



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

Action Plan *for* Implementation *of* National Education Policy AY 2023-24



1. INTRODUCTION

The National Education Policy 2020 (NEP 2020) seeks to provide multidisciplinary, holistic, and value-based education with the greatest degree of flexibility. According to the policy, high-quality higher education must work to create morally upright considerate, and innovative people.

An individual must be able to study one or more specialized fields of interest in depth and develop character, ethical and constitutional principles, and possess intellectual curiosity, scientific temper, creativity, and a spirit of service. The country will be able to see the transition to a knowledge economy due to educational opportunities, which will undoubtedly equip the students for more fulfilling and meaningful lives and careers. The strategy also places a strong emphasis on creating holistic individuals equipped with 21st century skills and values to meet global and national demands.

Objectives of NEP-2020 are:

- Impart holistic and multidisciplinary education at undergraduate level.
- Enable pupils to develop a well-rounded education that encompasses the arts, sciences, and sports.
- Moving in the direction of "Liberal Arts" or "Knowledge of Many Arts."
- Creative and flexible curricula that allow for the fusion of several academic fields.
- Multiple Entry and Exit Options, which eliminate the rigid boundaries that are already in place and open new opportunities for lifelong learning.
- Adoption of the Choice Based Credit System to add flexibility.
- Restructuring the curriculum, pedagogy, evaluation, and student support systems for improved student experiences.
- STEM (Science, Technology, Engineering, Mathematics) integration with "Humanities and Arts" for effective learning outcomes.
- Creating Teaching Intensive University, Research Intensive University and Autonomous Degree Granting College (AC)
- Supporting Open Distance Learning (ODL) and "Online Education."

2. ESTABLISHMENT OF IMPLEMENTATION CELL/COMMITTEE OF NEP 2020 IN K.R. MANGALAM UNIVERSITY

The National Education Policy (NEP) 2020 Implementing Committee was set up on February 9, 2023. Members of the committee were as follows:

Members of the Committee:

- Prof. P. Tripathi Pro-Vice Chancellor (Chairperson)
- Prof Tania Gupta-Dean SOED
- Prof. Pankaj Agarwal-Dean SOET
- Prof Rajat Gera-Dean SOMC
- Prof. S.S. Sharma-Dean SOAS
- Prof. Hemani Singh-Dean SOAD
- Prof. Hema Chaudhary-Dean SMAS
- Prof. Neeraj Khatri-Dean SJMC
- Prof. Debasis Bhattacharya-Dean SOHS
- Prof. Anjana Singh- Dean SOHMCT
- Dr Inderpreet –Assoc. Dean SOLS
- Dr Dilraj Preet Kaur, Associate Dean Academic Affairs
- Dr Meena Bhandari- Dean SBAS

Key Responsibility Area of the Committee:

Propose prospective plan for implementation of National Education policy in the university through:

- Focus on one/two/three/four-year program and their curricula with multiple entry and exit options.
- Focus on Multidisciplinary / Interdisciplinary approach/SDGs/IR4.0
- Focus on Skill development to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework
- Focus on National Credit Framework and utilization of Academic Credit Bank
- Focus on Appropriate integration of Indian Knowledge System (teaching in Indian Language, culture, using online course) and building life skills, ethics, human & constitutional values, and rootedness and pride in India and its culture.

- Regular formative assessments along with adaptive assessments to track and individualize learning.
- Focus on extensive use of technology in teaching and learning.
- Focus on Teacher training and continuous professional development.

Number of meetings held: 3

Outcomes of the meeting and action taken:

1. In the 1st meeting held on February 28, 2023, discussed the philosophy of NEP 2020 and the committee resolved that there is a need to have further discussion and clarification of doubts about the implementation of NEP 2020 in the university. The committee resolved to organize an orientation session with respect to NEP 2020.

Action taken:

On February 28, 2023, an orientation session on 'Implementation of NEP 2020' was organized in A 213 at KRMU where Prof. Tania Gupta and Dr Dilraj Preet Kaur deliberated the nuances of NEP 2020.

They discussed the National Education Policy (NEP), 2020 that focused on bringing about an all-round development of an individual. In pursuance of this goal, the University Grants Commission introduced the 'Curriculum and Credit Framework for Undergraduate Programmes' (CCFUP); which was explained to faculty. The knowledge imparted is briefly recorded below.

The NEP 2020 on which the CCFUP was based has several principles:

- NEP lays importance on different curricula such as developing unique capabilities of individuals, critical thinking, integrating local context and diversity in pedagogy etc.
- NEP aims to develop all capacities of students by adopting a more flexible curricular structure for creative combination of subjects; value-based education; participating lessons in the economy etc.

The CCFUP has several features like- providing flexibility to move from one discipline to another by providing multiple entry and exit options to students.

- The academic year is divided into two semesters. A summer term is/can be included for internship/ apprenticeship/ vocational course or regular course.
- Major discipline will be awarded to the degree they are pursuing while minor discipline will help the students understand the skill -based courses or pursue their interest in a broader sense.

- Students for opt to exit after completion of one year course will be given UG Certificate; for two years- UG Diploma; for three years- UG Degree; four years- UG Degree (Honors) or UG Degree (Honors with Research). However, certain requirements must be fulfilled by the institution to offer the UG Degree (Honors with Research). A student may also re-enter within three years of exit and complete the course within seven years maximum of their registration.
- Points like single/ double major, interdisciplinary or multidisciplinary programmes were also briefly discussed.
- The credit hours for completion of courses may be earned from lecture courses, tutorial courses, practicum or laboratory work, community engagement and service etc. The proposed number of credits per course and credit distribution suggestion were also discussed which may be adjusted as per requirement.
- The CCFUP focuses on an outcome-based approach. The graduates must understand their chosen field, have problem- solving skills, research related skills and have holistic views to be able to contribute better to society.

The members discussed the detail structure of the UG Programme on how to choose major and minor disciplines; courses for multidisciplinary subjects; ability enhancement courses; skill enhancement courses; value added courses; internships; dissertations etc. which should be provided by the institution as far as possible.

Further meetings of Vice Chancellor with Associate Dean Academic Affairs and Deans of various Schools were held on March 21, and May 4, 2023, and common guidelines were discussed and approved for implementation and design of curriculum for four-year undergraduate degree programs.

The recommendations of the Committee are as follows:

I. Restructuring of Curriculum

Considering the NEP as an opportunity to review our existing academic framework and inculcate new ideas from the policy, the committee recommended the realigning and revising the curriculum (syllabus, teaching-learning process, events/activities, and evaluation) in the light of student centric methods, job orientation, employability, local, regional, global, skill development which are the core values of NEP.

II. Interdisciplinary Approach

An interdisciplinary approach has been long adopted by KRMU by offering basket of open elective courses and Value-added courses to its students. Through Open Elective Courses and Value-Added Courses in each programme, the student has the freedom to opt for any course across the discipline as per his/her interests. However, now the emphasis has been

laid on technology, integration of Humanities with Science (STEM), Gender Sensitivity and Ethics.

III. Multiple Entry Exit

The importance of short term professional and vocational courses with exit options has been emphasized in the New Education Policy 2020. Following the guidelines of NEP 2020, committee recommended to devise an institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exit at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning and ensuring no loss to the students in the event of exiting in between.

IV. Indian Knowledge System and Indian Languages

Besides aiming at providing high quality education at par with the global trends, KRMU also envisages to strengthen the roots of Indian culture and knowledge system in its students. Hence the committee recommended the introduction of courses on Indian Knowledge System and Indian Languages in first phase itself, which is also one of the core values of NEP 2020.

V. SWAYAM MOOCs

Adopting the view of digital and online education, the committee recommended the inclusion of SWAYAM MOOCs in the course structure of all the programmes.

VI. Four Quadrant Approach

K.R. Mangalam University envisaged developing the e-content for creating high-quality, curriculum-based, interactive content in different subjects across all disciplines. The e-content will be maintained at the mirror sites of the K.R. Mangalam University and will also be available on the Platform of Moodle, LMS (Learning Management System), K.R. Mangalam University. At KRMU, the terminology for the e-content is given as e-SLM.

VII. Sustainable Development Goals

The United Nations' Sustainable Development Goals (SDGs) are a framework for ensuring a sustainable future. The 17 Goals provide a blueprint for addressing diverse global challenges such as poverty, gender discrimination, quality education, lack of infrastructure, climate change, access to justice, and partnerships goals, among others.

The aim of the SDGs is to collaborate and mobilize efforts towards these challenges, and, as an establishment of higher education institution, K.R. Mangalam University is committed to the accomplishment of the target through effective teaching and collaborative learning.

Cultivating the principle of 'Lets Rise Together, the initiatives of this establishment is important to achieve the Sustainable Development Goals as they function as incubators of

recent concepts and solutions to problems, we tend to face together. As an institution we are committed to the promotion of knowledge society, we have engaged with all the “17 Goals” in varied capacities of understanding and knowledge translation.

In this regard, the core committee recommended the aligning of course curriculum and co-curricular/extra-curricular activities with Sustainable Development Goals SDG-17.

3. INSTITUTIONAL DEVELOPMENT PROPOSAL

The institution is progressively and gradually preparing for the NEP 2020 transition. The University has always placed a high premium on skill development and preparing students to be valuable members of society. As a result, several NEP 2020 components that contribute to students' overall development will be accepted and implemented smoothly. However, that requires good infrastructure and experienced and effective teachers.

The University's short-term goals include completing the NEP 2020's full implementation and changing from an inter-disciplinary to a multi-disciplinary institution while incorporating skill development in most of the programs. Focus is also placed on expanding and upgrading current courses. To actualize the process of transitioning into a multidisciplinary institution, initiatives for curriculum development, examination reforms, developing research acumen and infrastructure expansion would be considered.

The institution aspires to become a stand-alone institution in the long run with several NEP 2020 components integrated into the system, i.e., an educational system that produces socially reliable individuals with logical reasoning, compassion, empathy, courage, resilience, and scientific thinking, creative imagination, and ethical values.

4. GOAL AND OBJECTIVES OF THE INSTITUTION IN VIEW OF THE VISION OF THE NEP-2020

4.1. Goal 1. Multidisciplinary And Holistic Education

Short Term Goals (1-3 years)

- Modifications to the curriculum as per NEP-2020 with provision for Minor /Open Elective/skill based/Value Added Courses
- Examining potential multidisciplinary combinations in accordance with the institution's resources.
- Courses, initiatives, and internships based in the community.
- Development of a reliable mechanism to track pupils' overall academic progress.
- Working together with other organizations and businesses to support students' overall growth.

- Providing chances for people to acquire knowledge, skills, and credentials in occupations with high demand.
- Organization of Academic, Co-curricular and Extra Curricular Activities and extension activities for overall development of students

Long Term Goals (4-10 years)

- Introduction of new programmes having a focus on multidisciplinary education.
- Increasing institutional network capacity, increasing grant and contract activities, and cultivating engaged and active alumni engagement.
- Create more bilingual and Indian-language degree programmes.
- Integrated undergraduate and graduate programmes for professional and vocational education.

4.2. Goal 2. Motivated, Energized and Capable Faculty

Short Term Goals (1-3 years)

- Clearly defined and transparent processes and criteria for faculty recruitment.
- Timely promotions under the Career Advancement Scheme.
- Ample opportunities for Continuous professional development.
- Provision of access to all necessary resources for academic and professional development
- Linking high impact research contribution with fast-track promotion system.
- Sponsored international academic/research exposure to faculty.
- Recognition to the faculty adopting engaging innovative methods and tools for teaching.

Long Term Goals (4-10 years)

- Freedom to the teacher to review and amend the curriculum.
- Advanced ICT support with latest additions to the faculty for academic, research and extension activities.
- Maintaining the student-teacher ratio at par with the global standards for creative engagement of teachers.
- Implementation of the remaining targets relating to motivated, energized, and capable faculty as envisioned in NEP 2020.

4.3. Goal 3. Integration of “Humanities and Arts” With Stem: Science, Technology, Engineering and Mathematics as Steam

Short Term Goals (1-3 years)

- Enhancement of scope by provisioning more value-based courses, for positive learning Outcomes.

- Provision of Novel engaging course options in the curriculum

Long Term Goals (4-10 years)

- External mentoring from various other institutions for value based education or resources

4.4. Goal 4: Industry Interface

Short Term Goals (1-3 years)

- Collaboration with Industries through MOUs
- Providing opportunities to students for internships with industry/ organizations
- Provision of Novel engaging course options in the curriculum as per industry demands.
- Scope enhancement (inclusion of SMEs, businesses artists, craft persons etc. for the enrichment of external working environment)
- Provision of Industry Partnership Programmes

Long Term Goals (4-10 years)

- Provision of Industry Collaborative Courses with the provision for placement at the industry
- External mentoring from various other institutions.

4.5. Goal 5: Skill Development and Creativity

Short Term Goals (1-3 years)

- Provision of Skill based Projects/Courses for effective learning.
- Constitution of Centre for Skill Development
- Networking with National Skills Qualifications Framework to strengthen skill or vocational education.

Long Term Goals (4-10 years)

- Introduction of skill certification Program

4.6. Goal 6: Examination Reforms

Short Term Goals (1-3 years)

- Emphasis on internal assessment and evaluation through well-structured mechanism
- More continuous and comprehensive evaluation

Long Term Goals (4-10 years)

- Attainment of course and Programme outcome levels

4.7. Goal 7: Online Education

Short Term Goals (1-3 years)

- Development of Institutional LMS
- Provision for Blended Teaching Learning under various modes of Teaching Learning, as per the nature of the course
- Credit transfer facilitation through MOOC based learning platforms / other institutions.

Long Term Goals (4-10 years)

- Provision of MOOC based courses from various learning platforms / other institutions.
- Funding of Projects for creation of MOOCs through various platforms

4.8. Goal 8. Equity And Inclusion in Higher Education

Short Term Goals (1-3 years)

- A welcoming and inclusive admissions process
- Socio-Economically Disadvantaged Groups (SEDGs) orientation and funding
- Upgrading sports and recreation facilities, communication system and setting that is both friendly and educational for students.
- Mechanism to address student needs, equity, and skill development at different levels.
- Create bridging courses.

Long Term Goals (4-10 years)

- Creation of Centre for Equal Opportunities to offer all kinds of professional, academic, and career development.
- Collaborations and partnerships with other organizations to support Socio-Economically Disadvantaged Groups (SEDGs) and differently abled students.

4.9. Goal 9: Innovative and Multidisciplinary Research

Short Term Goals (1-3 years)

- Provision for Research Internship for active engagement of students with the practical
- Construction of an interdisciplinary research and innovation facility to promote innovation, creativity, and entrepreneurship.
- Promote research activities by extending support to Research Assistants (RAs)/ students/ faculty members.

Long Term Goals (4-10 years)

- Promote faculty and researchers to collaborate and address societal interdisciplinary issues through research and innovation.
- Integration of Research, graduate, and undergraduate programmes.
- SWOC Analysis of the University for Implementing NEP Plan.

Strengths

- Campus is in the NCR region having good infrastructure.
- Holistic approach to education for every student with emphasis both on skill development and knowledge building.
- Strong commitment to community, service, and social justice. A well-structured mentor-mentee system exists in the university.
- Excellent facilities with well-equipped laboratories and experienced faculty with strong support staff.

Weakness

- KRMU is a state private university and is self-funded university. The fees of the students is the main source of revenue.
- The University caters to the local and regional students, 'English' Language Proficiency is barrier and university has to groom them and prepare them for global standards.

Opportunities

- Ample potential for growth and development in all areas.
- Availability of experienced and well-qualified teachers and staff as the institution is in the NCR region.
- Collaboration and Networking with external agencies/institutions for career and skill development.

Challenges

- Revision and restructuring of three-year programmes to four-year programmes as per NEP is time consuming task.
- Induction of faculty members for skill based courses.
- Implementing multi-entry and exit in a programme needs proper planning and execution.