Course Manual
on

Pedagogical Imperatives for Capacity Building in Higher Education

Research

Socio-
Personal
Profile
of Student

Curriculum

Assessment

TLRs

ICT

Pedagogy for Higher Education

Institute of Lifelong Learning
University of Delhi

Institute of Lifelong Learning

The Institute of Lifelong Learning (ILLL) is dedicated to the cause of those who believe that learning is neither age-bound nor classroom-bound; rather it takes place throughout life in all kinds of situations. The Institute has been striving to develop state-of-the-art infrastructure to help Delhi University's teaching faculty, administrative staff and students in capacity building for ICT skills. ILLL is continuously expanding the horizons towards achieving excellence in higher education. ILLL is a nodal agency for creation and uploading of e-Content for Undergraduate Students (UG) of the University of Delhi. The endeavor is an attempt to provide additional quality e-learning resources for students in the form of e-lessons, e-lecture videos, e-labs and e-quizzes for students enrolled in UG courses. Rich academic engagements at ILLL are the outcome of collective efforts of the academic community at Delhi University. The institute is committed to provide multiple pathways for lifelong learning and increased opportunities of access, equality and inclusion.

Professor Yukti Sharma
Academic Secretary

Professor. Jyoti Sharma
Joint Director

Professor Pankaj Arora
Director

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PROFESSOR YOGESH SINGH

VICE CHANCELLOR
UNIVERSITY OF DELHI

Foreword

The NEP 2020 is conceptualized on the foundational pillars of Quality, Equity, Affordability and Accountability. It envisions education as a continuum starting from early years of life, It is focused around creating a spectrum of possibilities and opportunities as a lifelong learner.

The policy provides a holistic approach to higher education. It aims at developing higher order thinking processes firmly located in a value system nurturing national pride.

India has a recognized prestige of being a *Vishwa Guru* since time eternal. The focus on internationalisation of higher education is an opportunity to reinstate this position.

The landscape of higher education now, needs to be visualized differently. This stage of evolving mechanisms to actualise the vision of NEP 2020 in its most authentic form requires extensive planning situated in wisdom to anticipate the emerging global scenarios and local context. The institutions of higher education are required to think and develop dynamic interface across multiple dimensions of tertiary education.

The Policy lays specific emphasis on addressing the fragmentation of education across different levels. It discusses the need and significance of creating continuity across various levels of education starting from three

years of age. We are all aware that the higher education is a complex system. There are multiple levels of programmes ranging from undergraduate to post-doctoral fellowships. This is further located in a variety of disciplines and now that we are expected to move towards interdisciplinary and transdisciplinary approach to higher education, this matrix requires meticulous planning and organization.

Keeping up with our reputation as institution of eminence, Delhi University has taken a lead role in transforming the higher education scenarios in India. We have finalized the four years undergraduate programme (DU UGCF 2022) and are ready to launch it in the forthcoming session. This framework aims to accomplish the vision of higher education as discussed through guiding principles of NEP 2020. It aims at paradigm shift in conceptualising nature and scope of higher education. It demands that our students, teachers and educational institutions evolve organically as a vibrant learning ecosystem.

This faculty development programme is well timed in this context. The design of this course for faculty development programme is well guided by the policy perspective. It has coherently addressed the emerging interface between the expectations from the upcoming four-year curricular framework and the vital professional competence of the teachers required to create meaningful learning experiences for the students therein.

The specific sessions on NEP and its vision about motivated faculty members will provide the much-needed foundation to prepare a baseline for rethinking the dynamics of planning the educational experiences of the students.

The explicit focus on three founding strands, the pedagogy, curriculum and assessment will capacitate the college/university teachers for a dynamic participation in the process of planning the course structures and assessment schedules.

The themes on facilitating an in-depth understanding about students and diversity among them, across significant socio-personal domains, is bound to enrich their perceptions about learning patterns of the students. This will

also contribute in developing teachers and students as partners in the process of learning.

The focus on ICT based resources for enhancing learning will develop much needed competence towards creating E-learning spaces.

The upcoming four-year programme has research as a significant focus in tandem with the vision of NEP 2020. The two specific sessions here on the themes of research will be of critical relevance in this reference.

We are ready to embark on a magnificent journey to enrich the higher education ecology with a futuristic vision well rooted in our knowledge traditions and values. It requires the companionship of energized and motivated faculty members who are capacitated to design flexible course designs and assessment processes while also developing pedagogical practices to address the diversity among students.

I once again congratulate Director ILLL, Prof. Pankaj Arora and the members of his team who have taken this collaborative exercise with faculty members from CIE, University of Delhi, for conceptualising and designing this course.

With Best Wishes
Yogesh Singh

Vice Chancellor   *Chairperson, ILLL*
University of Delhi   *University of Delhi*

Date: 21.02.2022

Acknowledgements

the daunting task of coordinating the FDP in a very efficient manner.

We also extend our gratitude to the administrative staff Mr. Vijay Tete, Mr. Ravi Singh, Mr. Pankaj Vikas, Mrs. Kaberi Kar and supporting staff of ILLL, University of Delhi for arranging various resources and technical assistance in completion of this endeavor.

Professor Yukti Sharma   Professor Pankaj Arora
Academic Secretary, ILLL   Director, ILLL

Introduction

Education is one of the primary concerns in India. It is understood as means to redefine life experiences of people. As this is in the concurrent list for the purpose of policy planning, the various stakeholders in education have looked up to government of India to formulate a document founded on the deeper insights about the lived realities of people of India. However, numerous people have continually waited for a policy document which is founded in their voices and addresses their concerns. This called for an approach to conceptualize educational planning and organization with a deeper insight about the socio-economic configurations in our country.

The National Education Policy (NEP) 2020 has evolved on the basic principle of providing quality education to All across each level. It lays out progressive reform across the entire education ecosystem. This is one of the first documents which has worked towards eliminating fragmentation across different levels of education. Located in the early years of life starting from three years of age till the multiple levels of higher education, this is undoubtedly the most comprehensive policy document for education in India till date.

The goals and expectations from higher education are well elaborated here. It is now, both, an opportunity as well as the challenge for the people in higher education to work towards changing the landscape of higher education. The policy clearly explains the roles of responsibilities of teachers in higher education. The quotient of accountability as also the freedom to develop course curriculum and assessment schedules with in the approved framework, provides them the space for dynamic academic leadership. Grounded in the emerging contexts like twenty-first century goals, big data analysis, skill education, VAC and alike as also with a goal to create an idea of citizenship deeply rooted in Indian Ethos, a range of competencies are required to accomplish the vision of the policy about higher education in our country. This leads to the need of reflecting upon the

existing competence of the teachers, locate their strengths and limitations and develop mechanisms to enhance the professional competence of all the teachers in colleges/university.

In a pathbreaking manner, the policy elucidates both the macro as well as the micro level issues and challenges in higher education. One such domain is pedagogical competence of teachers in higher education. It has considered pedagogy as one of the prime elements on which quality education rests. In its Sec. 12.1, it specifically states that "…..*curriculum, pedagogy, continuous assessment and student support are the corner stone for quality learning"* (pg.38). It implies that policy acknowledges the role of pedagogy in enhancing the quality of education in the ambit of higher education amidst other issues and concerns. This is a major paradigm shift in higher education that has been largely discipline-centric in its approach. Pedagogy as an idea has evolved from being a mere strategy to identifying various imperatives towards effective teaching and learning. Hence, a formal course on pedagogy designed specifically for the University teachers aligned to their needs, issues and concerns was required in higher education. With a proven track of very close to hundred years in creating excellence in higher education, university of Delhi is expected to be a pioneer in such initiatives.

In the light of above, the course on Pedagogy for Higher Education has been conceptualized under the aegis of Institute of Life Long Learning (ILLL) of University of Delhi. The course aims at preparing faculty members who understand the fine nuances related to pedagogical processes and are capable of envisioning most appropriate pedagogical approaches to address the diversity amongst students at higher education level. In consonance with the objectives, Team of three faculty members from Department of Education who have expertise in various specialized areas in the field of education have developed the course titled *Pedagogical Imperatives for Capacity Building in Higher Education.*

After the course outline and details were submitted to ILLL, the course was

examined and reviewed by the team at the institute. Since the course was meant for all University teachers across disciplinary areas, the need was felt that it should be reviewed from their perspective. Thus, a rigorous vetting of the course was done at the Institute for which experts and insightful faculty members from diverse disciplinary areas from across various institutions of University of Delhi were involved. The feedback was provided in detail with adequate rationale to the course developers that further helped them in strengthening the course from multiple perspectives. Hence, the course has evolved in rigor in terms of quality and relevance in light of diverse needs and concern of faculty members belonging to various disciplinary areas.

This course is an attempt to develop pedagogical competence of college/university teachers and is open to creative imagination, rational thoughts and critical assessment to address the ever- evolving scenarios in higher education. The course is founded in the belief that education and research hold the potential to empower the individuals for contributing to the harmonious development of self and society.

Preamble

"Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support (12.1, NEP 2020, page 38)".

This faculty development programme is founded in the vision of National Education Policy 2020. The policy has taken into consideration the essentiality associated with enhancing the quality of learning experiences at higher education. It addresses the long pending demand of enriching the pedagogical capacities of the teachers across all levels of education.

The Context

The rationale for the proposed faculty development programme has been derived from the NEP2020 which has clearly focused upon the professional development of teachers engaged with higher education. The policy lucidly explains the future of higher education in India. It is a collective responsibility of all the stakeholders that the scenarios in higher education organically evolve as potential learning spaces where research-based knowledge is endorsed and created.

The Institute of Lifelong Learning in University of Delhi has been playing a key role in capacity building of college/university teachers across multiple domains. The policy requires active participation of teachers to accomplish the projected enrichment of higher education. During an informal meeting between the director ILLL and a colleague from Department of Education, it was recognized that to actualize the vision of NEP 2020 the competence of the teachers in higher education needs to be developed profusely. With focused brainstorming, it was decided that a short duration course in pedagogy will be developed. However, the idea received immense positive response and finally, a twelve days faculty development programme has been designed by a team of three faculty members from CIE, Department of Education, University of Delhi. The course has evolved through intense process of deliberations and peer vetting.

The Mandate

A rigorous and engaging programme is required to address an emerging need to capacitate the faculty members across all discipline in a HEIs. The course development team has had experience-based understanding of the issues and challenges faced by teachers in higher education. These are most specifically critical for teachers who never get an opportunity to understand pedagogy as process to create meaningful learning experiences. The projected vision about expectations from the higher education and the faculty members provided the much-needed locus to this experiential journey.

The proposed course is thus, conceptualized to facilitate the process of developing an in-depth understanding of multiple dimensions of pedagogical processes, thus contributing towards enhancing the quality of teaching-learning experiences at HE.

The Agenda

This FDP will prepare the college/university teachers for conceptualizing and designing the curricular and pedagogical approaches including selection of reading material and comprehensive assessment. The primary emphasis will be to capacitate them in creating meaningful learning environments addressing the diverse needs of the students.

The course will bring forth the essential segments of pedagogical planning in a comprehensive manner. It is conceptualized as an amalgamation of foundational as well as tangential ideas in pedagogy. In coherence with the founding principle of NEP 2020, the course emphasizes that the pedagogical processes are understood as all-encompassing right from the time of inception.

The following figure depicts the nature and scope of the pedagogical

process
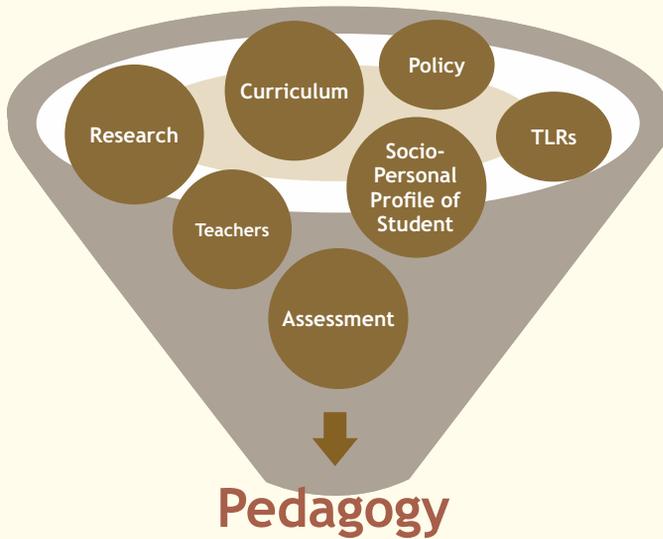
Pedagogy

It would be of critical significance that the debate about terminologies is also addressed here. There are two terms, rather three, pedagogy, andragogy and heutagogy. All these terms theorise the positioning and participation of student, teacher and the other significant factors in the process of creating meaningful learning experiences. There is often a mention that the use of term is age specific and that term *andragogy* and pedagogy indicates the planning for adult learners. It requires to be understood that these terms details the planning on the basis of multiple factors like dependence/independent/interdependence; purpose/motivation of learning; roles/expectations from student & teacher. It is to be learnt that all these factors have been researched in the recent three decades and these can no more be specified merely on the basis of age of a learner. The students across the age bar are expected to be visualized in their own independent position in all policy and planning procedures. The specifics around this will be deliberated upon across different themes during the programme.

This faculty development programme will enable the college/university teachers to

- ✓ acknowledge and appreciate the significance of pedagogical planning for enhancing the quality of learning experiences in an inclusive context.
- ✓ critically examine the approved curriculum framework and develop courses based on it.
- ✓ identify and address the needs of students with special needs (dis/able, socially and economically disadvantaged, culturally marginalized)
- ✓ practice research as a pedagogical tool.
- ✓ create and locate effective teaching-learning materials.
- ✓ design assessment matrix for the courses they teach.
- ✓ comprehend the ever-evolving nature of educational practices and approve the idea of motivated self for continuous professional development.

To facilitate the conceptualization of various essentials for pedagogical planning the twenty-two themes are catalogued in three contours. The first seven themes are the foundational premise wherein the significance of this course is established through various policy and theory-based evidences. The vital nuances for designing pedagogical practices are discussed as perspectives in second assemblage. The last five themes, placed with the spirit of espousing for transformative pedagogy at higher education, hold the potential to equip college/university teachers for creating meaningful, all-inclusive learning ecology in their educational institutions.

The course design team has attempted to create an enabling multidimensional learning experience for the participants of the programme. It shares the vision of NEP2020 to create a synergy while nurturing the culture of excellence with competent faculty members inculcating the spirit of self-directed learning among the students in higher education. We have a long complex trajectory to navigate. Together, as a collective we will be capacitated to enrich the higher education ecosystem in our nation.

Dr. Sandeep Kumar   Dr. Subhash Chander   Prof. Vandana Saxena

Course Development Team
CIE, Department of Education
University of Delhi
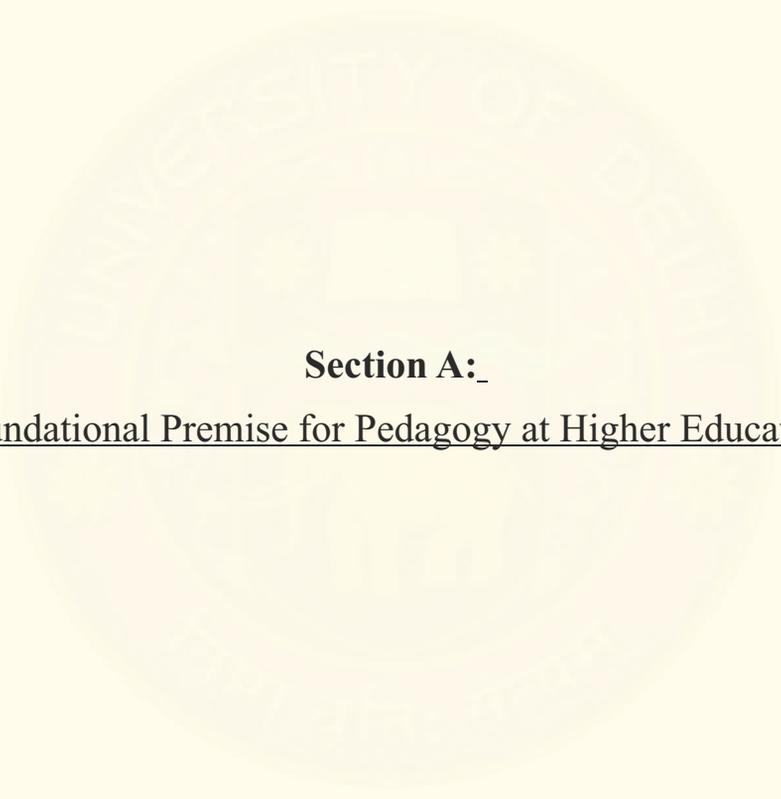
Section A:

Foundational Premise for Pedagogy at Higher Education

NEP 2020: Envisioning Energized, and Capable Faculty at Higher Education

Purpose: Founded in the NEP 2020, this session is aimed at developing vision about the future of higher education in India. It will elaborate the challenges and opportunities as deliberated in NEP 2020. The session would lay emphasis on role and expectations from the teachers in university and colleges as discussed in the policy.

The higher education scenarios in India are bound for a change in the coming time. Both, the goals and the design of the programmes under higher education are reconceptualized under the policy. "This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students" (NEP2020, Pg.34)." The system is visualized as more flexible, student-friendly and purposeful. The multiple dimensions added to the courses in higher education require all the stakeholders to re-envision their role and responsibilities. NEP 2020 in its segment on higher education (annexure 2) has elaborated upon the variations in organisation and planning of higher education. It has laid a critically emphasis on the role of teachers in creating an institutional synergy which will augment the efficacy of the system as a whole. The focus on quality of learning experiences of ALL the students in universities and colleges is a significant highlight of the document. The policy envisions the teachers in higher education as professionally equipped to respond to the emerging probabilities in the structure of courses and consequent classroom realities.

Pedagogy for Addressing Diversity and Inclusion

Purpose: This theme is planned with a view to facilitate the process of creating an institutional ecology wherein the diversity of context is appreciated and addressed to enhance the quality of learning experiences of 'all' learners.

Diversity across context in India is well established via multiple discourses and illustrations. The matrix is complex due to intersectionality across various social, economic and cultural domains. As one of the largest system of higher education in the world, the higher education institutes (HEIs) in India are expected to cater to societal diversities and be inclusive. This theme is expected to introduce the university teachers, across all disciplines, to the multi-dimensional nuances of pedagogy. The significance of epistemic prepositions of each of the subjects in inculcating a set of the process and thinking skills among the students' needs sincere attention by all the teachers teaching that subject. The pedagogical planning demands much more than the in-depth knowledge of the content of the subject. A critical understanding of the issues in curriculum planning as also the diverse learning needs and styles of the student is essential to create enabling learning environments. Even in higher education the teachers' ability to address the differential needs of all the students is essential for enhancing the quality of learning experiences. The processes focusing upon the active engagement of students are of critical significance in the upcoming design of higher education. The teachers thus, would require to develop the professional competence as an active-reflective practitioner. This theme would draw the attention of all the stakeholders in tertiary education to re-envision the institutional planning and classroom processes to match the purpose of higher education in coherence with the vision of NEP 2020.

The idea of 'Others': Phenomenological Foundations of Contextualizing Pedagogical Stances

Purpose: Theme facilitates the understanding of social transcendence and cognitive dispositions for understanding 'others' as a phenomenological being with its pedagogical implications.

Logicality has its own limitation in understanding others. Humans are subjective being and cannot be understood only with scientific logicality. Their existence and living can best be understood with phenomenological world they are living in. Despite the fact that subjective aspects explain human living better, there are numerous concerns of this process of understanding. There is a need to engage with the process of understanding 'others' as a teacher, student, researcher etc. This process is affected by various contextual aspects and universal impositions that has become part of everyday life consciously or unconsciously that also makes it necessary to understand the cognitive processes involved in understanding 'others'. So, theme engages with the cognitive ideas of understanding others and its associated concerns. The kind of ambiguities, challenges, issues and concerns face by an individual along with possible alternatives are expected to be discussed in this theme which provides a comprehensive perspective for understanding 'others' and relating it with pedagogical practices and stances.

Research as a Pedagogical Tool: Conceptual Perspective

Purpose: This theme attempts to identify the importance of research as a pedagogical tool in higher education to make university teachers as 'researching pedagogues'.

Research often comes with a pre-defined and largely accepted idea that relates it with re- searching about something. But research can also be used as a pedagogical tool for facilitating learning and understanding. Research is a powerful mean to establish innovative pedagogies particularly with the help of action research and grounded theory research and the prime assumption here is that majority of learning happens outside the classroom. This idea has been less valued that research facilitates various decision making, problem solving and organizing teaching-learning in a relatively more comprehensive manner. The present theme helps in identifying and analysing the issues and concerns relating with recognising research as a pedagogical tool and facilitates in addressing the same. This theme engages university teachers familiarizing with using research dispositions such as imagination, observation, logic, critical thinking, interpretation, analysis etc. in pedagogic practices which eventually enhance their abilities to be an effective and resourceful pedagogue. This also helps in imbibing problem solving, critical analysis, domain knowledge with research skills etc. in learners' aptitude.

Understanding Learner: A Psychosocial Perspective

Purpose: Theme conceptualizes learner as a psychosocial being with regard to individual uniqueness and the diverse contexts of Indian society.

Understanding learner is a simple as well as a difficult process. It depends upon the mind- set of the teacher that s/he understands learner as a taker or constructor, follower or developer etc. defines the conception of a learner. Understanding learner means considering diverse positions that affects their motivation and ability to learn successfully; that includes adapting and constructing the conceptualization of teaching , materials, pedagogy and the learning environment to address individual needs, nature of the learner and the context and   general characteristics of a classroom and the institution. There are many aspects that essentially need to be considered such as age, culture, home language, strengths and weaknesses, personality, confidence, interests, motivation, learning preferences, previous learning experience and ability to work independently and collaboratively etc. In the course of understanding learners through observation, dialogue, activities etc, helps to plan better and effective teaching context which develops while acknowledging the experiences, knowledge, interest and ability learners bring to the classroom. These ideas collectively constitute the context and discourse of psychosocial perspective that helps in shaping our idea of the learner.

Thinking and Cognition: A Psychosocial Perspective

Purpose: Theme engages with the discourse of thinking, learning and cognition to understand the foundational concepts, ideas, notions and processes/practices about how an individual make sense of his/her surroundings collectively and individually which eventually develops the basis of thinking and cognition.

Cognition refers to the ability of critical internalization of socially shared and individually constructed processes, that includes understanding, analysing, synthesizing etc. which is situated in context and therefore, learning cannot be merely actual representation of reality; rather it is a process of thoughtful adaptation. Considering cognition and learning associated as aforesaid, this theme engages in revisiting and reconceptualizing the notion/ideas of thinking, learning and knowing with reference to psychosocial perspective. The idea of collective cognition with regard to interpretive reconstruction of circumstances is one of the core line of this theme where phylogenetic construction is acknowledged as valuable in the entire discourse of thinking and cognition. Familiarization with these processes is also important because teaching at any level losses its strength if it does not understand the process of learning. So, the idea of conceptuality, knowledge, prior knowledge, metacognition, diversity in learning, motivation, situated learning and learning communities etc. is expected to be discussed with regard to the social organ of thinking and cognition in this session. These postulates collectively develop a comprehensive idea and understanding about learning and cognition that encompasses the dispositions of situatedness, embeddedness, contextualization, individuation and collectiveness.

Motivating Self for Continuous Professional Development

Purpose: Theme proposes the scope and opportunity to university teacher for enhancing the abilities to develop, conceptualise and prepare their own continuous professional development postulations, frameworks and practices.

Any effort focused upon quality education requires that the teachers must be passionate, motivated along with the expertise in content and pedagogical practices. Continuous professional Development (CPD hereafter) is expected to provide them opportunities to enhance their professional competences, via various multiple modes. In the current scenario it will include both online and offline mode. Largely, the professional development programmes are based on 'deficit model' and works on the distrustful paradigm where programmes are prepared with a notional assumption about the inadequacies among teachers often questioning their own competence and contribution to the professional development. This promotes the thought that the CPD of teachers is responsibility of some external agencies. However, the NPE 2020 argues in favour of self-directed CPD where teachers are expected to take responsibility for their own professional development on a continuous basis. This objective can be achieved by institutionalizing the professional culture of self and peer learning rather than 'command and control' based directed CPD by an external agency. This rigorous academic and social expertise requires self-motivation. This requires focussed planning for self-directed and self-motivated approaches to CPD. It is of critical significance that the college/university teachers are capacitated to establish the need of their own professional development. A systemic approach to establish professional development of self as a lifelong process thus, needs to created.
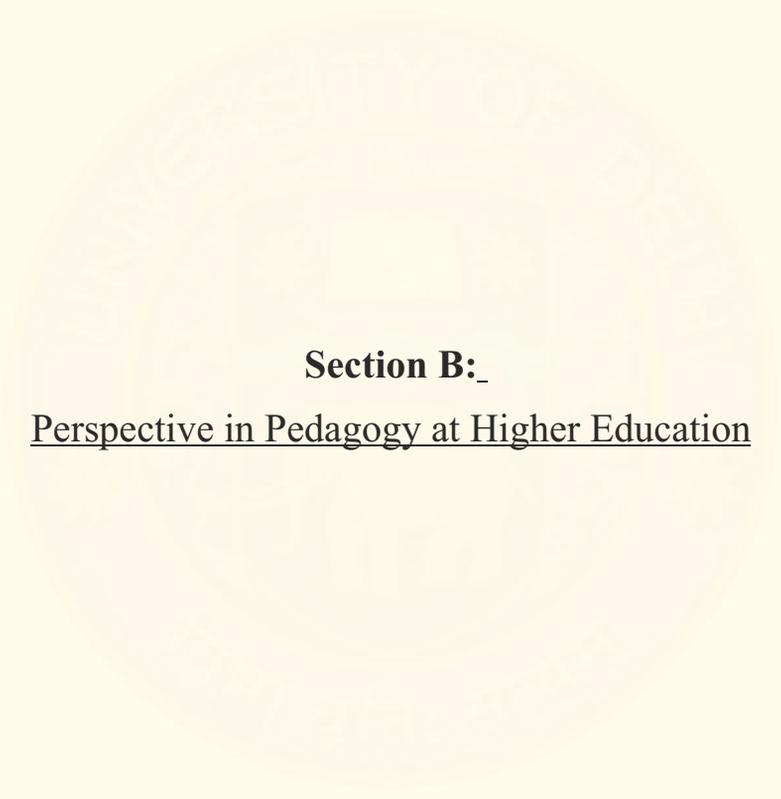
Section B:

Perspective in Pedagogy at Higher Education

Pedagogical Approaches in Higher Education

Purpose: The session aims at discussing the philosophical foundations and basic ideas influencing pedagogy at tertiary level. It is expected that the variance across modes of providing quality education at tertiary level will be addressed and the spectrum of pedagogical possibilities will be deliberated upon.

The educational provisions in higher education have multiple approaches. The programmes are conceptualized as certificate, diploma, degree, post-graduate and research across various liberal and professional domains. In the light of diversity among students, these programmes are offered in several modes like regular, non-collegiate and through open-schools of learning for higher education. The role of teachers and students is unique in each of these modes. The teaching-learning resources also needs to be planned differently. NEP 2020 lays emphasis on multiple modes of learning to enhance the accessibility to quality education at tertiary level. This necessitates that the teachers in higher education comprehend the foundational principles of pedagogy and learn to suitably adapt these as per the situation. The pedagogical possibilities for large group with adult learners need to be deliberated upon. The relevance of soft skills as also the teaching learning materials for developing effective learning ecology requires specific focus. Thus, understanding the multiple dimensions of philosophical and pragmatic standpoints in pedagogy is of critical significance for teachers in higher education.

Critical Pedagogy

Purpose: The goal of education is often situated in developing higher order thinking and critical perspective in an individual. One of the higher order cognitive processes is to engage oneself in critical and reflective thinking. Critical pedagogic practices enable a learner to challenge the existing dispositions and reconstruct them from democratic egalitarian perspective individually and collectively. This theme aims to facilitate higher education teachers' cognitive engagement in understanding and conceptualizing critical pedagogy contextually.

The idea of critical pedagogy is founded in an approach to teaching and learning which aims to impact social change through education. Its prime focus is on an in-depth engagement with social justice issues, including those that were deemed controversial and radical. Critical pedagogy seeks to understand how power and inequality, in various ways and forms, get unfolded in the context of formal and informal educational structures and search possibilities to move towards a more democratic and egalitarian system. Along with that the participatory forms of learning such as the co-construction of knowledge are also emphasized. The incontestable authority in knowledge and teachers as ultimate source of knowledge is being mulled over. Current forms of market-oriented goals of higher education create an undue pressure towards purely ends-focused expectations from the students. This has implications for curriculum, learning and assessment. If education across all levels is seen as developing the potentials of the students, then this absoluteness as also the utilitarian dimensions of education especially at higher level needs to be critically examined. A detailed discussion on various dimensions of the critical pedagogy will facilitate the teachers develop reflection about their own pedagogical practices. It is important to note that critical pedagogy rejects the idea of authoritarianism, but, does not reject the ideas of authority. So, critical pedagogy provides a sharp and critical view and a perspective towards engaging learners in the teaching –learning processes which deviate from simple recall and getting socialized in the existing prevailed practices.

Designing Learning outcomes

Purpose: The primary considerations in this theme are focused upon deriving theoretical insights into the need and significance of pedagogical planning with clarity of learning outcomes as an essential dimension for assuring quality learning experience while simultaneously addressing the diversity among learners and epistemic prepositions of the subject.

Quality learning experience is an intricate matrix of intersectionality across content and processes specific to any subject/discipline. There is an amalgamation of multiple thinking and process skills spread over several layers of complexity in the content of a subject. Any formal process of education is expected to develop a certain degree of conceptual understanding about the subject/discipline under consideration. Most ordinarily, the focus in higher education has been content driven. Many a number of times it is assumed that the essential skills – thinking as well as process, are either possessed by the student and they will acquire these all by themselves. Also, there is little clarity about which level of conceptual complexity is essential for students of the course in a programme. This brings into focus the need for developing learning outcomes for each of the units in every course of a programme. NEP 2020 proposes multi/inter/trans disciplinary approaches in higher education. The multiple exit-entry plan also requires that learning outcomes for each level of course in a programme are meticulously specified. Furthermore, the provision of academic bank of credits requires that a parity in learning outcomes is duly established. The process of meaningful learning will be facilitated to a large extent once the practice of designing learning outcomes is observed with precision. It will simplify the process of credit allotments. The nature and range of possible curricular activities can be accordingly planned. Most advantageously, the assessment will be more authentic once the learning outcomes are shared with the students in advance.

Principles of Curriculum Construction

Purpose: The emphasis here will be on elaborating the theoretical prepositions in construction of curriculum. The pertinent questions about what, why, how and whom about curriculum construction will be focused upon.

This theme has evolved as an essential constituent for nurturing the teachers' comprehension about principles and processes of curriculum construction since the NEP 2020 envisions them as active participants in planning the curriculum for the course. "The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes (12.1, NEP 2020, Page 38)." The most critical dimension for strengthening any system of education is its curriculum. The curriculum is expected to be flexible and differentiated to address the diversity of context in higher education. Thus, developing a through understanding of principles of curriculum construction is in coherence with the vision of NEP 2020, which foresees system of higher education as more flexible with enhanced autonomy to the college/university teachers. Consequently, the teachers require an in-depth understanding of focal points involved in designing a curriculum. The teachers are expected to realize that curriculum construction is a collaborative process. Thus, an intense understanding about the role and positioning of each of the stakeholder needs to be developed. A thorough grasp over the interconnections between epistemic and pedagogical domains of a course in a programme is needed to deliberate over the content of the course. It is expected that the teachers' understanding about the nature and scope of every subject and its content in a programme will be strengthened with an extensive understanding of the principles of curriculum construction.

Curriculum Planning and Processes

Purpose: This theme is aimed at discussing the processes and planning of the curriculum for specific college/university while keeping in mind the approved framework as provided by the recognised bodies.

Each of the university has its own statutory bodies for finalizing the curriculum for a programme. There are stipulated guidelines from the accrediting bodies specifying the processes to be followed. This practice ensured that the foundational concepts in each course are incorporated in annual planning. Moving a step further, the NEP 2020 seems to have created a confluence between the various dimensions of context, mainly local, national and international. The responsibility of teachers in the process of curriculum planning is portrayed differently. "Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments" (13.4, NEP 2020, page 40)." This redefined role of teachers necessitates that they comprehend the process of curriculum planning and adapting it to fulfil the learning needs of all the students within the given framework. In existing scenarios most university teachers are accustomed to follow a pre-decided curriculum. In the upcoming scenarios the college/university teachers will be required to possess the ability to re/design the curricular process to make it inclusive. The teachers themselves will need to imbibe certain process and thinking skills to critically examine the curriculum frameworks. This will require that the means and ways to accomplish objectivity and address the subjectivity in curriculum planning are learnt. This will strengthen the ability of teachers in higher education to provide diverse viewpoints to the students without any favour, fear or bias while simultaneously being in coherence with the approved curriculum framework.

Rethinking Assessment Processes: Possibilities and Challenges

Purpose: The theme would engage with ideas of assessment beyond traditional approaches and explore the possibilities of flexible and engaging assessment modes. The basic premise would be navigating through the idea of assessment of learning to assessment for learning to assessment as learning.

This theme aims to integrate learning and assessment while reimagining assessment in more meaningful manner, preparing learners for more meaningful engagement. There is extensive indication from researches that assessment is equally influential on learning of students as methods of teaching if not more. The higher education scenarios are bound to change in near future. There are regular discussions about making this stage of education as more flexible and student-friendly. This upcoming situation will pose a definitive challenge to the university teachers who are accustomed to term-end examinations. The possibilities of multiple exits as also re-entry and credit transfers will be a completely new system. The teachers will be expected to contribute towards planning the process of assessment essentially because the university is a certification agency which qualifies its students for various other related opportunities. This session is proposed to acquaint the university teachers with these challenges and suggest matrix of possibilities. Going beyond the tradition approach of assessment of learning would be reflected upon to rethink about opportunities to create spaces for assessment for learning. Ideas of more inclusive, engaging, meaningful, future oriented assessment methods would be discussed. Technological advancements and innovative methods for feedback to students would be highlighted to make assessment part of learning.

Assessment Possibilities in Higher Education

Purpose: The session theme comprises of different possibilities of assessment in higher education that is in sync with core ideas like flexibility, exploration etc. It would attempt to elaborate and discuss the various possibilities of alternate mode of assessment.

With evolving flexible structure in higher education, the assessment processes need complete replanning. The pandemic period compelled the teachers and the students to think and plan assessment differently. This was need based. But the NEP 2020 has proposed multiple modes of offering higher education. This means the assessment processes also require planning in different modes. The nature of questions will require a pertinent focus for varied forms of assessment. The possibility of continuous assessment being a part of higher education will necessitate that the mindset of term end examination be negotiated. It is envisioned that the higher education will be student focused. This would require thinking afresh about assessment. The multiple ideas like open book examinations-assessment/CBCS/flexibility in internal assessment (via group discussion/practical/activities etc.) to address holistic experience call upon familiarizing teachers with differential modes of assessment and subsequently develop skills essential for it. As there is a movement also towards competency based higher education also, possible tools and modes of assessment in sync with that would also be focused upon. Use of technology-based advancements for assessment like e portfolio building would be discussed with examples. Engaging in collaborative and interdisciplinary/multidisciplinary project-based assessment possibilities would be discussed.

Virtual Learning Platforms in Higher Education

Purpose: Founded in the emerging scenarios at higher education this theme is expected to discuss the ideas related to exploring the possibilities of using virtual learning platforms and ever-growing scope of multiple designs of learning in higher education.

The enhanced scope of virtual learning platforms across each stage of education is a promising move towards developing addressing the challenges of access along with quality. Creative learning environment is critical for inculcating lifelong learning skills in students. Availability of digital learning tools which can help students in differential modes can be one of the effective ways. This is the primary rationale for employing ICT in Higher Education. For quite some time now the development of MOOCs and LMS has been encouraged with higher education teachers. It's important that pedagogical implementation of different LMS and MOOCs is also discussed as part of the pedagogy in higher education. Web based collaboration are part of the developing education system at higher education. Efforts in this session would be to highlight the flexible opportunities virtual learning systems gives us in not just building a pedagogical design that is effective, but also in providing opportunities of expression and participation in real world situations. Development of online communities to nurture the idea of sharing ideas and collaboration through innovative instructional designs at higher education level would also be the main point of discussion. This session will also discuss about using blogging and other social media platforms for expression, sharing, collaborating and independent learning.

Digital learning Tools and Pedagogy

Purpose: The theme attempts to engage with the possibilities of understanding the exponential advancement in the field of digital learning tools and its implication on pedagogy in higher education.

The recent pandemic situation has forced the teachers and students to adopt to various ICT tools for the purpose of teaching-learning. This surely was a sudden crisis and all the partakers in HI process must be admired for managing the situation in the best possible manner. However, the role of ICT in designing flexible learning platforms need meticulous understanding about its nature and scope. This session will present the role and limitations of various ICT tools and techniques in conceptualizing student friendly learning environments. Attempts to reflect and engage with use of digital tools in pedagogy that would help in student's engagement, concept development, innovative thinking, collaboration, inclusive participation, effective and appropriate communication, competency building would be the main emphasis area.

With the growing Information and Communication Technologies, digital learning tools are expanding every day. These tools have changed the way teachers do their planning and how learners access information through different resources. In last few years pedagogical innovations due to improving technological tools and access to them have increased the possibilities for creating better learning environment as well as giving opportunities for learners to participate flexibly. Some of the concepts that are expected to be covered in this session would be following:

Open Educational Resources, Web 2.0(blog, podcast etc.), Flipped learning designs, Digital storytelling, Creating e portfolio, Blended Learning Designs, Challenges in using digital learning tools, ethics and digital learning, Assistive technology and Universal Design for Learning.

Developing Teachers and Students as Researchers

Purpose: Theme provides opportunities to university teachers to become research practitioners with required ability, knowledge and skills of doing research that also incorporates the idea of student as a researcher.

Our intellectual starting point is NEP 2020's vision for higher education which arguably finds the strongest manifestation in the undergraduate programmes which has absence of the ideas developing student as a researcher. In the light of this, it is needed to reinvent and reconceptualize the curriculum to ensure that all undergraduate students must be engaged in some kind of research or inquiry. Even research scholars during their post graduate and doctoral research in university face different issues and challenges with regard to authenticity, ethical consideration, various theoretical dispositional coercions and so on. In the given context, university teachers have to take a role of critical and reflective academician to provide spaces and opportunities to students in developing relatively better research competencies. This session expected to facilitate teachers to develop a comprehensive understanding toward student as a researcher. This expectation also generates the need that teacher and student must be engaged in research practices of different kinds; teacher as a research practitioner and student as a developing researcher. To achieve this objective theme engages higher education practitioners in understanding various research traditions, paradigms and associated practices particularly grounded theory research and action research.
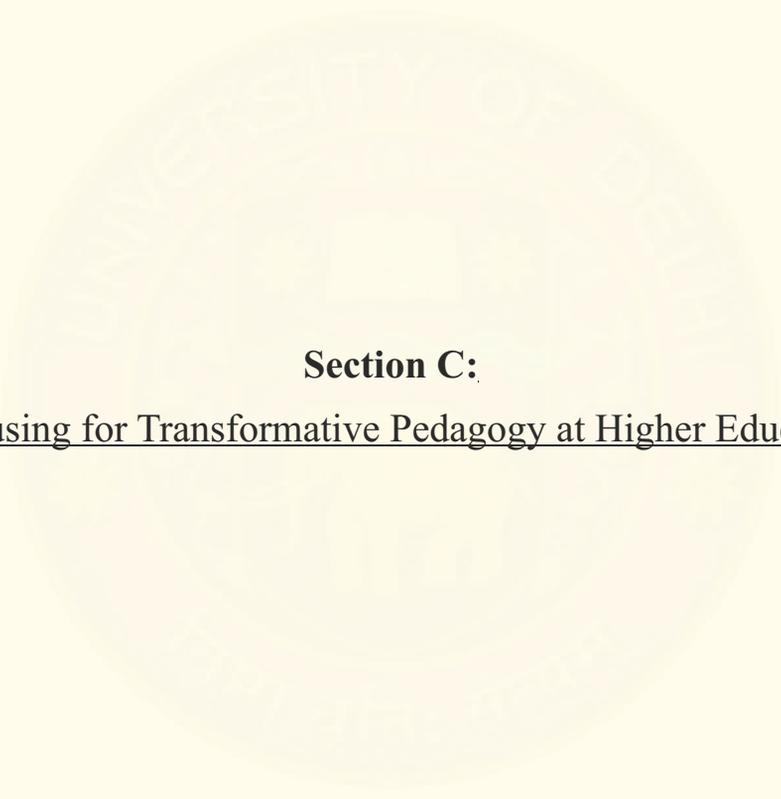
Section C:

Espousing for Transformative Pedagogy at Higher Education

Making classrooms inclusive: Pedagogical processes for addressing issues related with students with special needs

Purpose: This session would attempt to engage the participants with the pedagogical processes which are founded in the ethos of inclusive education. It will draw the attention towards specific developments and possibilities within classroom processes designed to create appropriate learning spaces for each student.

Pedagogical processes define the possibilities of creating equitable learning opportunities for each student in class. The higher education scenarios manifest a complex matrix of multi-ability (including high ability) intersecting across various visible or invisible physiological and neurological state of being. The pedagogical approaches need to evolve to address the learning styles of students with differential abilities and learning curves. The issue of access is well addressed through multiple provisions at entry level. The resource creation in the form of teaching-learning resources and assistive devices is also gaining momentum. Its critical the teachers in higher education develop an in-depth understanding about the pedagogical nuances that would facilitate active engagement of all the learners and generate the possibility of an environment that is conducive for learning of everyone. The need for collaborative practices and shared platforms is necessitated due to diversity among learners in the classroom. The challenges faced by learners with special needs can be assessed and possibilities of a more inclusive pedagogy has to be developed. The college/university teachers can explore the frameworks like Universal Design for learning (UDL) for creating inclusive learning spaces. Employing flexible approach and collaborative designs using technological developments could be one of the many possibilities. It is expected that the spectrum of pedagogical approaches to address the continuum of ability and differential learning styles will be discussed in this session.

Understanding Social Diversity: addressing issues related with students from socially and economically disadvantaged families.

Purpose: This session would focus on exploring the idea of social diversity with emphasis on extending the debate of social justice from access to creating just and equitable learning spaces for each student in higher education.

The constructive engagement and advocacy from various stakeholders have facilitated the process of access to higher education for students coming from different disadvantaged circumstances. However, their retention and progression continue to be a challenge. Issues and possibilities related with access to higher education institutions with reference to the learners coming from disadvantaged backgrounds would be highlighted here. Addressing these issues and challenges by creating more equitable systems for providing access across different stages would be the emphasis of the session. Possibilities of pedagogical and curriculum adaptations in view of facilitating the social diversity would also be discussed. The role of assistive devices and proactive engagement of equal opportunity cells in HI institutes will be discussed. Possibilities of real time system of addressing the issues emerging from the contextual setting would also be discussed to promote inclusive education. This session is expected to elaborate the significance of inclusive set-ups in developing harmonious community and collaborative work environments. The discussions herein will highlight the need for rethinking institutional ethos with specific reference to creating inclusive social ecology based on the foundational principle of unconditional mutual respect for each other.

Gender Identities: Issues and Challenges in Higher Education Institutes

Purpose: The theme would highlight the significance of understanding the issues and challenges related with creating social and learning spaces for students with diverse gender identities in Higher Education.

Addressing gender related issues and challenges in higher education institutions require a comprehensive exposition of the issues that are contextualised and are embedded in the realities of individuals. It requires a coherent understanding about the emerging debates about educational and professional opportunities for people with diverse gender identities. The higher education institutions will have students from all genders. This session will focus upon the spectrum of gender identities and how the prevalent stereotypes about this spectrum needs to be addressed. The possible mechanisms to identify and negotiate gender-based biases will be discussed. Influence of media and other factors on creating challenges as well as opportunities needs to be explored much deeper. Taking examples and case studies from different scenarios in higher education, issues of access and opportunities for quality education would be discussed. It would also explore the possibilities of embedding the discussions related to gender in curriculum, pedagogy and assessment. An attempt to creates spaces for sharing experiences and developing competencies among all learners would be reflected upon. The session would attempt to strengthen the teachers' belief system about providing equal learning opportunities to all genders.

Innovative and flexible methods: theatre, cinema, media

Purpose: The theme proposes to dwell into the possibilities of using innovative methods like theatre and cinema, exploring the flexibility of these mediums beyond conceptual development in higher education.

Media has played a huge role in influencing as well as mirroring the social milieu in which we have been living. With exponential increase in technology, new mediums have emerged and played huge role in engaging people in one way or the other. Theatre, cinema and other popular media has been part of education in different ways. As a pedagogical discourse, it has paved way for providing flexible approach to learning as well. With the exponential increase in technology and its availability, the mediums as well as tools for communication have increased. This gives an opportunity to reflect about engaging the learners differently for the purpose of pedagogy and assessment. Going beyond the critical analysis of various media and the role others have played, active engagement in contributing at different levels would also highlighted. From analysing media depiction of people, events, places, etc. to providing opportunities for expressing themselves through these media, it has reaffirmed its position in higher education also. The session on Innovative and Flexible Methods: Theatre, Cinema and Media, would highlight these areas in higher education pedagogy. How as pedagogical tool, they can be used in different subjects would also be discussed and visualising different possibilities of student's engagement using these media would be explored.

Internationalization of Higher Education

Purpose: Internationalization of higher education is the need of the time to prepare global citizens with the help of various educational and cultural exchange practices at global level. This theme aims to provide opportunity for establishing the practice of trialogue among educational practitioners in higher education with a purpose to conceptualize the international thought and develop contextual perspective about internationalization of higher education.

Internationalisation of higher education promotes sharing of best academic and research practices through interactions between diverse education systems, and helps in developing global citizens through mobility of students and scholars. In an ever-changing world, global awareness and interconnectedness through internationalisation of higher education has a significant role to play in shaping the next generations of learners. The National Education Policy, 2020 envisions attaining highest global standards in the quality of higher education. It is essential for all the teachers in higher education to work towards comprehending the rationale and significance of global exchange in education. The process of knowledge generation is located in the experiential ecology which are is often situated in a context. The sharing of knowledge thus can be of critical relevance for building the epistemic postulates in any discipline. In the era of inter and trans disciplinary approach to higher education this process exists in a relatively complex form. Internationalism in higher education is a multidimensional process that will focus both on creating platforms for knowledge exchange among the scholars and developing provisions for the student exchange from all over the world. This would requires that the international competencies are to be fostered in both the students and the educational practitioner in higher education. One of the most critical dimensions here would be to develop a global mindset of students and shape their bitingness as global citizens while deep rooted pride in being Indian. This newly evolved idea of developing into a Global Citizen founded in the national identity necessitates that the appropriateness of contemporary practices in higher education are reflected upon and innovative designs are created to accomplish this goal in higher education.

Assessment Schedule

The proposed design of faculty development progamme counters many existing processes prevalent in higher education. It is therefore, needed that the participants of the programme experience these proposed dimensions during the programme. Posing trust in the conjecture of assessment as learning the assessment scheduled for this FDP is differently planned. It places the participants in an individual yet interdependent position as someone who are capacitated to plan for their own learning experiences. The participants of this programme will be faculty members of colleges/university. The proposed assessment procedure is located in their experience.

A detailed step wise assessment process is proposed with active participation of all the participants. A thematic group work and individual assignment are planned for engaging the participants in mind-on activities and enhancing consolidation on a regular basis.

The participants will be distributed in small groups possibly through random process/considering their own choice of team members. These groups may or may not be constant throughout the FDP.

Three tasks are proposed during this course.

1.   Constructing multiple choice questions
2.   Developing case profiles of students
3.   Developing critical understanding of classroom-based research

For each task there will be a discussion session. This is proposed to clarify the nature and scope of the task under consideration. There will be one/two open slots for group work and library work. Each of these tasks will conclude with a presentation from the participants. A few guidelines are shared with the participants for each of these tasks.

Task One: Constructing multiple choice questions

✓   In all each group will prepare five MCQ.

- ✓ Since this is an interdisciplinary group od participants, three MCQ can be from any of the subjects and two from the themes of this course, most probably from those which are covered till then.
- ✓ The task would be presented in the following sub-sections.
- ✓ The learning Outcomes in reference for which the MCQ is designed
- ✓ MCQ: Stem and options
- ✓ Key: Correct answer Justification; Incorrect answer with justification (if possible then reference from a standard textbook for justification)
- ✓ Challenges faced
- ✓ Remarks (if any)

Task Two: Developing case profiles of students

This is also proposed as a group task. The following specifications were provided for final compilation of group discussion and presentation.
- ✓ Profiling the Student
- ✓ Socio- demographic Profile
- ✓ Learning Styles
- ✓ Strengths
- ✓ Limitations
- ✓ Pedagogical Challenges
- ✓ Possibilities to enhance Learning Experiences

Task Three: Developing critical understanding of classroom-based research

This is proposed as an individual or small group task based upon the total number of participants. The foundational purpose of this task was to identify a classroom- based research problem and discuss the challenges and opportunities in addressing that problem with the focus on creating an ecology of learning wherein the higher order purpose of tertiary level education is accomplished by each learner. The deliberations were expected to be consolidated in following format.
- ✓ Area (problem you are trying to address)
- ✓ Rationale (Why this problem: personal experience/theory driven/policy based/any other)
- ✓ Significance of the research

- ✓ Research Questions
- ✓ Research Design (Sample, Tools, Timeline, Steps)
- ✓ Predictable Challenges

Executive Summary

The course titled Pedagogical Imperatives for Capacity Building in Higher Education was launched in the form of Faculty Development Programme organised by the Institute of Lifelong Learning, University of Delhi and Mahatma Hansraj Faculty Development Centre (A centre of MoE, Govt of India under PMMMNMTT Scheme) in collaboration with each other. The programme was scheduled for twelve days with six hours each day. To maintain the rigor of discussions the sessions were scheduled for two hour each. There were thirty-six sessions in the complete programme. The twenty-two themes of the course were deliberated upon by the experts in concerned area. Since the course is developed for college/university teachers, their experience was duly acknowledged and they were visualized as active collaborators in the process of learning as a foundational premise in the design of the course. The emerging practice of assessment as learning has been the highpoint of this course. Three assessment tasks were conducted as part of this course. Two of these were group task and one was an individual task. Total six sessions, three each for two group tasks and four sessions for individual task were utilized. A possible schedule for planning this programme is placed as appendix in the end.

The programme was based on a course which envisages each stakeholder engaged in the process of education across any level as an active partner in creating knowledge. So, it was discussed that the group shall be kept small. Finally, the participant group had 25 faculty members from various colleges and universities across India including 1 participant from Jammu, 1 from Shillong, 2 from Haryana, 1 from Maharashtra, 1 from Chhattisgarh and others from Delhi and NCR along with 1 participant from Ethiopia to make this FDP global in its outreach.

This 12 days Faculty Development Programme was inaugurated on 21st Feb.2022 in an online mode. The dignitaries emphasized upon the significance of this program and congratulated ILLL for its contributions in

organising such engaging and well thought of program which holds the promise of enriching the university's academia. The purpose of education was deliberated upon as the domain where an individual learns to express, articulate the inspirations and anxieties, and decide the mode of life in which one wishes to engage. The participants were encouraged to make passive learning space into active learning space.

It would be appropriate, a priori, to present the summary of sessions in a sequence which would facilitate the methodical thorough processing of an all-embracing approach towards pedagogy at higher education. So, the summary of sessions is discussed under thought-baskets conceptualized for the purpose of organising the various strands of the themes.

Section A: Foundational Premise for Pedagogy at Higher Education

Section A has seven founding themes. These themes were expected to develop multi-dimensional understanding of foundational ideas in pedagogy at higher education.

A.1: NEP 2020: Envisioning Energized, and Capable Faculty at Higher Education

This session apprised the participants about nature of NEP 2020 and the scope of this policy revision after 34 years. The focus of the policy on re-skilling, up-skilling and keeping pace with the Education revolution 4.0 was elaborated. The significant keywords of the policy like Pedagogy, Interdisciplinarity and Multi-disciplinarity were highlighted. The expansive scope of facilitating the outreach of higher education with a focus on increasing the GER from 26% to 50%. through the concept of boundary-free digital university was commended. The participants raised queries about the need, relevance and challenges of maintaining high standards of education through digital universities. They also enquired whether policy guides or points towards some specific areas of research.

A.2: Pedagogy for Addressing Diversity and Inclusion

The session focused upon the changing nature of higher education based upon two critical factors one-the goal and aims of education in the light of NEP 2020and two-ever evolving classroom matrix through infinitely probable combinations of socio-economic stratification, language spectrum, gender diversity and cultural blends. Consequently, the emerging classroom dynamics necessitates pedagogical approaches which can lead to creation of inclusive ecology nurturing the spirit of collaborations and self-motivation in all spheres of life. The post-session discussions focused upon possibility of blended learning and challenges of young teachers who face excessive disruption from students. It was discussed that an active-reflective teacher can encourage to locate the source of their questions and engage them meaningfully in the process of learning.

A.3: The idea of 'Others': Phenomenological Foundations of Contextualizing Pedagogical Stances

This session started with a description of the human understanding which is primarily categorical in nature and how 'Otherness' is attributed to these categories. Characterization of other people and cultures draws biases, prejudices and opinions of the culture that is represented. The 'Other' as per stereotyping is negative, constant, opposite, different from me. Othering denies the possibilities of growth as the Other must be recognizable as a character. The face of the 'Other' reminds us that we are not the centre of the universe. Detailed discussion was held on the need for pedagogical practices to be more inclusive. The pedagogy focusing on the utilitarian aspect of education was critiqued. It was emphasized that by anchoring ethics and education to the tangibility of people's lives and their interactions we might explore the possibilities for living well together.

A.4: Research as a Pedagogical Tool: Conceptual Perspective

During the session, the participants learned about evolution of the concept

of pedagogy in higher education, concept, types and process of research. The enabling and constraining factors effecting the pedagogical processes were also discussed in detail. The session was rooted in a number of guiding questions to decide about the pedagogy, such as how do people learn; how to design meaningful learning environments; how to design spaces for personalized learning and many more like these. The efficacy of research-based pedagogy for optimizing the development of higher order thinking and process skill amongst student was explained in detail. It was expounded that research-based pedagogy facilitates learning that promotes critical thinking, problem solving, creative thinking, autonomy of operation and practical application. Participants were also apprised about the rationale for research-based pedagogy. The entire session was developed through illustrations and supported with numerous examples. The appropriateness of research-based pedagogy for undergraduate students was discussed in length.

A.5: Understanding Learner: A Psychosocial Perspective
The session opened with the idea that teaching is an art because art exhibits ways in which teachers use creative ways to teach the students, and so the students find it exciting and enjoy the process of learning. Teachers need to determine the methods and strategies that work best for their learners. Teaching need not be perceived as a standardized product. Teachers may regularly, carve out their own philosophy of teaching, discover their unique talents, and learn how to use them. It was emphasised that incorporating flipped classroom method along with in-depth understanding of pedagogy for adult students can enhance the quality of teaching-learning experiences. This requires them to gradually evolve as facilitators, practitioners, assurers, deliverers, and contributors in shaping their students and society as a whole. The session concluded on the note that reflective teachers have the strength and ability to create meaningful learning environment for their students.

A.6: Thinking and Cognition: A Psychosocial Perspective

The session helped the participants link the role of thinking and cognition with pedagogical planning. It was explained that how psychology systematically studies the human behaviour. Thinking and higher order thinking is critical for people involved in education for enhancing creativity as creativity is based on divergent thinking. The role of metacognition in education & research was also deliberated upon. It was emphasized that psychosocial theories focus on the nature of self-understanding, social relationships, and the mental processes that support connections between the person and his/her social world. The significance of teachers developing an in-depth understanding of the process of thinking and cognition for achieving the goal of quality education was discussed in detail.

A.7: Motivating Self for Continuous Professional Development

The session was founded in the belief that it is essential for teachers to be self-motivated, as it helps in reviewing, renewing, and extending their commitment towards the profession. Quality of teaching is one of the most critical predictors of students' learning outcomes. Motivation to participate in professional development on a regular basis can be approached as a multidimensional construct, implying that individuals may have multiple reasons for engaging in certain pedagogical practices. With a strong advocacy that continuous professional development is not possible without the institutional and administrative support the session concluded with the sharing the challenges and experiences by participants from various governmental and private institutes.

Section B: Perspective in Pedagogy at Higher Education

Section B has ten themes which are critically significant to capture the vastness of pedagogical planning. The themes in this section are expected to facilitate the teachers in higher education comprehend the nature and scope

of various dimensions other than content for enhancing the learning experiences of the students.

B.1: Pedagogical Approaches in Higher Education

The sessions initiated with description about the significant developments in the field of higher education in 20th and 21st century. According to the recent report on education, we have only 1043 universities and 385.36 lakh students been enrolled. Most students from disadvantaged backgrounds do not have access to higher education. Regular schedules of attending classes and rigid assessment patterns have dissuaded many other students from attending higher education. This issue has been constantly addressed through multiple provisions for higher education. The unique contribution of the Non-Collegiate Women's Education Board, Delhi University, was discussed. NCWEB has been leading the process of social change by empowering women through education for the last 76 years. The other existing facilities like open school of learning and national level open universities were also discussed. The upcoming idea of digital universities was also seen in the light of providing quality education within flexible time and space. It was highlighted that all these educational provisions at higher education require a dedicated pedagogical planning and that this will require re-envisioning the role of teachers, students, content and assessment at systemic level. It would also require creating facilities for upgrading the teaching-learning skills of each of the partaker in this process.

B.2: Critical Pedagogy

The session raised questions like what defines our humanity; What distinguishes us from other beings? It is "education", its ideals, symbols and everyday practices, its rights, duties and obligations, it is in the domain of education that we think and express ourselves, articulate our inspirations and anxieties, and decide the mode of life we wish to engage in. Education, knowledge and values are integrated and integral parts of human

edification, wisdom, culture and civilization. The Indian perspective on pedagogy and critical thinking was also discussed and it was stated that 'everything is not philosophy, but everything can be philosophized'. The deliberations brought forward the debate around the role of education as developing individuals' thinking and cognition to locate discontinuities in existence or merely to repeat their role in maintaining the status-quo.

B.3: Designing Learning outcomes

It was explained that learning outcomes are usually discussed within the context of program-wide assessment, but they can be valuable components of any class because of the way they sharpen the focus on students' learning. The design of learning experiences in higher education is becoming increasingly outcome-led, but there is confusion regarding what constitutes these outcomes. There is evident disquiet concerning their ostensible association with behaviourism, and apprehensions concerning their implementation. But it may be of critical significance for learning that the students understand the conditions and goals of their assessment. The possibility of assessment as learning can be enhanced in such scenarios.

B.4: Principles of Curriculum Construction

This session highlighted the significance of curriculum in any institution. It was suggested that it may include clear description of what the student is expected to know, and the role of the teacher in supporting them to achieve those goals. It is suggested that the curriculum be developed to promote interdisciplinary approach. Along with this, needs of the students are equally important to be recognized during this process. A curriculum document is required to be well-equipped with examples and suggested resources which will make it more effective and clearly lay out the learning objectives and expected learning outcomes. When asked about suggestions from participants on curriculum construction the inputs were to create an inclusive space and have multidisciplinary approach to address multiple

needs and inculcate a range of thinking and process skills.

B.5: Curriculum Planning and Processes

The session laid emphasis on the value-based approach to higher education, as discussed in NEP- 2020, through proper processes and planning of curriculum. The core element of the curriculum such as teaching content, tutorial, delivery pattern, and assessment method were discussed. It was suggested that the curriculum should be activity based as that will be help student with hands on experience. Furthering the discussion, the five steps of curriculum processing as (1) Identifying the issue/problem/need (2) Conduct Needs Assessment and stating the intended outcomes (3) Selecting the learning content (4) Design curriculum product and developing assessment mechanism (5) Evaluate the effectiveness of learning outcomes, experiences, tests, and revision of the curriculum were deliberated upon.

B.6: Rethinking Assessment Processes: Possibilities and Challenges

The difference between assessment and evaluation was explained thoroughly. There were elaborative discussions on types and modes of assessment. The need for assessment was also discussed in detail. The rationale for rethinking assessment was discussed as located in expanding scope of learning and an emerging concern about developing multiple skills like creative & critical thinking and many more. The shifting role of students in their own assessment and assessment of peers and teachers was also discussed. This leads to the change in procedures for planning assessment schedules and now it is expected that the criteria of assessment be decided with active engagement of all the stakeholders, Also, for greater efficacy it needs to be shared with all concerned right in the beginning of the learning cycle. Assessment needs to be detailed with qualitative feedback discussing the areas of strength as also mapping the gaps in learning. It was also discussed that frequency of assessment needs to be thought about.

B.7: Assessment Possibilities in Higher Education

The session explained the Concepts, Meaning and Origin of assessment. It also discussed the differences between measurement, assessment and evaluation. A detailed account of Bloom's Taxonomy which emphasizes upon Remembering, Understanding, Applying, Analysing, Evaluating and Creating was discussed. Purpose of Assessment was also discussed wherein different approaches to assessment were demystified. The difference between assessment of learning (Summative Assessment), assessment for learning (Formative Assessment) and assessment as learning (Extended Formative Assessment) were elaborated upon. Innovations in Assessment was also a very important topic wherein it was understood that innovations can be brought about through mind maps, conceptual maps, learning portfolios, theme walls, Journal Writing, Reviews, Critical Analysis etc.

B.8: Virtual Learning Platforms in Higher Education

This session was activity-based and deliberations were focused upon two vital parts: importance and impact of virtual learning tools and how the same tools can be used for the assessment of the students. In the first part of discussion, the importance of communication, technology, and pedagogy knowledge was elaborated upon. In the second part the different free open virtual resources and initiative of government of India regarding virtual learning like SWAYAM, Moodle, E path Sala were described. The participants also participated in different activities like use of Moodle, how they can create their own website, how they can make videos for students. The session facilitated the capacity building of many participants upskilling them for engaging with virtual learning platforms.

B.9: Digital learning Tools and Pedagogy

The discussions during the session on theme Digital Learning Tools and Pedagogy emphasised that it is a teacher who can make best or worse use of

technology. The role of teacher is critical who creates curiosity, excitement and memorable learning moments. It was further highlighted that ICT increases the flexibility of content-transaction so that learners can access knowledge anytime and from anywhere. New imperatives to implement blended learning, Education 4.0, MOOCs replacement with MOOPs, E-leaning with Bloom's Taxonomy, BL Mode in Indian Higher Education, ICT Initiatives, Technical competency of teachers and learners, Hacking, Cyber Etiquettes were discussed in detail.

B.10: Developing Teachers and Students as Researchers
The session focused upon developing the teachers and students as researchers. In most learning situations at higher education the pedagogical practices are based on the idea that the students are passive learners. It is assumed that, they do not have potential to critically engage in conceptual debates while researchers are free, opiniated and can indulge in debate. It was recommended that the education in the present context should connect the curriculum-based discussions with the real world and provide opportunity to engage with the problem solving about real world/life issues. However, the research-based pedagogy would require that both the teachers and the students develop research aptitude. They both have to take a step further and attain a position of problem-poser.

Section C: Espousing for Transformative Perceptions in Pedagogy at Higher Education
Section C has five themes which holds the potential to acquaint about the substantive nuances of creating inclusive, student-focused pedagogical approaches. Teachers in higher education are aware of diversity in their classroom, but they often consider these as insignificant and indulge in content-specific pedagogical approach devoid of an in-depth understanding of the multiple ways of learning and influence of the socio-personal conditions of the students on these cognitive processes. The themes under

this section are an attempt to draw attention towards these aspects of critical relevance.

C.1: Making classrooms inclusive: Pedagogical processes for addressing issues related with students with special needs

The session was built around the conceptual understanding that Inclusive education denotes that everyone has the right to quality education and meaningful learning experiences. Inclusive education means that all the student study with each other in the same classroom. It strongly advocates creating tangible learning opportunities for groups who have traditionally been excluded especially the individuals with disabilities who may have atypical learning styles. The students with diverse learning and expression styles are placed together in a regular classroom for most of the duration. There could be differences in their pace of learning as well. The pedagogical challenges in such situations are much complex since such context require differentiated planning. The support of assistive devices and other virtual resources can facilitate the process of creating inclusive learning environments for each learner.

C.2: Understanding Social Diversity: addressing issues related with students from socially and economically disadvantaged families.

The sessions brought-forth the meticulous description of Indian classrooms. The multiple domains of diversity in Indian class room like linguistic, socioeconomic, social culture, religious belief, race, caste, sexual orientation was elaborated upon. There was discussion about pedagogical nuances which facilitates bonding between culturally diverse teachers and student. There were focused discussions about deficit approach and resource pedagogy. The illustrations of and suggestions for addressing socio cultural mismatch in Indian school classrooms were deliberated upon. The idea of nurturing the explicit character in the learner and also to inculcate cultural competence with cultural tolerance was the

main thrust of this session.

C.3: Gender Identities: Issues and Challenges in Higher Education Institutes

The session started with a discussion that gender issues is one of the significant lived realities of any person's life. It was described under two major sub-themes sensitization and inclusion(inclusion). The disconnect between the policies and acceptance within the communities was also discussed. The impact of developing policies in isolation for each of the gender-related issue was also critically examined. The session was full of anecdotes and laid emphasis on complexities in life of each of the gender identity. The discussions during the session were founded in the belief that higher education and research are key instruments for empowerment and social change. Universities can be powerful institutions for promoting gender equality, diversity and inclusion, not only in the higher education context, but also in society at large.

C.4: Innovative and flexible methods: theatre, cinema, and media

The session deliberated upon how to use theatre, cinema and media as a teaching-learning resource on a regular basis. These mediums can provide deepened and expanded learning opportunities with new tools for constructing thoughts and feelings. In an unbounded manner these mediums can help cultivate spirit of inquiry most typically on issues of social relevance. The emotional and social domains of personality can be enriched through open-minded debates and discussions created around the various situations depicted through these mediums. The discussions led to an elaborated understanding of wholistic development being a dynamic concept that encompasses a new vision of education to empower people, student-sensitive educational environment where one focuses on creating a learning environment which respect everyone's point of view and provide a platform for nurturing reflective practices among all the partakers

C.5: Internationalization of Higher Education

It was an insightful and interactive lecture on internationalization of Higher education where many important issues were discussed. It was discussed that there are many reasons to believe that modern information and communication technologies and the movement of people, ideas and culture across national boundaries present new opportunities to promote one's culture to other countries and provide more chances for the fusion of culture.

Referring to India's rich cultural cohesive and inclusive nature internationalization of higher education was discussed as an age-old tradition of ancient India. It is historically established that institutions of higher education like Taxila and Nalanda had foreign students from China, Korea, Japan, Indonesia etc. who came there to study. Furthering the discussions critical examination of difference between Internationalization and Globalization, Truths and Myths about internationalization, the purpose and need of internationalization; its educational aims, and the parameters of ranking for universities were shared with the participants. The discussions brought forth many new suggestions like exchange of people and thought across various national, state and local colleges in India, writing authentic research-based papers and also collaborating with other educationists in foreign countries for developing symbiotic connections with each other.

Assessment Schedules: An Integral Component of the Course:

It is essential that the planning and organisation of three dedicated task designed for the participants of this faculty development be summarised here. Based on an in-depth understanding of the possible gaps in effective pedagogical planning, three task were developed by the course development team.

Constructing multiple choice questions

Developing case profiles of students

Developing critical understanding of classroom-based research

The first two tasks were group task and the last one was projected as an independent task. For each of these tasks there were dedicated sessions for facilitating the participants comprehend the nuances of the task. Clear guidelines were provided for conceptualizing the task, organising the group work and template for presenting the task. There were dedicated experts from the field of education to first create descriptive understanding of the task, another team for hand-holding during the group task and yet another expert for attending the presentations and providing feedback. The response of the participants as also their zeal and enthusiasm were high on scale. The experts who contributed unwaveringly in actualising the effective conduct of these task deserves special mention. They imbibed the spirit of the tasks and were completely devoted to the agenda of engaging meaningfully with the participants. Together, with the cooperation of each of the partaker this segment of the course achieved high level of success with exceptional contribution form each of the participants in the form of high-quality assignments submitted for each of the three tasks under discussion.

Valedictory session:
The final session of this faculty development programme was the valedictory session. The discussions during valedictory session highlighted the need for focusing upon quality and excellence in higher education. With emphasis upon enhancing the motivation level of teachers, comparable international standards of curriculum and diluting the notional academic hierarchy for freedom of expression as stakeholders, an inclusive roadmap to quality education was strongly advocated. Two of the participants shared their experiences during the programme and discussed the long-lasting impact that the various sessions of the creating in their professional journey. The dynamic schedule of assessment during this faculty development programme was applauded by all the participants. The rigor of engaging with multiple dimensions of pedagogical planning earned immense appreciation. The session concluded with vote of thanks for the contribution of every person who made this possible.

Reflections

The process of developing and implementing this course has been a great learning experience. There were multiple instances of going back and forth on multiple issues under consideration. Each stage of this journey had a spectrum of challenges to be addressed to continue moving towards accomplishing the task in hand.

During the first phase when course was to take a shape, it was challenging to locate the domains which would strengthen the pedagogical understanding of the participants. The course was to be designed for stakeholders in higher education. All the partakers in higher education have sound understanding of the classroom dynamics. But as the same time there are significant domains which require specific considerations for enhancing the quality of teaching-learning. Collating all these themes was a unique challenge which was addressed through brainstorming sessions, vetting team suggestions and consistent engagement with the various ideas and conjectures that were occupying the mind endlessly.

Once the course was ready the implementation brough forth more challenges. Locating the resource person for each of the session was a daunting task. This is one of the unique programmes for this level of teachers. So, detailed discussions were held with each of the resource person to maintain the focus of the theme and let the discussions contribute effectively to develop an all-encompassing understanding of the pedagogical planning. These discussions also supported the process of review of the theme descriptions.

The process for conducting this course was like a cognitive and emotional roller coaster. Now, there were multiple people engaged with different roles and responsibilities. Communicating the exact spirit of a typical session required impeccable planning and clarity of the learning outcomes of the session. The discussions, debates and open-minded conversations facilitated the not so smooth but effective conduct of the complete programme.

The last milestone demanded immense focus and collating the impressions

from each of the contributor of this journey. It was tough but exceptionally enriching and rewarding. The course is developed with a thorough understanding of pedagogical nuances most essential for college/university teachers. It is aimed at creating a systemic approach to provide quality learning experiences for each student in higher education. The journey till this point has been fulfilling and reassuring. It is aspired that the course will enrich the professional acumen of many more faculty members in higher education and will itself be benefitted by the critical examination of all the partakers.

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Sandeep Kumar
Subhash Chander
vandana saxena
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Concluding for Continuity

The course holds immense potential for changing the landscape of higher education in India. It is founded in the conceptual nuances of NEP2020 and critical appraisal of professional essentialities for college/university teachers. The proactive enthusiastic response of the participants is an indication of the promises the course holds. However, this can be further enriched in multiple ways. A few suggestions are discussed here.

A virtual platform can be created for the participants of the programme. This can be lifelong affiliation and can built a community which is determined to enhance the pedagogical capacity of each other by sharing observations, research questions and focused research outcomes with each other.

The third task of the course is planning for an independent research task. With continued hand-holding these researches could be completed. These could lead to authentic research writing as well.

This course can be adapted as a week-end certificate programme.

Similar courses can be developed for head of the institutions. These could work towards creating inclusive institutional ethos and developing resources for continuous professional development of teachers.

The teachers could suggest more themes based on their field experiences. This would further enrich the course.

According to NEP 2020 and subsequent notification form UGC, the research scholars have to complete mandatory credits in pedagogy course. The course could be adapted for research scholars of any stream.

The course is an amalgamation of various interconnected yet unique strands of pedagogy. While it will be effective in its existing form undoubtedly, this can be enriched further by the collaboration of all the stakeholders. The higher education is once again in an ever-evolving embryonic stage and its growth and development is the joint responsibility of all the stakeholders. It is envisioned that the higher education plane will be dynamic and full of learning spaces for each of the student and teacher alike.

Sandeep Kumar   Subhash Chander   vandana saxena

Annexure 1
Proposed Programme Schedule

The course has an in built coherence of thoughts. To facilitate the planning and organisation a systematic schedule is suggested here. However according to the availability of the resources this can be reappropriated.

Day	Session one 10:00 AM -12:00 PM	12:00-12:10	Session Two 12:10 PM-2:10 PM	2:10PM - 3:00PM	Session 3 3:00PM - 5:00PM
1.	Inaugural		NEP 2020:Envisioning Energized and capabale faculty		Pedagogy for Addressing Diversity and Inclusion
2.	Pedagogical Approaches in Higher Education		Task One Group Work (Discussion)		Understanding Learner: A Psychosocial Perspective
3.	Thinking and Cognition: A Psychosocial Perspective		Task One Group Work (Library)		Designing Learning outcomes
4.	Curriculum Construction		Understanding Social Diversity		Task One Group Presentations
5.	Rethinking Assessment		Coordinators interaction		Making Classrooms inclusive
6.	Digital learning Tools and Pedagogy	Bio Break	The idea of 'Others': Sociological Foundations of Contextualizing Pedagogic Stances	Lunch	Task Two Group Work (Discussion)

7.	Critical Pedagogy		Task Two Group Work (Library)		Assessment Possibilities in Higher Education
8.	Virtual Learning Platforms in Higher Education		Research as a Pedagogical Tool		Gender Identities
9.	Curriculum Planning and Processes		Developing Student and Teacher as a Researcher		Task Two Group (Presentations)
10.	Innovative and Flexible methods		Coordinators session		Task three Individual assignment (Discussion)
11.	Internationalization of higher education		Motivating self for Continuous Professional Development		Task three Individual assignment (Library)
12.	Individual Presentation		Individual Presentation		Valedictory

Annexure 2

NEP 2020
Higher Education

National Education Policy 2020

Ministry of Human Resource Development

Government of India

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8.11. Finally, the children and adolescents enrolled in schools must not be forgotten in this whole process; after all, the school system is designed for them. Careful attention must be paid to their safety and rights- particularly girl children - and the various difficult issues faced by adolescents, such as substance or drug abuse and forms of discrimination and harassment including violence, with clear, safe, and efficient mechanisms for reporting and for due process on any infractions against children's/adolescents' rights or safety. The development of such mechanisms that are effective, timely, and well-known to all students will be accorded high priority.

Part II. HIGHER EDUCATION

9. Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System

9.1. 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. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

9.1.1. Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. 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.

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.

9.1.3. At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

9.2. Some of the major problems currently faced by the higher education system in India include:
 (a) a severely fragmented higher educational ecosystem;
 (b) less emphasis on the development of cognitive skills and learning outcomes;
 (c) a rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;
 (d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
 (e) limited teacher and institutional autonomy;
 (f) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
 (g) lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
 (h) suboptimal governance and leadership of HEIs;
 (i) an ineffective regulatory system; and
 (j) large affiliating universities resulting in low standards of undergraduate education.

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9.3. This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

(a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;

(b) moving towards a more multidisciplinary undergraduate education;

(c) moving towards faculty and institutional autonomy;

(d) revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;

(e) reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service;

(f) establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;

(g) governance of HEIs by high qualified independent boards having academic and administrative autonomy;

(h) "light but tight" regulation by a single regulator for higher education;

(i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

10. Institutional Restructuring and Consolidation

10.1. The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.

10.2. Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. The ancient Indian universities Takshashila, Nalanda, Vallabhi, and Vikramshila, which had thousands of students from India and the world studying in vibrant multidisciplinary environments, amply demonstrated the type of great success that large multidisciplinary research and teaching universities could bring. India urgently needs to bring back this great Indian tradition to create well-rounded and innovative individuals, and which is already transforming other countries educationally and economically.

10.3. This vision of higher education will require, in particular, a new conceptual perception/understanding for what constitutes a higher education institution (HEI), i.e., a university or a college. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities, those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university.

10.4. A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. 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 would develop into either an Autonomous degree-granting College, or a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire.

10.5. It must be clearly stated that these three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness. The most salient marker for these categories of institutions will be the focus of their goals and work. The Accreditation System will develop and use appropriately different and relevant norms across this range of HEIs. However, the expectations of high quality of education, and of teaching-learning, across all HEIs will be the same.

10.6. In addition to teaching and research, HEIs will have other crucial responsibilities, which they will discharge through appropriate resourcing, incentives, and structures. These include supporting other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.

10.7. By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities. Since this process will take time, all HEIs will firstly plan to become multidisciplinary by 2030, and then gradually increase student strength to the desired levels.

10.8. More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district. Steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. While a number of new institutions may be developed to attain these goals, a large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs.

10.9. Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions. There will be a fair and transparent system for determining increased levels of public funding support for public HEIs. This system will give an equitable opportunity for all public institutions to grow and develop, and will be based on transparent, pre-announced criteria from within the accreditation norms of the Accreditation System. HEIs delivering education of the highest quality as laid down in this Policy will be incentivized in expanding their capacity.

10.10. Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning (SDG 4). All ODL programmes and their components leading to any diploma or degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. Top institutions accredited for ODL will be encouraged and supported to develop high-quality online courses. Such quality online courses will be suitably integrated into curricula of HEIs, and blended mode will be preferred.

10.11. Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters, in order to enable and encourage high-quality multidisciplinary and cross-disciplinary teaching and research across fields. Single-stream HEIs will, in particular, add departments across different fields that would strengthen the single stream that they currently serve. Through the attainment of suitable accreditations, all HEIs will gradually move towards full autonomy - academic and administrative - in order to enable this vibrant culture. The autonomy of public institutions will be backed by adequate public financial

support and stability. Private institutions with a public-spirited commitment to high-quality equitable education will be encouraged.

10.12. The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. This will be achieved through a concerted national effort including suitable mentoring and governmental support for the same.

10.13. The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education.

10.14. University, worldwide, means a multidisciplinary institution of higher learning that offers undergraduate, graduate, and Ph.D programmes, and engages in high-quality teaching and research. The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

11. Towards a More Holistic and Multidisciplinary Education

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.

11.2. Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. Research is also improved and enhanced through a holistic and multidisciplinary education approach.

11.3. A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

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.

11.5. Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning. Graduate-level, master's and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry.

11.6. Large multidisciplinary universities and colleges will facilitate the move towards high-quality holistic and multidisciplinary education. Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. This will be encouraged by increased faculty and institutional autonomy in setting curricula. Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.

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

11.8. 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. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will 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.

11.9. The structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows 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. An Academic Bank of Credit (ABC) shall be established 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 credits earned. The 4-year programme may also lead to a degree 'with

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Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

11.10. HEIs will have the flexibility to offer different designs of Master's programmes: (a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme; (b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and (c) there may be an integrated 5-year Bachelor's/Master's programme. Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research. The M.Phil. programme shall be discontinued.

11.11. Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education. They will also help set the highest standards for multidisciplinary education across India.

11.12. HEIs will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Given the scenario of epidemics and pandemics, it is critical that HEIs take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas. HEIs will develop specific hand holding mechanisms and competitions for promoting innovation among student communities. The NRF will function to help enable and support such a vibrant research and innovation culture across HEIs, research labs, and other research organizations.

12. Optimal Learning Environments and Support for Students

12.1. Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge. Last but not least, the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning.

Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed.

12.2. First, in order to promote creativity, institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and traditional 'in-class' modes. Accordingly, curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme. All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

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12.3. Second, each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom. For example, all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed. Faculty will have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides.

12.4. Third, students from socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education. Universities and colleges will thus be required to set up high-quality support centres and will be given adequate funds and academic resources to carry this out effectively. There will also be professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being.

12.5. Fourth, ODL and online education provide a natural path to increase access to quality higher education. In order to leverage its potential completely, ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to clearly articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available. Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed.

12.6. Finally, all programmes, courses, curricula, and pedagogy across subjects, including those in-class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

Internationalization

12.7. The various initiatives mentioned above will also help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.

12.8. India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India. Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.

Student Activity and Participation

12.9. Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Towards this end, students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counselling systems for handling stress and emotional adjustments. Furthermore, a systematized arrangement shall be created to provide the requisite support to students from rural backgrounds, including increasing hostel facilities as needed. All HEIs will ensure quality medical facilities for all students in their institutions.

Financial support for students

12.10. Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

13. Motivated, Energized, and Capable Faculty

13.1. The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been increased substantially. Various initiatives have also been taken towards providing faculty with professional development opportunities. However, despite these various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession. To this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

13.2. As the most basic step, all HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the latest educational technology that enables better learning experiences.

13.3. Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities. Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community.

13.4. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work.

13.5. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable.

13.6. In keeping with the vision of autonomous institutions empowered to drive excellence, HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Whereas the current recruitment process will be continued, a 'tenure-track' i.e., suitable probation period shall be put in place to further ensure excellence. There shall be a fast-track promotion system

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for recognizing high impact research and contribution. A system of multiple parameters for proper performance assessment, for the purposes of 'tenure' i.e., confirmed employment after probation, promotion, salary increases, recognitions, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community, shall be developed by each HEI and clearly enunciated in it's Institutional Development Plan (IDP).

13.7. The presence of outstanding and enthusiastic institutional leaders that cultivate excellence and innovation is the need of the hour. Outstanding and effective institutional leadership is extremely important for the success of an institution and of its faculty. Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions. Leadership positions shall not remain vacant, but rather an overlapping time period during transitions in leadership shall be the norm to ensure the smooth running of institutions. Institutional leaders will aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and all HEI leaders.

14. Equity and Inclusion in Higher Education

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.

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.

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.

14.4. For this purpose, additional actions that are specific to higher education shall be adopted by all Governments and HEIs:

14.4.1. Steps to be taken by Governments

(a) Earmark suitable Government funds for the education of SEDGs
(b) Set clear targets for higher GER for SEDGs
(c) Enhance gender balance in admissions to HEIs
(d) Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs
(e) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually
(f) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs
(g) Conduct outreach programmes on higher education opportunities and scholarships among SEDGs
(h) Develop and support technology tools for better participation and learning outcomes.

14.4.2. Steps to be taken by all HEIs

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(a) Mitigate opportunity costs and fees for pursuing higher education
(b) Provide more financial assistance and scholarships to socio-economically disadvantaged students
(c) Conduct outreach on higher education opportunities and scholarships
(d) Make admissions processes more inclusive
(e) Make curriculum more inclusive
(f) Increase employability potential of higher education programmes
(g) Develop more degree courses taught in Indian languages and bilingually
(h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
(i) Develop bridge courses for students that come from disadvantaged educational backgrounds
(j) Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes
(k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
(l) Strictly enforce all no-discrimination and anti-harassment rules
(m) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

15. Teacher Education

15.1. Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

15.2. According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs – over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

15.3. In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.

15.4. As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

15.5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond

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Annexure 3

The GAZETTE OF INDIA

Academic Bank of Credits

भारत का राजपत्र
The Gazette of India

असाधारण
EXTRAORDINARY

भाग III—खण्ड 4
PART III—Section 4

प्राधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

विश्वविद्यालय अनुदान आयोग

अधिसूचना

नई दिल्ली, 28 जुलाई, 2021

फा. सं. 14-31/ 2018 (सीपीपी—II).—विश्वविद्यालय अनुदान आयोग, विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 की धारा 26 की उप-धारा (1) के खंड (च) और (छ) के अन्तर्गत प्रदत्त शक्तियों का प्रयोग करते हुए केंद्र सरकार के अनुमोदन से एतद् द्वारा निम्नलिखित विनियम बनाता है, नामत:

1. लघु शीर्षक, अनुप्रयोग एवं प्रवर्तन : (1) इन विनियमों को विश्वविद्यालय अनुदान आयोग का (उच्चतर शिक्षा में एकेडमिक क्रेडिट्स बैंक की स्थापना और संचालन) विनियम, 2021 कहा जाएगा।

   (2) वे विनियम एक केंद्रीय अधिनियम, एक प्रांतीय अधिनियम या एक राज्य अधिनियम द्वारा या उसके तहत स्थापित या निगमित भारत में सभी विश्वविद्यालयों; विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 (1956 का 3) की धारा 3 के तहत मानित विश्वविद्यालय के रूप में घोषित संस्थान; और इन विनियमों में परिभाषित स्वायत्त महाविद्यालयों पर लागू होंगे।

   (3) वे भारत के राजपत्र में उनकी अधिसूचना की तारीख से प्रभावी होंगे।

2. परिभाषाएं:- इन विनियमों में, जब तक संदर्भ से अन्यथा वांछित न हो

   (क)   "अधिनियम" का अर्थ विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 (1956 का 3) है;

(ख)　"एकेडमिक बैंक खाता" का अर्थ एक विद्यार्थी द्वारा एकेडमिक क्रेडिट्स बैंक के साथ खोला गया और संचालित एक व्यक्तिगत खाता है, जिसमें विद्यार्थी द्वारा अध्ययन किए गए पाठ्यक्रमों से अर्जित सभी शैक्षिक क्रेडिट निक्षेपित, मान्य, संचित, पोषित, अंतरित, पुष्टिकृत अथवा किसी उपाधि प्रदान वाली संस्था द्वारा डिग्री या डिप्लोमा या प्रमाणपत्र आदि प्रदान करने के प्रयोजन से विमोचित किए जाते हैं;

(ग)　"एकेडमिक क्रेडिट्स बैंक" का अभिप्राय एक अकादमिक व्यवस्था से है, जो एक डिजिटल या वर्चुअल या ऑनलाइन इकाई के रूप में है, जिसे आयोग द्वारा केंद्र सरकार के अनुमोदन से स्थापित किया गया है, ताकि विद्यार्थियों का शैक्षणिक खाताधारक बनना सुगम हो सके, जिसके फलस्वरूप क्रेडिट स्वीकृति, क्रेडिट संचयन, क्रेडिट अंतरण और क्रेडिट मोचन की औपचारिक प्रणाली के माध्यम से उपाधि प्रदान करने वाले वाले उच्चतर शिक्षा संस्थानों में या ऐसे संस्थानों के मध्य विद्यार्थियों की निर्बाध अंतरणीयता का मार्ग प्रशस्त हो;

(घ)　"शैक्षणिक लचीलापन" का अर्थ है, दृढ़ पाठ्यचर्या को हटाते हुए अध्ययन विषयों में पाठ्यक्रमों के रचनात्मक संयोग से अन्तर्निमेय व अभिनव पाठ्यविषयी संरचना के प्रावधान से अध्ययन हेतु बहुप्रवेश एवं बहुनिर्गम की सुविधा के साथ डिग्री या डिप्लोमा या स्नातकोत्तर डिप्लोमा या प्रमाण पत्र की पेशकश को सक्षम कर जीवन पर्यंत अधिगम की नवीन संभावनाओं का निर्माण करना;

(ङ)　"स्वायत्त महाविद्यालय" का अर्थ ऐसे किसी भी संस्थान से है, चाहे वह इस नाम से जाना जाता है या किसी अन्य नाम से, जिसे आयोग द्वारा संबद्ध विश्वविद्यालय और संबंधित राज्य सरकार की सिफारिशों पर स्वायत्तता का दर्जा दिया गया है, जिसके आधार पर यह अकादमिक और रचनात्मक लचीलेपन के साथ एक पाठ्यक्रम या शैक्षिक कार्यक्रम संचालित करता है; एवं एक विश्वविद्यालय से कोई योग्यता प्राप्त करने के लिए विश्वविद्यालय के विधान एवं अध्यादेशों के अनुरूप ऐसे पाठ्यक्रम या शैक्षणिक कार्यक्रम संचालित किए जाने तथा ऐसे पाठ्यक्रमों या शैक्षणिक कार्यक्रमों में अध्ययनरत विद्यार्थियों को संगत योग्यता प्रदान किए जाने बाबत परीक्षा कराये जाने हेतु वर्तमान में मान्यता प्राप्त है;

(च)　"आयोग" का वही अर्थ होगा जो अधिनियम की धारा 2 के खंड (क) में दिया गया है;

(छ)　"पाठ्यक्रम" का अर्थ उन विहित इकाइयों में एक से है जो एक निर्दिष्ट अध्ययन कार्यक्रम में समावेशित होती हैं;

(ज)　"क्रेडिट" का अभिप्राय एक सेमेस्टर (13-15 सप्ताह) की अवधि के लिए प्रति सप्ताह सिद्धांत-सभा के एक घंटे या एक घंटे के ट्यूटोरियल या दो घंटे के प्रयोगशाला कार्य के परिणामस्वरूप एक क्रेडिट प्रदान किए जाने की मापक गणना पद्धति से है; जो एक उच्चतर शिक्षण संस्थान, जिस पर वे विनियम लागू होंगे, प्रदान करता है; और इंटर्नशिप के लिए इंटर्नशिप के प्रति एक सप्ताह में एक क्रेडिट होगी, अधिकतम छह क्रेडिट की सीमा तक;

(झ)　"क्रेडिट-संचय" का अभिप्राय एकेडमिक क्रेडिट्स बैंक द्वारा 'एकेडमिक बैंक खाते' में विद्यार्थियों द्वारा निक्षेपित किए गए 'क्रेडिट' को स्थानांतरित करने और समेकित करने से है जो उनके द्वारा किसी पाठ्यक्रम में अध्ययन से अर्जित किए गए हों;

(ञ)　"क्रेडिट-मान्यता" का अभिप्राय एक पंजीकृत उच्च शिक्षण संस्थान के माध्यम से अर्जित क्रेडिट्स और ऐसे उच्चतर शिक्षा संस्थान द्वारा सीधे एकेडमिक क्रेडिट्स बैंक को हस्तांतरित क्रेडिट से है;

(ट)　"क्रेडिट-रिडेम्पशन" का अभिप्राय पंजीकृत डिग्री प्रदान करने वाले उच्चतर शिक्षा संस्थान द्वारा डिग्री या डिप्लोमा या प्रमाणपत्र या पीएचडी कोर्स वर्क आदि के लिए 'क्रेडिट आवश्यकताओं' को पूरा करने के उद्देश्य से एकेडमिक क्रेडिट्स बैंक में बनाए गए विद्यार्थियों के 'एकेडमिक बैंक खाते' में अर्जित 'क्रेडिट' की विनिमय करने की प्रक्रिया से है;

(ठ)　"क्रेडिट-अंतरण" का अभिप्राय उस प्रक्रिया से है जिसके द्वारा पंजीकृत उच्चतर शिक्षा संस्थान भारत में किसी भी पंजीकृत उच्चतर शिक्षा संस्थान में नामांकित विद्यार्थियों द्वारा अध्ययन किए गए 'पाठ्यक्रमों' के सापेक्ष विश्वविद्यालय अनुदान आयोग क्रेडिट मानदंडों का अनुसरण करते हुवे उसके व्यक्तिगत एकेडमिक बैंक खातों में निर्धारित 'क्रेडिट' प्राप्त करने या प्रदान करने में सक्षम हैं;

(ड) "उच्चतर शिक्षा संस्थान" का अर्थ उन संस्थानों से है जिन्हें स्वयं या विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 की धारा 22 के अनुसार डिग्री प्रदान करने का अधिकार है;

(ढ) "व्यावसायिक मानक निर्धारण निकाय" का अर्थ उच्चतर शिक्षा के प्रासंगिक क्षेत्रों में मानकों को निर्धारित करने और बनाए रखने के लिए संसद के एक अधिनियम के तहत निर्मित, स्थापित या गठित एक नियामक या प्रमुख निकाय है;

(ण) "कार्यक्रम" या "अध्ययन-कार्यक्रम" का अर्थ अधिनियम की धारा 22 की उपधारा (3) के तहत आयोग द्वारा विनिर्दिष्ट उपाधियों के संगत लक्षित उच्च शिक्षा कार्यक्रम है;

(त) "पंजीकृत उच्चतर शिक्षा संस्थान" का अर्थ एक योग्य उच्चतर शिक्षा संस्थान है जो इन विनियमों के तहत एकेडमिक बैंक ऑफ क्रेडिट द्वारा पंजीकृत है;

(थ) "सांविधिक प्राधिकरण" का अभिप्राय उच्चतर शिक्षण संस्थानों के सांविधिक निकाय, जैसे कि शासी परिषद या कार्यकारी परिषद या सिंडिकेट या प्रबंधन बोर्ड या शैक्षणिक परिषद, से है जो संस्था की ओर से निर्णय लेने के लिए सक्षम हों;

(द) "विद्यार्थी" का अर्थ है एक उच्चतर शिक्षा संस्थान में एक निर्दिष्ट क्रेडिट-आधारित पाठ्यक्रम या अध्ययन-कार्यक्रम में प्रवेशित और अध्ययनरत व्यक्ति।

3. एकेडिट्स क्रेडिट्स बैंक. – (1) एकेडमिक क्रेडिट बैंक, इन विनियमों के माध्यम से बनाए गए उपयुक्त क्रेडिट ट्रांसफर तंत्र के साथ देश में उच्चतर शिक्षा संस्थानों में विद्यार्थियों के पाठ्यक्रम ढांचे और अंतःविषय या बहु-विषयक शैक्षिक गतिशीलता के लचीलेपन को बढ़ावा देने के लिए एक राष्ट्रीय स्तर की सुविधा होगी; और जो मल्टीपल एंट्री-मल्टीपल एग्जिट के साथ-साथ कहीं, भी कभी भी और किसी भी स्तर की शिक्षा के सिद्धांत पर कार्य करते हुये विद्यार्थियों को डिग्री या डिप्लोमा या स्नातकोत्तर-डिप्लोमा या शैक्षिक योग्यता प्राप्त करने के लिए अपना स्वयं का सीखने का रास्ता चुनने की सुविधा प्रदान करेगा।

(2) एकेडमिक क्रेडिट्स बैंक उच्चतर शिक्षा के कई विषयों के एकीकरण को सक्षम करेगा, जिससे उचित रचनात्मकता, नवाचार, उच्चकोटि की सोच और विवेचनात्मक विश्लेषण सहित वांछित सीखने के परिणाम प्राप्त होंगे।

(3) एकेडमिक क्रेडिट्स बैंक कई उच्चतर शिक्षा विषयों या संस्थानों में अध्ययन-कार्यक्रम में व्यापक विकल्पों के साथ पाठ्यचर्या में लचीलापन, तथा अनूठे और रुचिकर पाठ्यक्रमों के विकल्प प्रदान करके विद्यार्थियों को सार्थक स्वायत्तता प्रदान करेगा।

4. एकेडमिक क्रेडिट्स बैंक के उद्देश्य.- (1) देश भर में उच्चतर शिक्षा में शिक्षार्थी के अनुकूल दृष्टिकोण के साथ विद्यार्थी केंद्रितता को बढ़ावा देना और उच्चतर शिक्षा में अधिक अंतःविषय दृष्टिकोण को बढ़ावा देना।

(2) विद्यार्थियों को उनकी अभिवृत्ति और ज्ञानेच्छा के अनुरूप सर्वोत्तम पाठ्यक्रमों या पाठ्यक्रमों के संयोजन का चयन करने में सक्षम बनाना।

(3) विद्यार्थियों को संगत व्यवस्था और लागत के साथ अपनी पढ़ाई के भविक्रम को चुनने की अनुमति देना।

(4) विद्यार्थियों को एक विश्वविद्यालय या स्वायत्त महाविद्यालय के दृढ़, नियमित रूप से नियत डिग्री या पाठ्यक्रमों के बजाय अपनी डिग्री को तैयार करने या विशिष्ट आधारोधन या विशेषज्ञताएं करने की अनुमति देना।

(5) विद्यार्थियों को उनकी समय की प्राथमिकताओं के अनुसार अपनी डिग्री पूरी करने के लिए मल्टीपल एंट्री-मल्टीपल एग्जिट को सक्षम बनाते हुये, डिग्री या डिप्लोमा या स्नातकोत्तर डिप्लोमा या सर्टिफिकेट प्रोग्राम या पीएचडी हेतु कोर्स वर्क के लिए विभिन्न विषयों और उच्चतर शिक्षा संस्थान के मध्य विद्यार्थियों को अंतरणीयता प्रदान करना।

(6) उन्नत अंतरणीयता के साथ परिसरों या विश्वविद्यालयों या स्वायत्त महाविद्यालयों में एकीकरण के माध्यम से विचरित और मिश्रित तरीके से होने वाली शिक्षण-अधिगम गतिविधियों को प्रक्रियात्मक रूप से प्रोत्साहन देगा।

(7) सभी के लिए, अर्थात, पूर्णकालिक और अंशकालिक दोनों माध्यमों के औपचारिक और अनौपचारिक विद्यार्थियों के बीच आजीवन अधिगम को सुलभ करना,

(8) ज्ञानेच्छा को परिपूरित करने के लिए, अपनी शैक्षणिक दिशाओं की चुनने और बदलने की स्वतंत्रता, ज्ञान के विभिन्न क्षेत्रों को जोड़ने और विद्यार्थियों को अपने जीवन के लक्ष्यों को आगे बढ़ाने के लिए सही नींव और बिल्डिंग ब्लॉक हासिल करने में मदद करने के लिए।

5. क्रेडिट के एकेडमिक बैंक की संगठनात्मक संरचना.- (1) एकेडमिक क्रेडिट्स बैंक अपने हितग्राहियों के रूप में विद्यार्थियों के साथ उच्च शिक्षण संस्थानों के एकेडमिक क्रेडिट डेटाबेस की एक डिजिटल या आभासी या ऑनलाइन संग्रहागार इकाई होगी।

(2) एकेडमिक क्रेडिट्स बैंक को "राष्ट्रीय अकादमिक निक्षेपागार" की तर्ज पर स्थापित किया जाएगा; और उच्चतर स्तर की शिक्षा के सभी हितधारकों के उपयोग के लिए एकेडमिक क्रेडिट्स बैंक और इसके परिचालन तंत्र के सभी विवरण प्रदान करने वाली एक सक्रिय वेबसाइट होगी।

(3) एकेडमिक क्रेडिट्स बैंक, वित्तीय उद्देश्यों के लिए वाणिज्यिक बैंकों की तरह शैक्षणिक उद्देश्यों के लिए एक बैंक होगा, एकेडमिक खाताधारकों के रूप में विद्यार्थियों के साथ, एकेडमिक क्रेडिट्स बैंक क्रेडिट सत्यापन, क्रेडिट संचय, क्रेडिट हस्तांतरण या मोचन और अकादमिक उपाधियों के प्रमाणीकरण सहित विभिन्न प्रकार की सेवाएं प्रदान करेगा।

(4) एकेडमिक क्रेडिट्स बैंक द्वारा क्रेडिट या शैक्षणिक उपाधियों का प्रमाणीकरण, किसी भी तरह से, डिग्री और अन्य शैक्षिक योग्यता प्रदान करने के लिए एकेडमिक क्रेडिट्स बैंक के साथ पंजीकृत उच्चतर शिक्षा संस्थानों की वैधानिक शक्तियों पर अतिक्रमण के रूप में नहीं माना जाएगा।

(5) एकेडमिक क्रेडिट्स बैंक केंद्र सरकार या आयोग, जैसा सुसंगत हो, द्वारा अधिकृत निकाय के रूप में पंजीकृत उच्चतर शिक्षा संस्थान से विद्यार्थियों द्वारा अर्जित क्रेडिट के प्रमाणीकरण रिकॉर्ड प्रदान करने के लिए कार्य करेगा।

(6) किसी भी स्नातक या स्नातकोत्तर डिग्री या डिप्लोमा या प्रमाण पत्र अथवा पीएचडी कार्यक्रमों हेतु विहित पाठ्यक्रम के लिए वांछित क्रेडिट तथा बध्यवन के आवश्यक घटक पंजीकृत उच्चतर शिक्षा संस्थान द्वारा निर्धारित किए जाएंगे।

(7) एकेडमिक क्रेडिट्स बैंक प्रत्येक विद्यार्थी को डिजिटल रूप में अद्वितीय या व्यक्तिगत एकेडमिक बैंक खाता खोलने की सुविधा प्रदान करेगा; और खाताधारक को एक विशिष्ट आईडी और मानक संचालन प्रक्रिया (एसओपी) उपलब्ध कराई जाएगी।

6. क्रेडिट के एकेडमिक बैंक के कार्य.- (1) एकेडमिक क्रेडिट्स बैंक विद्यार्थी के एकेडमिक बैंक खाते में पंजीकृत उच्चतर शिक्षा संस्थान द्वारा संचालित पाठ्यक्रमों के लिए क्रेडिट जमा करेगा; और ऐसे क्रेडिट की वैधता आयोग द्वारा समय-समय पर जारी किए गए मानदंडों और दिशानिर्देशों के अनुसार होगी।

परंतु कि, एकेडमिक क्रेडिट्स बैंक सीधे विद्यार्थियों से पाठ्यक्रम क्रेडिट से संबंधित किसी भी दस्तावेज को स्वीकार नहीं करेगा और ऐसे दस्तावेजों को तभी मान्य मानेगा जब उन्हें क्रेडिट प्रदान करने वाले संबंधित पंजीकृत उच्चतर शिक्षा संस्थान द्वारा प्रेषित किया जाय।

(2) एकेडमिक क्रेडिट्स बैंक इन विनियमों के तहत, हितग्राहियों के बीच अपनी भूमिका को बढ़ावा देने के अलावा, उच्चतर शिक्षा संस्थान को पंजीकृत करेगा, शैक्षणिक बैंक खातों के खोलने, समापन और सत्यापन को सुनिश्चित करेगा; और विद्यार्थियों के लिए क्रेडिट सत्यापन, क्रेडिट संचय, और क्रेडिट हस्तांतरण या मोचन भी सुनिश्चित करेगा।

(3) राष्ट्रीय योजनाओं जैसे 'स्वयं', एनपीटीईएल, वी-लैब आदि या किसी निर्दिष्ट विश्वविद्यालय के माध्यम से ऑनलाइन मोड के माध्यम से विद्यार्थियों द्वारा किए गए पाठ्यक्रमों को भी क्रेडिट हस्तांतरण और क्रेडिट संचय के लिए मान्य किया जाएगा।

(4) एकेडमिक क्रेडिट्स बैंक के कार्य दूरस्थ या गैर-संपर्क माध्यम तक सीमित नहीं हैं; बल्कि यह विभिन्न मौजूदा और भविष्य-संगत शिक्षण अधिगम मॉडलों के सम्मेलन तक विस्तारित होगा; तथा वह 'सिद्धांत' या 'प्रयोगिक मूल्यांकन द्वारा विद्यार्थियों द्वारा प्राप्त क्रेडिट्स को भी मान्य कर सकता है, यदि उन्हें प्रथक क्रेडिट पाठ्यक्रम के रूप संचालित किया गया है।

(5) पाठ्यक्रम सामग्री, पाठ्यक्रम लेनदेन, प्रस्तावित पाठ्यक्रमों के लिए शैक्षिक प्रौद्योगिकियों, उनके समय, निरंतर मूल्यांकन विधियों, उपस्थिति और मूल्यांकन के नए तरीकों के संबंध में मानदंड पंजीकृत उच्चतर शिक्षा संस्थान द्वारा

तब दिए जाएंगे, और व्यापक नीति और राष्ट्रीय शिक्षा नीति -2020 के तहत समग्र, बहु-विषयक शिक्षा का दर्शन के अनुरूप होंगे।

(6) विद्यार्थियों के हित में, एकेडमिक क्रेडिट्स बैंक के पास अर्जित और जमा किए गए क्रेडिट, डिग्री या डिप्लोमा या स्नातकोत्तर डिप्लोमा या प्रमाण पत्र के लिए मोचन हेतु क्रेडिट प्रदान करने वाले और क्रेडिट स्वीकृत करने वाले उच्चतर शिक्षा संस्थान द्वारा निर्दिष्ट अलग-अलग समयावधि के लिए अधिकतम सात साल की समय सीमा तक वैध होंगे।

(7) एकेडमिक क्रेडिट्स बैंक आयोग, अखिल भारतीय तकनीकी शिक्षा परिषद और राष्ट्रीय शिक्षक शिक्षा परिषद के दायरे में आने वाले सभी उच्चतर शिक्षा कार्यक्रमों को शामिल करेगा; यद्यपि अन्य विधाओं के व्यावसायिक कार्यक्रमों के अध्ययन के संबंध में में क्रेडिट्स को उपयुक्त व्यावसायिक मानक निर्धारण निकाय और केंद्र सरकार के अनुमोदन से शामिल किया जा सकता है।

(8) एकेडमिक क्रेडिट्स बैंक उन विद्यार्थियों के लिए क्रेडिट मान्यता और क्रेडिट रिडेम्पशन प्रक्रिया की सुविधा भी प्रदान करेगा, जो अपनी व्यक्तिगत पसंद के अनुसार सभी ऐसे पाठ्यक्रमों को चुन सकते हैं जो किसी विशेष विषय क्षेत्र में न आते हों किन्तु एक पंजीकृत उच्चतर शिक्षा संस्थान द्वारा प्रदान किए जाने वाली स्नातक डिग्री के लिए कुल क्रेडिट आवश्यकता को पूरा करते हैं; और उच्चतर शिक्षा संस्थान द्वारा प्रदान की जाने वाली ऐसी स्नातक डिग्री आयोग द्वारा विनिर्दिष्ट की जा सकती है।

(9) पंजीकृत उच्चतर शिक्षा संस्थान में विशिष्ट उच्चतर शिक्षा कार्यक्रम के हिस्से के रूप में विद्यार्थी द्वारा अपनी रुचि आधारित पाठ्यक्रमों के अतिरिक्त, विद्यार्थियों को निर्धारित पाठ्यक्रम से परे अपनी पसंद के इस तरह के डिग्री कार्यक्रम के लिए भी स्वतंत्रता होगी, और उनके क्रेडिट्स संबंधित शैक्षणिक बैंक खाते में अर्जित होंगे।

पंजीकृत उच्चतर शिक्षा संस्थान निर्धारित शैक्षणिक कार्यक्रम से परे विद्यार्थियों द्वारा किए गए पाठ्यक्रमों के संबंध में अर्जित क्रेडिट के सापेक्ष डिप्लोमा या प्रमाण पत्र प्रदान कर सकते हैं।

(10) व्यावसायिक डिग्री या डिप्लोमा या स्नातकोत्तर डिप्लोमा या प्रमाणपत्र कार्यक्रम संचालित कर रहे पंजीकृत उच्चतर शिक्षा संस्थान से 'फीजल-पाठ्यक्रम' के माध्यम से विद्यार्थियों द्वारा प्राप्त किए गए क्रेडिट्स भी एकेडमिक क्रेडिट्स बैंक के माध्यम से क्रेडिट के संग्रहण और मोचन के लिए पात्र हैं।

(11) शैक्षणिक वर्ष 2021-2022 के दौरान या उसके उपरांत पंजीकृत उच्चतर शिक्षा संस्थान में 'पाठ्यक्रम' से प्राप्त क्रेडिट ही एकेडमिक क्रेडिट्स बैंक के माध्यम से क्रेडिट ट्रांसफर, क्रेडिट संग्रहण और क्रेडिट रिडेम्पशन के लिए पात्र हैं।

(12) एकेडमिक क्रेडिट्स बैंक के उद्देश्यों को पूरा करने के लिए, आयोग एकेडमिक क्रेडिट्स बैंक को ऐसी वित्तीय और प्रशासनिक सहायता प्रदान कर सकता है, जैसा वह उचित समझे।

7. एकेडमिक क्रेडिट्स बैंक के साथ पंजीकरण करने के लिए उच्चतर शिक्षा संस्थान के अनुमोदन के लिए पात्रता मानदंड.-
(1) विनियम 1 के उप-विनियम (2) को संतुष्ट करने वाले विश्वविद्यालय और स्वायत्त महाविद्यालय जो राष्ट्रीय मूल्यांकन और प्रत्यायन परिषद द्वारा 'ए' ग्रेड स्तर से अथवा राष्ट्रीय प्रत्यायन बोर्ड द्वारा न्यूनतम 675 अंकों के साथ कम से कम तीन कार्यक्रमों के लिए प्रत्यायित हों अथवा जिन्हें विश्वविद्यालय अनुदान आयोग द्वारा सूचीबद्ध प्रत्यायन एजेंसी से समरूप प्रत्यायन या ग्रेड या प्राप्तांक प्राप्त हो। तथापि यदि संस्थान द्वारा संचालित कार्यक्रमों की संख्या तीन से कम हो तो प्रत्येक कार्यक्रम में 675 अथवा इससे अधिक अंक प्राप्त हों या राष्ट्रीय संस्थागत रैंकिंग फ्रेमवर्क (एनआईआरएफ) या भारत सरकार द्वारा समय-समय पर स्थापित किए जाने वाले समतुल्य मूल्यांकन और प्रत्यायन निकाय द्वारा शीर्ष 100 रैंक किए गए संस्थान, या वह उच्च शिक्षण संस्थान जो क्वाकरेली साइमंड्स (क्यूएस) या टाइम्स हायर एजुकेशन (टीएचई) द्वारा विश्व रैंकिंग के शीर्ष 1000 में शुमार हों; श्रेष्ठ संस्थान; भारत सरकार द्वारा घोषित राष्ट्रीय महत्व के संस्थान एकेडमिक क्रेडिट्स बैंक के साथ पंजीकरण के लिए पात्र हैं।

(2) एकेडमिक क्रेडिट्स बैंक के साथ पंजीकरण के समय प्रत्यायन या रैंकिंग की स्थिति मान्य होनी चाहिए।

(3) उच्चतर शिक्षा संस्थान को एकेडमिक क्रेडिट्स बैंक के साथ पंजीकरण के लिए आवेदन करने के लिए अपने संबंधित सांविधिक प्राधिकरणों जैसे शासी या कार्यकारी परिषद या सिंडिकेट या प्रबंधन बोर्ड या अकादमिक परिषद आदि से अनुमोदन प्राप्त करना होगा।

(4) पूर्ण डिग्री कार्यक्रमों में प्रवेश के अलावा पंजीकृत उच्चतर शिक्षा संस्थानों को विद्यार्थियों को एकल पाठ्यक्रमों में प्रवेश देना होगा:

बशर्ते, किसी भी उच्चतर शिक्षा संस्थान के पाठ्यक्रम (पाठ्यक्रमों) में अतिसंकुलता से बचने के लिए, ऐसे उच्चतर शिक्षा संस्थान को ऐसे पाठ्यक्रम (पाठ्यक्रमों) में अतिरिक्त सीटें रखने की अनुमति होगी, जो उपयुक्त व्यावसायिक मानक निर्धारण निकाय द्वारा पूर्वानुमोदन के अधीन होंगी।

बशर्ते कि, ऐसे पाठ्यक्रमों के संबंध में, जो किसी व्यावसायिक मानक निर्धारण निकाय के दायरे में नहीं आते हैं, पंजीकृत उच्चतर शिक्षा संस्थान, आवश्यक बुनियादी ढांचे की उपलब्धता के अधीन, अपने सांविधिक अथॉरिटी के अनुमोदन से अतिरिक्त सीटों का सृजन कर सकता है।

बशर्ते यह भी कि, पंजीकृत उच्चतर शिक्षा संस्थान विशेष रूप से एकेडमिक क्रेडिट्स बैंक योजना के उद्देश्य के लिए 'पाठ्यक्रम' का एक सेट भी संचालित कर सकते हैं।

(5) पंजीकृत उच्चतर शिक्षा संस्थान के पास ऑडियो-विजुअल सुविधाओं, ई-संसाधनों, वर्चुअल कक्षाओं और स्टूडियो आदि के संदर्भ में उपयुक्त शैक्षिक बुनियादी ढांचा होगा, और विशेष रूप से ओडीएल या ऑन-लाइन पाठ्यक्रमों या कार्यक्रमों के सुचारू संचालन के लिए उच्च बैंडविड्थ इंटरनेट कनेक्टिविटी एवं स्वरूप सैद्धांतिक या व्यावहारिक या प्रशिक्षण पाठ्यक्रमों हेतु प्रासंगिक विश्वविद्यालय अनुदान आयोग विनियमों और/वा या विधियों या उच्चतर शिक्षा संस्थान के अध्यादेशों के तहत समय-समय पर निर्दिष्ट अन्य बुनियादी सुविधाएं होंगी।

(6) एक पंजीकृत उच्चतर शिक्षा संस्थान के पास अपनी वेबसाइट पर एक वेबपेज होगा जिसमें एकेडमिक क्रेडिट्स बैंक की सुविधा का विवरण, सभी पंजीकृत उच्चतर शिक्षा संस्थान की सूची, विद्यार्थियों को सुविधा का प्रभावी ढंग से उपयोग करने के लिए दिशा-निर्देश या मानक प्रचालन प्रक्रिया (एसओपी), एकेडमिक क्रेडिट्स बैंक की वेबसाइट के लिंक के साथ उपलब्ध होगा।

8. एकेडमिक क्रेडिट्स बैंक कार्यान्वयन पद्धति.- (1) एकेडमिक क्रेडिट्स बैंक अनिवार्य रूप से एक क्रेडिट-आधारित, और अत्यधिक लचीली, विद्यार्थी-केंद्रित सुविधा है।

(2) पंजीकृत उच्चतर शिक्षा संस्थान, अपने सांविधिक अथॉरिटी के अनुमोदन से, अन्य बातों के साथ-साथ, पाठ्यक्रम पंजीकरण, पाठ्यक्रम अर्हताओं, अंतर-विषयक एवं बहु-विषयक पाठ्यक्रमों के लिए स्वीकृति, ऐसे पाठ्यक्रमों के लिए दिए जाने वाले क्रेडिट, क्रेडिट विवरण और अन्य अनुमोदित उच्चतर शिक्षा संस्थानों से क्रेडिट स्वीकृति और दिए जाने वाले ग्रेड की प्रकृति आदि से संबंधित मौजूदा अध्यादेशों में संशोधन करेंगे।

(3) पंजीकृत उच्चतर शिक्षा संस्थान विद्यार्थियों को एक या अधिक पंजीकृत उच्चतर शिक्षा संस्थानों द्वारा संचालित पाठ्यक्रमों में से विद्यार्थी द्वारा चुने गए पाठ्यक्रमों का उपयोग करके अपनी खुद की डिग्री को अनुकूलित या डिजाइन करने के लिए प्रोत्साहित और सक्षम करेंगे।

बशर्ते, विद्यार्थी को डिग्री या डिप्लोमा या प्रमाणपत्र प्रदान करने वाले उच्चतर शिक्षा संस्थान से क्रेडिट का कम से कम पचास प्रतिशत अर्जित करना आवश्यक होगा।

बशर्ते कि, विद्यार्थी को डिग्री या डिप्लोमा या प्रमाण पत्र प्रदान करने के लिए आवश्यक कोर विषय क्षेत्र में आवश्यक संख्या में क्रेडिट अर्जित करने की आवश्यकता होगी, जैसा कि डिग्री प्रदान करने वाली उच्चतर शिक्षा संस्थान द्वारा निर्दिष्ट किया गया है, जिसमें विद्यार्थी नामांकित है।

(4) उपविनियम (3) में प्रदान की गई एकेडमिक क्रेडिट्स बैंक की सुविधा के तहत सचीलेपन का लाभ उठाने वाले विद्यार्थी न कि पूरे 'अध्ययन-कार्यक्रम' के लिए, जिसके कारण पंजीकृत उच्चतर शिक्षा संस्थान द्वारा डिग्री प्रदान की जाती है, वरन अपनी पसंद और अभिवृत्ति के अनुसार केवल एकल पाठ्यक्रमों में प्रवेश लेने के भी हकदार हैं ताकि उन्हें क्रेडिट संग्रहण सुलभ हो सके।

(5) एकेडमिक क्रेडिट्स बैंक विनियम 7 के तहत निर्धारित पात्रता मानदंडों को पूरा करने वाले उच्चतर शिक्षा संस्थाओं की एक परिवर्तनशील ऑनलाइन निर्देशिका बनाए रखेगा।

(6) क्रेडिट परिभाषा, क्रेडिट संचय, क्रेडिट ट्रांसफर, क्रेडिट रिडेम्पशन के संबंध में एकेडमिक क्रेडिट्स बैंक की सेवाओं के उपयोग के विवरण के संबंध में प्रत्येक पंजीकृत उच्चतर शिक्षा संस्थान एकेडमिक क्रेडिट्स बैंक के साथ एकेडमिक बैंक खाता खोलने के इच्छुक सभी विद्यार्थियों को विद्यार्थी परामर्श और मार्गदर्शन प्रदान करेगा; साथ ही विद्यार्थियों के एकेडमिक बैंक खाते खोलने, बंद करने और वैधीकरण के संबंध में सहयोग और मार्गदर्शन प्रदान करेगा जहां ऐसे अनुरोधों की सिफारिश एकेडमिक क्रेडिट्स बैंक के साथ पहले से ही पंजीकृत मूल विश्वविद्यालय या स्वायत्त महाविद्यालय के माध्यम से की जाती है।

(7) विद्यार्थियों द्वारा अर्जित क्रेडिट्स को एकेडमिक क्रेडिट्स बैंक के साथ संबंधित एकेडमिक बैंक खाते में जमा किया जाएगा और किसी भी डिग्री या डिप्लोमा या प्रमाण पत्र प्रदान करने के लिए क्रेडिट्स के कम्प्यूटेशन के उद्देश्य से क्रेडिट प्रदान करने वाले संस्थानों द्वारा निर्दिष्ट और शैक्षणिक योग्यता प्रदान करने वाले पंजीकृत उच्चतर शिक्षण संस्थानों द्वारा इसकी स्वीकृति के अनुरूप अधिकतम सात वर्षों के लिए मान्य होंगे।

उपरोक्त शैक्षणिक योग्यता को प्रदान करने के लिए किसी भी क्रेडिट को चुनाए जाने के बाद, ऐसे क्रेडिट को संबंधित विद्यार्थी के एकेडमिक बैंक खाते से अपरिवर्तनीय रूप से डेबिट कर दिया जाएगा।

(8) जहां कोई विद्यार्थी निर्दिष्ट डिग्री या डिप्लोमा या परास्नातक डिप्लोमा या प्रमाण पत्र प्रदान किए जाने हेतु पंजीकृत उच्चतर शिक्षा संस्थान द्वारा अनुमोदित क्रेडिट की कुल संख्या और क्रेडिट की प्रकृति के मानदंडों को पूरा करता है, तो विद्यार्थी उच्चतर शिक्षा संस्थान द्वारा इस तरह की उपाधि के लिए पात्र होगा।

(9) एक बार उपयोग या चुनाए जाने के बाद, किसी विद्यार्थी द्वारा अर्जित क्रेडिट को किसी अन्य औपचारिक शैक्षणिक योग्यता को प्राप्त करने के लिए पुन: उपयोग नहीं किया जा सकता है।

(10) सांविधिक प्राधिकरणों के अनुमोदन से, एकेडमिक क्रेडिट्स बैंक द्वारा एक पंजीकृत उच्चतर शिक्षा संस्थान को उसके द्वारा प्रस्तावित पाठ्यक्रमों की संरचना बहु-विषयक या अंतर-विषयक उच्चतर शिक्षा को बढ़ावा देने के उद्देश्य से मूल पाठ्यक्रम या मूल ऐच्छिक या मुक्त ऐच्छिक या कौशल वृद्धि ऐच्छिक या क्षमता वृद्धि ऐच्छिक आदि के रूप में उचित क्रेडिट आवश्यकताओं के साथ विभाजित करने के लिए प्रोत्साहित किया जाएगा।

(11) शैक्षणिक योग्यता आदि प्रदान करने में, पंजीकृत उच्चतर शिक्षा संस्थान आयोग या व्यावसायिक मानक निर्धारण निकाय द्वारा समय-समय पर निर्धारित क्रेडिट्स की संख्या और समयावधि के संबंध में सुसंगत मानदंडों और विशानिर्देशों का पालन करेंगे।

बशर्ते कि, समय अवधि के संबंध में, एकेडमिक क्रेडिट्स बैंक सुविधा के तहत शैक्षणिक योग्यता पाने वाले विद्यार्थी, निर्धारित क्रेडिट अर्जित करने के बाद, अधिकतम एक सेमेस्टर की छूट का लाभ उठा सकते हैं, जबकि पाठ्यक्रम या कार्यक्रम की अवधि दो साल या अधिक (चार सेमेस्टर या अधिक) की हो।

(12) एक पंजीकृत उच्चतर शिक्षा संस्थान अपने पाठ्यक्रम शुल्क को उस पाठ्यक्रम के क्रेडिट की संख्या के आधार पर निर्धारित कर सकता है जिसके लिए विद्यार्थी नामांकित है।

(13) उच्चतर शिक्षण संस्थानों द्वारा इन विनियमों के अधीन पात्र संस्थानों के रूप में एक पंजीकरण शुल्क देय होगा, जो केंद्र सरकार या आयोग, जैसा भी मामला हो, की पूर्व-स्वीकृति से निर्धारित किया जाएगा।

9. विश्वविद्यालयों और एकेडमिक क्रेडिट्स बैंक द्वारा निगरानी, सहयोग और गुणवत्ता आश्वासन.- (1) यह पंजीकृत उच्चतर शिक्षा संस्थान की जिम्मेदारी होगी कि वे विश्वविद्यालय स्तर पर और उनके संबद्ध स्वायत्त महाविद्यालयों के स्तर पर एकेडमिक क्रेडिट्स बैंक कार्यक्रम के परिवर्धन व परिचालन की निगरानी करें।

(2) पंजीकृत उच्चतर शिक्षा संस्थान एकेडमिक क्रेडिट्स बैंक सुविधा के कामकाज की गुणवत्ता में सुधार के लिए और एकेडमिक क्रेडिट्स बैंक के सहयोग से समग्र या बहु-विषयक शिक्षा को बढ़ावा हेतु शिक्षक या कर्मचारी प्रशिक्षण, परामर्श, शैक्षणिक और प्रशासनिक लेखा परीक्षा और अन्य साधन प्रस्तुत करेंगे और जो कि संकाय विकास कार्यक्रम

या गुणवत्ता सुधार कार्यक्रम या व्यावसायिक विकास कार्यक्रम या प्रौद्योगिकी विकास कार्यक्रम के रूप में हो सकता है।

(3) पंजीकृत विश्वविद्यालयया स्वायत्त महाविद्यालय के स्तर पर एकेडमिक क्रेडिट्स बैंक के कार्यान्वयन का गुणवत्ता आश्वासन संबंधित विश्वविद्यालय या स्वायत्त महाविद्यालय द्वारा या तो आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ (आईक्यूएसी) या पंजीकृत उच्चतर शिक्षा संस्थान द्वारा विनिश्चित किसी अन्य उपयुक्त संरचित तंत्र के माध्यम से विकसित किया जा सकता है।

(4) प्रत्येक पंजीकृत उच्चतर शिक्षा संस्थान अपनी वेबसाइट पर एकेडमिक क्रेडिट्स बैंक के संगत में अपनी गतिविधियों के वार्षिक प्रतिवेदन के साथ ही गुणवत्ता आश्वासन, गुणवत्ता संपोषण और गुणवत्ता उन्नयन के लिए किए गए उपायों का विवरण अपलोड करेगा।

(5) विद्यार्थियों की शिकायतोंवा अपीलों को दूर करने के लिए केंद्र सरकार या विश्वविद्यालय अनुदान आयोग या एकेडमिक क्रेडिट्स बैंक के स्तर पर और एकेडमिक क्रेडिट्स बैंक के साथ पंजीकृत प्रत्येक एचईआई के स्तर पर एक 'एकेडमिक क्रेडिट्स बैंक-परिवेक्षा निवारण तंत्र' होगा।

10. **उल्लंघन के परिणाम.-** यदि कोई पंजीकृत उच्चतर शिक्षा संस्थान इन विनियमों के तहत निर्धारित शर्तों या आवश्यकताओं को पूरा करने में विफल रहता है, तो आयोग, सुनवाई का एक उचित अवसर प्रदान करने के बाद, आयोग द्वारा निर्धारित समय के भीतर कमी को ठीक करने के लिए संस्थान को निर्देश दे सकता है; और ऐसा करने में उच्चतर शिक्षा संस्थान की ओर से विफल रहने पर, एकेडमिक क्रेडिट्स बैंक से ऐसे संस्थान का पंजीकरण समाप्त कर दिया जाएगा; और, इसके अतिरिक्त, अधिनियम के तहत अनुदान प्रदान करना बंद कर दिया जाएगा, जहां ऐसे अनुदान संस्था के लिए अनुज्ञेय हैं।

11. **व्याख्या.-** इन विनियमों की व्याख्या के संबंध में किसी भी प्रश्न पर निर्णय विश्वविद्यालय अनुदान आयोग द्वारा लिया जाएगा, और उसका निर्णय इस मामले में अंतिम और बाध्यकारी होगा।

प्रो. रजनीश जैन, सचिव, विश्वविद्यालय अनुदान आयोग

[विज्ञापन-III/4/असा./167/2021-22]

UNIVERSITY GRANTS COMMISSION

NOTIFICATION

New Delhi, the 28th July, 2021

F. No. 14-31/2018 (CPP-II).—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, the University Grants Commission with the approval of the Central Government hereby makes the following regulations, namely:-

1.   **Short title, Application and Commencement.-** (1) These Regulations may be called the University Grants Commission (Establishment and Operation of Academic Bank Of Credits in Higher Education) Regulations, 2021.

    (2) These Regulations shall apply to all Universities in India established or incorporated by or under a Central Act, a Provincial Act or a State Act; the institutions Deemed-to be Universities declared as such under Section 3 of the University Grants Commission Act, 1956 (3 of 1956); and the Autonomous Colleges as defined in these regulations.

    (3)They shall come into force from the date of their notification in the Gazette of India.

2.   **Definitions.-** In these Regulations, unless the context otherwise requires,-

    (a)   "Act" means the University Grants Commission Act, 1956 (3 of 1956);

(b) "Academic Bank Account" means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from course(s) of study are deposited, recognised, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution;

(c) "Academic Bank of Credits" means an academic service mechanism as a digital or virtual or online entity established by the Commission with the approval of the Central Government, to facilitate students to become its academic account holders, thereby paving the way for seamless student mobility between or within degree-granting Higher Educational Institutions through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning;

(d) "Academic Flexibility" means the provision for innovative and interchangeable curricular structures to enable creative combinations of Courses or Programmes in Disciplines of study leading to Degree or Diploma or Post Graduate Diploma or Certificate of Study offering multiple entry and multiple exit facilities, while removing rigid curricular boundaries and creating new possibilities of life-long learning;

(d) "Autonomous college" means any institution, whether known as such or by any other name, accorded with autonomous status by the Commission upon the recommendations of the affiliating university and the State Government concerned, by virtue of which it provides for a course or programme of study with academic and innovative flexibility for obtaining any qualification from a university; and which, in accordance with the Statutes and Ordinances of such university, is recognised as competent to provide for such course or programme of study and present students undergoing such course or programme of study for the examination leading to the award of such qualification;

(f) "Commission" shall have the same meaning as assigned to it in clause (a) of section 2 of the Act;

(g) "Course" means one of the specified units which go to comprise a specified programme of study;

(h) "Credit" means the standard methodology of calculating one hour of theory or one hour of tutorial or two hours of laboratory work, per week for a duration of a semester (13-15 weeks) resulting in the award of one credit; which is awarded by a higher educational institution on which these regulations apply; and, Credits' for internship shall be one credit per one week of internship, subject to a maximum of six credits;

(i) "Credit-accumulation" means the facility created by Academic Bank of Credits in the Academic Bank Account opened by students in order to transfer and consolidate the credits earned by them by undergoing Courses;

(j) "Credits-recognition" means the credits earned through a registered Higher Educational Institution and transferred directly to the Academic Bank of Credits by such Higher Educational Institution;

(k) "Credit-redemption" means the process of commuting the accrued credits in the Academic Bank Account of the students maintained in ABC for the purpose of fulfilling the credits requirements for the award of Degrees or Diplomas or Certificates or Course work for Ph.D. programme etc., by the registered degree-awarding Higher Educational Institutions;

(l) "Credit-transfer" means the mechanism by which the Registered Higher Educational Institutions are able to receive or provide prescribed credits to individual Academic Bank Accounts in

adherence to the University Grants Commission credit norms for the 'course/s' undertaken by students enrolled in any Registered Higher Education Institution within India;

(m) "Higher Education Institutions" means the institutions which are empowered to award degrees by themselves or in accordance with section 22 of the Act;

(n) "Professional Standards Setting Body" means a regulatory or principal body created, established or constituted under an Act of Parliament for determining and maintaining standards in the relevant areas of higher education;

(o) "Programme" or "Programme of study" means a higher education programme pursued for a degree specified by the Commission under sub -section (3) of section 22 of the Act;

(p) "Registered Higher Education Institution" means an eligible Higher Educational Institution which is registered by the Academic Bank of Credits, under these regulations;

(q) "Statutory authority" means statutory bodies of higher educational institutions, such as the Governing Council or Executive Council or Syndicate or Board of Management or Academic Council, competent to take decisions on behalf of the institution.

(r) "Student" means a person admitted to, and pursuing, a specified credit-based course/programme of study in a higher education institution.

3. Academic Bank of Credits.- (1) Academic Bank of Credits, shall be a national-level facility to promote flexibility of curriculum framework and interdisciplinary or multidisciplinary academic mobility of students across Higher Education Institutions in the country with appropriate credit transfer mechanism created through these regulations and shall facilitate students to choose their own learning path to attain a Degree or Diploma or Post Graduate diploma or academic qualification, working on the principle of multiple entry-multiple exit as well as any-time, any-where, and any-level learning.

(2) Academic Bank of Credits shall enable the integration of multiple disciplines of higher learning, leading to the desired learning outcomes including enhanced creativity, innovation, higher order thinking and critical analysis.

(3) Academic Bank of Credits shall provide significant autonomy to students by providing extensive choice of courses for a programme of study, flexibility in curriculum, novel and engaging course options across a number of higher education disciplines or institutions.

4. Objectives of Academic Bank of Credits.-(1)To promote student centricity with learner-friendly approaches in higher education across the country and promote a more inter-disciplinary approach in higher education.

(2) To enable students to select the best courses or combination of courses to suit their aptitude and quest for knowledge.

(3) To permit students to choose a pace for their studies along with the associated logistics and costs.

(4) To allow students to tailor their degrees or make specific modifications or specialisations rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college.

(5) To enable multiple entry-multiple exit for students to complete their degrees as per their time preferences, providing mobility across various disciplines and HEIs for Degree or Diploma or Post Graduate Diploma or Certificate programme or Course work for the Ph.D. programme.

(6) To support, procedurally, the teaching-learning activities to happen in a distributed and blended manner through integration across campuses or universities or autonomous colleges with increased mobility.

(7)   To facilitate lifelong learning amongst all, i.e., formal and informal students from both full-time and part-time modes.

(8)   To satisfy the students' quest for knowledge, freedom to choose and change their academic directions, connect different domains of knowledge and help them acquire the right foundations and building blocks to pursue their life goals.

5. Organisational Structure of Academic Bank of Credits.- (1)Academic Bank of Credits shall be a digital or virtual or online store-house entity of academic credit data base of Higher Education Institution with students as its stakeholder.

(2)   Academic Bank of Credits shall be established, on the lines of the National Academic Depository shall have a dynamic website providing all details of Academic Bank of Credits and its operational mechanism for the use of all stakeholder of higher education.

(3)   Academic Bank of Credits shall be a bank for academic purposes, on the pattern of commercial banks for financial purposes, with students as academic account holders to whom, the Academic Bank of Credits shall provide a variety of services including credit verification, credit accumulation, credit transfer or redemption and authentication of academic awards.

(4)   Authentication of credits or academic awards by Academic Bank of Credits shall not, in any way, be construed as encroachment on the statutory powers of Higher Education Institutions registered with Academic Bank of Credits to award degrees and other academic qualifications.

(5)   ABC shall act as the body empowered by the Central Government or the Commission, as the case may be, to provide authenticated records of credits earned by students from Registered Higher Education Institutions.

(6)   The requirement of credits as well as essential components of study for award of any Under Graduate or Post Graduate or diploma or certificate, or the Course work requirements for the Ph.D. programmes shall be as prescribed by Registered HEIs.

(7)   Academic Bank of Credits shall provide to every student the facility to open unique or individual Academic Bank Account in digital form; and the account holder shall be provided with a unique ID and access to the Standard Operating Procedure (SOP).

6. Functions of Academic Bank of Credits. -(1) Academic Bank of Credits shall deposit Credits awarded by Registered Higher Education Institutions, for Courses pursued therein, in the Academic Bank Account of the student and the validity of such credits shall be as per norms and guidelines issued by the Commission from time to time:

Provided that ABC shall not accept any document pertaining to course credits directly from students and shall entertain such documents as valid only when the same are transmitted by the respective, Registered Higher Education Institution awarding the credits.

(2)   ABC shall register Higher Education Institutions under these regulations, ensure the opening, closure and validation of Academic Bank Accounts and shall also ensure credit verification, credit accumulation, and credit transfer or redemption for students; apart from promoting its role among stakeholder.

(3)   Courses undergone by the students through the online modes through National Schemes like SWAYAM, NPTEL, V-Lab etc. or of any specified university, shall also be considered for credit transfer and credit accumulation.

(4)   The functions of ABC are not limited to distance or a non-contact mode; and shall extend to amalgamation of various existing and futuristic teaching-learning models and it may also consider

credits obtained by students in assessments for theory or practicals, if the same are offered as separate credit courses.

(5)   The norms in respect to the curriculum content, curriculum transaction, educational technologies for the courses offered, their timing, continuous evaluation methods, attendance and novel methods of assessment shall be as decided by the Registered Higher Education Institution, and shall be consistent with the overarching policy and philosophy of holistic, multidisciplinary education under National Education Policy-2020.

(6)   In the interests of students, credits earned and deposited with ABC shall be valid for the purpose of redemption to a degree or diploma or Post Graduate diploma or certificate, for varying duration as specified by the credit awarding and credit accepting Higher Education Institution subject to a maximum duration of seven years.

(7)   Academic Bank of Credits shall encompass all higher education programmes coming under the purview of the   Commission, the All India Council of Technical Education, and the National Council of Teacher Education; credits in professional programmes of study in respect of other disciplines may be included with the approval of the appropriate professional standards setting body and the Central Government.

(8)   Academic Bank of Credits shall also facilitate the credit recognition and credit redemption process for students who may opt, according to their individual choice, for all courses, not falling in any particular subject domain, but fulfilling the total credits requirement for the Under Graduate degree to be awarded by a Registered Higher Education Institution and such Under Graduate degree to be awarded by the Higher Education Institution may be specified by the Commission.

(9)   In addition to the choice based courses to be undertaken by the student as a part of the specific higher education programme in Registered Higher Education Institutions, students shall also have freedom to take additional courses of their aptitude, beyond the curriculum prescribed for such degree programme, and accrue credits in their respective Academic Bank Account:

Provided that Registered Higher Education Institutions may award diploma or certificate against credits accrued in respect of courses undertaken by students beyond the prescribed curriculum.

(10)   Credits obtained by students by undergoing Skill-courses from Registered Higher Education Institutions offering vocational Degree or Diploma or Post Graduate Diploma or Certificate programmes are also eligible for accrual and redemption of credits through the Academic Bank of Credits.

(11)   Credits obtained by undertaking Courses in Registered HEIs during or after the academic year 2021-2022 alone are eligible for Credit transfer, Credit accrual and Credit redemption through Academic Bank of Credits.

(12)   For carrying out the purposes of the Academic Bank of Credits, the Commission may provide such financial and administrative assistance to the Academic Bank of Credits, as it may deem fit.

7.   **Eligibility Criteria for approval of HEIs to register with Academic Bank of Credits.-**(1) Universities and Autonomous Colleges satisfying sub-regulation (2) of regulation 1, which are accredited by either National Assessment and Accreditation Council with minimum 'A' Grade or by National Board of Accreditation for at least three programme(s) with a minimum score of 675 individually (however, if the number of programme(s) being run by the Institution is less than three, then each of the programmes should secure 675 or more marks); or top 100 National Institutional Ranking Framework (NIRF) or similar Assessment and Accreditation body(ies) to be established by Government of India from time to time or those Indian Higher Education Institutions appearing in top 1000 world ranking of Quacquarelli Symonds (QS)/ Times Higher

Education (THE); Institutions of Eminence or Institutions of National Importance as declared by Government of India are eligible to register with Academic Bank of Credits.

(2) Accreditation or ranking status must be valid at the time of registration with Academic Bank of Credits.

(3) 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 etc., to apply for registration with Academic Bank of Credits.

(4) Registered Higher Education Institutions shall be required to admit students to individual courses, in addition to their admissions to full degree programmes:

Provided that in order to avoid overcrowding in a course(s) of any Higher Education Institution, such Higher Education Institution shall be permitted to have additional (supernumerary) seats in such course(s), subject to prior approval by the appropriate professional standards setting body:

Provided further that in respect of courses, not coming under the purview of any professional standards setting body the Registered Higher Education Institution may, subject to availability of required infrastructure, create supernumerary seats with the approval of its statutory authorities:

Provided also that, Registered Higher Education Institution may also offer a set of Courses, exclusively for the purpose of the Academic Bank of Credits Scheme.

(5) Registered Higher Education Institution shall have the appropriate educational infrastructure in terms of audio-visual facilities, e-resources, Virtual classrooms and studios etc., and specifically high bandwidth internet connectivity to support ODL or On-line courses or programmes and other infrastructural facilities for face to face theory or practical/ or training courses as specified, from time to time, under the relevant University Grants Commission Regulations and/or Statutes or Ordinances of the Higher Education Institution.

(6) A Registered Higher Education Institution shall have a webpage on its website containing details of the facility of Academic Bank of Credits, list of all Registered Higher Education Institutions, guidelines or Standard Operating Procedures for the students to utilise the facility effectively, along with a link to the website of Academic Bank of Credits.

8. Academic Bank of Credits Implementation methodology. - (1)Academic Bank of Credits is essentially a credit-based, and highly flexible, student-centric facility.

(2) Registered Higher Education Institutions shall, with the approval of their statutory authorities, amend the extant Ordinances relating to, inter alia, Course registration, Course requirements, acceptance for inter-disciplinary and multi-disciplinary courses, Credits to be offered to such courses, Credit transfers and Credits acceptance from other approved Higher Education Institutions, nature of grades to be awarded etc.

(3) Registered Higher Education Institutions shall encourage and enable students to customise or design their own degrees utilising Courses selected by the student from among courses offered by one or more of the Registered Higher Education Institutions:

Provided that, the student shall be required to earn at least fifty per cent of the credits from the Higher Education Institution awarding the degree or diploma or certificate:

Provided further that, the student shall be required to earn the required number of credits in the core subject area necessary for the award of the degree or Diploma or Certificate, as specified by the degree awarding Higher Education Institution, in which the student is enrolled.

(4)   Students availing flexibility under the facility of ABC provided in sub-regulation (3) are entitled to subscribe only to Courses of their choice and aptitude, so as to enable them to accumulate credits and not to the entire Programme of study leading to the award of a degree by the Registered Higher Education Institution.

(5)   The ABC shall maintain a dynamic online directory of Higher Education Institutions which satisfy the eligibility criteria stipulated under regulation 7.

(6)   Every Registered Higher Education Institution shall provide student counselling and guidance to all students desirous of opening an Academic Bank Account with Academic Bank of Credits, in regard to the details of utilisation of the services of Academic Bank of Credits in terms of Credit definition, Credit accumulation, Credit transfer, Credit redemption as well as in respect of the opening, closure and validation of Academic Bank Accounts of students where such requests are recommended through the parent University or Autonomous colleges which are already registered with Academic Bank of Credits.

(7)   Credits earned by students shall be deposited in the respective Academic Bank Account with 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 Higher Education Institution awarding academic qualifications, for the purpose of commutation of credits for the award of any Degree or Diploma or Certificate:

Provided that once any credit is redeemed for the award of the aforementioned academic qualification, such credit shall be irrevocably debited from the respective student's Academic Bank Account.

(8)   Where a student fulfils the norms of sufficiency of total number of credits and of the nature of credits, approved by a Registered Higher Education Institution for the award of the specified Degree or Diploma or Post Graduate Diploma or Certificate, the student shall be eligible for such award by that Higher Education Institution.

(9)   Once used, or redeemed, Credits earned by a student cannot be re-used for the award of any other formal academic qualifications.

(10)   With the approval of its statutory authorities, a Registered Higher Education Institution shall be encouraged by Academic Bank of Credits to apportion the structure of courses offered by it as core courses or core electives or open electives or skill enhancement electives or ability enhancement electives etc. with appropriate credit requirements, in order to promote multi-disciplinary or inter-disciplinary higher education.

(11)   In awarding academic qualifications etc., Registered Higher Education Institutions shall follow the norms and guidelines, in regard to the number of credits and duration of time, stipulated from time to time by the Commission or the professional standards setting body, as the case may be:

Provided that in respect of time duration, a student pursuing academic qualifications under the Academic Bank of Credits facility may, after earning the stipulated credits, avail a relaxation of a maximum of one semester, provided the duration of the course or programme is of two-years or more (Four semesters or more).

(12)   A Registered Higher Education Institution may fix its Course fee based on the number of credits of a course for which the student is enrolled.

(13)   The Higher Education Institution shall pay a fee for registration as an eligible institution under these regulations, which shall be determined with the prior approval of the Central Government or the Commission, as the case may be.

9. **Monitoring, support and Quality assurance by Universities and ABC.-** (1) It shall be the responsibility of Registered Higher Education Institutions, to monitor the development and operationalisation of the Academic Bank of Credits programme at the university level and at the level of their affiliated autonomous colleges.

(2) Registered Higher Education Institutions shall offer teacher or staff training, mentoring, academic and administrative audit and other measures for improving the quality of performance of the Academic Bank of Credits facility and promotion of holistic/multidisciplinary education with the support of Academic Bank of Credits, which may be in the form of Faculty Development Programmes or Quality Improvement Programmes or Professional Development Programmes or Technology Inculcation Programmes.

(3) The Quality assurance of the implementation of Academic Bank of Credits at the level of the registered university or autonomous college shall be developed by the University or autonomous college concerned either through the Internal Quality Assurance Cell (IQAC) or any other appropriate structured mechanism as may be decided by the Registered Higher Education Institution.

(4) Every Registered Higher Education shall upload, annually, on its website, a report of its activities *vis a vis* the Academic Bank of Credits, as well as of measures taken by it for Quality assurance, Quality sustenance and Quality enhancement.

(5) There shall be an Academic Bank of Credits-Grievance Redressal Mechanism at the level of Central Government/University Grants Commission/Academic Bank of Credits, and at the level of every Higher Education Institution registered with Academic Bank of Credits to address the grievance/appeals of students.

10. **Consequences of violation.-** Where a Registered Higher Education Institution fails to fulfil the conditions or requirements prescribed under these regulations, the Commission may, after providing a reasonable opportunity of being heard, direct the institution to rectify the deficiency within such period of time as may be stipulated by the Commission and on failure on the part of the Higher Education Institution to do so, terminate the registration of such institution from Academic Bank of Credits and, in addition, cease to provide grants under the Act, where such grants are admissible to the institution.

11. **Interpretation.-** Any question as to the interpretation of these Regulations shall be decided by the Commission, and its decision shall be final and binding in the matter.

Prof. RAJNISH JAIN, Secy., UGC

[ADVT.-III/4/Exty./167/2021-22]