk Industry (<https://www.facebook.com/UniversityofDelhi/photos/a.878264495531132/881874968503418/?type=3&theater>)



Legal Services Clinic by NLSIU Bangalore ([https://www.nls.ac.in/index.php?option=com\\_content&view=article&id=571%20&Itemid=85](https://www.nls.ac.in/index.php?option=com_content&view=article&id=571%20&Itemid=85))



Students at Gandhigram Rural Institute practising 'Shramdaan'  
<http://www.ruraluniv.ac.in/BestPractices?content=Shramdhan>



Awareness through Nukkad Natak by NSS volunteers in village Khara Madana  
<http://www.thenewsnow.co.in/newsdet.aspx?q=56096>



Students from Azim Premji University interacting with Panchayat members  
<https://azimpremjiuniversity.edu.in/SitePages/students-life-students-reflections-4.aspx>

### 2.3 Offering new courses

Effective engagement between local communities and HEIs calls for dynamic revision of curriculum and introduction of new courses. Therefore, HEIs need to design and introduce new courses at undergraduate and post-graduate levels which foster social responsibility and enable community engagement. For instance, new courses for engineering students may be designed focusing exclusively on water harvesting, storage, security and distribution; management programmes may design a new course on logistic & business planning for sustainable 24x7 water supplies to rural habitations, etc. Courses on solid and liquid waste management, design of new toilets, and low-cost housing materials are all examples of such new courses which enable community engagement by students. To tap local knowledge, new courses can enable systematisation of local community knowledge (like folk medicine for treatment of household animals).

Such courses can be audited by students, or taken as a part of 25% provision for external (to faculty) courses now allowed by UGC guidelines. These can be short-term certificate courses, or integrated into the existing syllabus. By their very nature, such courses are trans-disciplinary and require community engagement activities by students. Additionally,

new courses which teach about Sustainable Development Goals (SDGs) will provide local understanding about some of these goals to students, in addition to learning about Agenda 2030.<sup>7</sup>

The NEP 2020 also emphasises the alignment of teaching and research with SDGs as below:

*“The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for sustainable Development, adopted by India in 2015- seeks to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved (pg 3).”*

An indicative list of such new courses, compiled from various HEIs, is presented below:

- a) Understanding panchayats and constitutional mandate of local governance
- b) Panchayat administration, Gram Sabha, Mahila Sabha, GPDP, local planning of basic services
- c) Micro-finance, SHGs, system of savings and credit for local business, linkages to banks, financial inclusion
- d) Rural – entrepreneurship, opportunities for small business in local communities, access to financial and technical inputs to new entrepreneurs
- e) Renewable energy, access to household and community level solar and bio-mass systems for sustainable energy use
- f) Participatory Monitoring & evaluation of socio-economic development programmes, cost-benefit analysis of project proposals
- g) Participatory decentralised planning, GPDP, micro-level data analysis for new investments
- h) Urban informal settlements and basic services
- i) Migrant workers’ livelihood security and social services
- j) Hygiene and sanitation, improving health and personal behaviours, locally manageable decentralised systems
- k) Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance
- l) Women’s empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities
- m) Child security, safety and good parenting, nutrition and health, learning and training for child care
- n) Rural Marketing, market research, designing opportunities for rural artisans and crafts, new products based on demand assessment
- o) Community Based Research in Rural Settings, undertaking research that values local knowledge, systematises local practices and tools for replication & scale-up
- p) Peri-urban development of informal settlements, mapping and enumeration, design of local solutions

## 2.4 Undertaking research in partnership with local community

If a mutually beneficial partnership with local communities and institutions—business, government, civil society--- is built, community university research partnerships may become supportive of new knowledge and its use.<sup>8</sup> Many students and faculty undertake

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<sup>7</sup> [http://unescochair-cbrsr.org/pdf/resource/BHALL\\_Community\\_Based\\_Research\\_ENG\\_Dec13.pdf](http://unescochair-cbrsr.org/pdf/resource/BHALL_Community_Based_Research_ENG_Dec13.pdf)

<sup>8</sup>

[https://www.pria.org/uploaded\\_files/article\\_category/1446926999\\_CURP%20Book.pdf](https://www.pria.org/uploaded_files/article_category/1446926999_CURP%20Book.pdf)

research in the field. However, such research is currently carried out only to advance the research interests of the students and faculty. Research questions can be framed in partnership with local community so that new knowledge thus produced can provide solutions to local challenges.

In addition, most researchers—students and faculty—generally assume that community does not have much knowledge on the subject of their research interests. Such an orientation is largely based on ignorance of local expertise and knowledge available with the community and other practitioners. Undertaking research in partnership with local communities can access local knowledge and further contribute to new knowledge solutions. Local community can be involved as co-researchers in data-collection and sharing of results.

In a several countries, governments incentivise community engagement through additional funding for HEIs. Indonesia and South Africa have developed extensive programme in this regard. Canada's Social Science & Humanities Research Council (SSHRC) began a separate research funding stream focusing on Community –University Research Council (CURA). "Recognising the significance of the theme of social responsibility in higher education, UNESCO has instituted a Chair on Community based Research and Social Responsibility in Higher Education ([www.unescochaircbr-sr.org](http://www.unescochaircbr-sr.org))

There is a large body of knowledge on community-based participatory research (CBPR) already in practice in India, and internationally. Use of CBPR methodology generates locally appropriate knowledge solutions, as well as disseminates new knowledge for generating awareness and taking actions to improve the situation in light of that new knowledge<sup>9</sup>

*Pt Ravi Shankar Shukla University Raipur is undertaking such CBPR on issues of women's empowerment jointly agreed with local tribal community and State Planning Commission. It is a part of a global consortium on Knowledge4Change (K4C). K4CConsortium)*

In addition, undertaking research in partnership with local community helps in documenting and systematising local knowledge generated through years of practice and experience. **Centre for indigenous knowledge in agriculture - (CIKA)** at Gandhigram Rural University is set up to document, analyze, validate, standardize and further propagate the Indigenous Knowledge/ Practices in Agricultural and allied fields under various farming systems of Tamil Nadu. Likewise, Centre for Society-University Interface (CSUIR) at BPS University undertook documentation of local Ayurvedic practices for treatment of animals and propagated the same.

In order to promote the practice of sustainability in the infrastructure and functioning of HEIs, it can undertake research in partnership with local communities to reduce energy and carbon consumption. Such partnership research can also help recycle water and waste in ways that are locally useful by communities around them.

When HEIs undertake research in partnership with local communities and other institutions, they can improve the relevance and quality of their research. Local governments, district administration, local business and NGOs can all benefit from

research undertaken by students and faculty of HEIs, if it is undertaken in partnership with them. Students thus gain a sense of satisfaction about their research making a useful contribution to society through community engagement.

In line with this framework, the NEP 2020 has made a strong recommendation to produce locally relevant knowledge to address India's needs:

*"The societal challenges that India needs to address today, such as access for all its citizens to clean drinking water and sanitation, quality education and healthcare, improved transportation, air quality, energy, and infrastructure, will require the implementation of approaches and solutions that are not only informed by top-notch science and technology but are also rooted in a deep understanding of the social sciences and humanities and the various socio-cultural and environmental dimensions of the nation. Facing and addressing these challenges will require high-quality interdisciplinary research across fields (pg 45)."*

**Internships with various local agencies can be an effective mechanism of undertaking field research which is locally relevant and can contribute to local development and provide feedback for effective implementation of various development schemes of the governments.**

### **3. Implementation Strategy**

A national workshop for discussing the framework of "Socially responsible" teaching and research through extensive community engagement was organized by UGC during January 21-22, 2020 at IUAC, New Delhi. More than 125 participants (including UBA coordinators) from various universities and colleges participated (see Report in Annexure).

Further implementation of this initiative was disrupted due to the pandemic and consequent lock-down of all educational institutions, including colleges and universities. The Expert Group deliberated on taking forward the recommendations from the National Workshop after that.

The launch of new National Education Policy (NEP) in July 2020 gave new recommendations for making higher education relevant to society. The experience of the Covid virus spread had demonstrated the active engagement of students, faculty and staff of several HEIs in voluntary community service, from food relief, to migrant support to preventive health care and also curative hospital care.

The Review Committee set up by UGC to review this initiative in light of NEP made some critical recommendations (see Report of Review Committee). The Subject Expert Group then deliberated upon these recommendations in light of NEP and the prevailing pandemic situation in the country.

This revised Implementation Strategy has resulted from the above process.

1. For implementation of this initiative, building capacity of teachers is critical. Additionally, the context of community engagement varies greatly in different regions of this diverse country. Therefore, Regional Centres must be identified and supported by UGC to act as regional hubs for anchoring implementation of this important initiative.
2. Each Regional Centre should undertake Training of Master Teachers who would begin piloting this course. Such training should include teachers

from all faculties, disciplines and types of HEIs (including colleges and specialized technical institutions too).

3. A centrally designed faculty development programme for Capacity Building of Master Trainers in Community-based Participatory Research (CBPR) should be conducted at each Regional Centre regularly to prepare teachers for conducting field-based, community engagement component of the compulsory course.
4. An online module should be prepared, which provides information about the various content areas, especially government schemes and development programmes being implemented for the poor and vulnerable rural and urban households, youth and women.
5. This online module for one credit should be complemented with field –based practical engagement activities as outlined in this report. Master Trainers will pilot such teaching in their respective HEIs immediately after training at Regional Centres by UGC Expert Group.
6. A separate one credit MOOC can be prepared using the contents developed above, which students can take on their own self-study mode.
7. Each regional centre will maintain & update a learning platform which includes teaching/learning materials as resources in the region. Practical experiences of teachers from the field can be documented, especially in local languages, and shared widely from such platforms.
8. Regional Centres can also maintain data-bases of courses, field-teaching, partnerships with local agencies, teachers trained as Master Trainers such that the course can be scaled-up systematically, based on annual reviews of teaching experiences.
9. As per recommendations of NEP, internships with local agencies can become a method of earning credits while undertaking locally useful field research by students, as a part of their academic achievement. Internships can be undertaken in partnership with Panchayati Raj Institutions (at village, block & district levels), district administration, Nagarpalika/Municipality and other ULBs departments, local business associations, local NGOs and other development partners.
10. UGC must support a national knowledge platform on Community Engagement & Social Responsibility, which can periodically synthesise and systematize field case studies and create primers, manuals and collections of teaching aids. UGC can begin to contribute to development of a field of study on Community Engagement & Social Responsibility in Higher Education through organizing periodic national conferences, publications of books and encouraging/supporting focused research in this field, based on rich Indian experiences.

11. National accreditation agencies (NAAC, NBA,) and National Ranking Framework should include explicit indicators and weightage of community engagement in teaching and research, as proposed in this document. This will encourage HEIs to undertake community engagement seriously.
12. MHRD should ask all 15 Statutory Professional Councils to take urgent note of the recommendations of this national framework on fostering social responsibility in HEIs and align curriculum and pedagogy of those professional courses to these recommendations soon.
13. Faculty assigned to operationalise & implement these recommendations should be provided additional API scores to sustain their motivation and professional progression. Community engagement activities in teaching and research, as recommended in this national framework, should be given sufficient weightage in professional evaluation of teachers, researchers and administrators.
14. MHRD may request Ministry of Corporate Affairs to include activities undertaken for fostering social responsibility and community engagement by HEIs under the list of eligible areas for receiving funds for CSR.
15. UGC may forward this National Framework to Ministry of Rural Development, Govt. of India with a request that HEIs are involved in research, monitoring and training functions for various development and welfare schemes of the national and state governments.
16. Likewise, UGC may approach Ministry of Parliamentary Affairs to request that MPLAD/MLALAD funds are made available to HEIs in their constituencies to implement various proposals included in this document.
17. UGC may support a national centre to facilitate knowledge sharing, professional learning and continuous monitoring of this national framework and its recommendations. Such a centre can undertake systematic documentation of good practices and undertake new publications and convene national and international conferences to further support this initiative for 'fostering social responsibility and community engagement by HEIs in the country.

**Annexure – 1: Composition of the UGC SEG**

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# UNIVERSITY GRANTS COMMISSION

## QUALITY MANDATE

concept, and application

Improve the  
graduate  
outcomes

Promote student  
linkages with  
society and  
industry

Train students  
in professional  
& soft skills

Teacher  
Vacancy not to  
exceed 10  
% of sanctioned  
strength

All HEIs to  
obtain  
minimum  
NAAC score of  
2.5 by 2022

- 
1. Student Centric Initiations including Induction Programme for students - *Deeksharambh*.
  2. Learning Outcome based Curriculum Framework (LOCF)- revision of curriculum at regular intervals.
  3. Use of ICT based learning tools for effective teaching-learning process including MOOCs and online degrees.
  4. Imparting Life Skills (*Jeevan Kaushal*) to students.
  5. Social and Industry connect for every institution: Every institution shall adopt at least 5 villages for exchange of knowledge and for the overall social/ economic betterment of the village communities. University-Industry linkages to be promoted to improve employability.
  6. Evaluation Reforms-test the

improve the graduate outcomes for the students to ensure that they get access to employment/self-employment or engage themselves in pursuit of higher education.

promote linkage of students with the society and industry to ensure that at least 2/3rd of the students engage in socially productive activities and get industry exposure during their period of study in the institutions.

train the students in essential professional and life skills such as team work, communication skills, leadership skills, time management skills etc; inculcate human value and professional ethics, and the spirit of innovation/ entrepreneurship and

critical thinking among the students and promote avenues for display of these talents.

ensure that vacancies of teaching posts at any point of time do not exceed 10% of the sanctioned strength; and 100% of the teachers are oriented about the latest and emerging trends including ICT in their respective domains of knowledge, and the pedagogies that disseminate their knowledge to the students.

every institution shall get NAAC accreditation with a minimum score of 2.5 by 2022.

7. Student Career Progression and Alumni Network.

ICT based Tools  
Online Learning

8. Faculty Induction Programme (FIP), Annual Refresher Programme in Teaching (ARPIT) and Leadership Training for Educational Administrators (LEAP).

Mentoring of non-accredited Institutions (PARAMARSH)  
Quality research by Faculty (CARE STRIDE)  
Faculty Induction Programme (FIP) & ARPIT

9. Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE) and Consortium for Academic & Research Ethics (CARE).

10. Mentoring of non-accredited institutions

(PARAMARSH

connect

Social and Industry

Regular Curriculum Revision (LOCF)

Deeksharambh-Student Induction Programme  
Life Skills for Students (Jeevvan Kaushal)

Evaluation Reforms

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