



Faculty Development Programme On

HOW TO DEVELOP THE CURRICULUM FRAMEWORK IN THE LIGHT OF NEP2020

Organised by

**Centre for Internal Quality Assurance (CIQA)
Krishna Kanta Handiqui State Open University**

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Centre for Internal Quality Assurance (CIQA), Krishna Kanta Handiqui State Open University organised a one-day Faculty Development Programme (FDP) on “How to Develop the Curriculum Framework in the light of NEP 2020” on July 19, 2022 at the conference hall of the University, at Khanapara. The highlight of the FDP was on NEP 2020, Multidisciplinary curriculum, LOCF and CBCS. The programme began with Dr Smritisikha Choudhury, Assistant Professor, Discipline of Management, KKHSOU welcoming and introducing the resource persons, Professor Manjulika Srivastava, Director CIQA & Head NEP Cell, Indira Gandhi National Open University, New Delhi and Professor Swaraj Basu, Discipline of History, IGNOU. The Welcome Address was delivered by the Hon’ble Vice Chancellor (i/c) of KKHSOU, Professor Nripendra Narayan Sarma. In his address, Professor Sarma referred to a national discussion recently held at the University at the initiative of the CIQA wing to discuss many issues and challenges generated by the NEP 2020 and briefly outlined the need for preparedness at the ground level to keep ourselves well prepared to meet the requirements and necessary



challenges in this context. He also expressed his concerns regarding a state of ambiguity in the whole exercise of preparation for implementing NEP 2020 at the ground level. Professor Sarma also dealt in detail some of the intricacies of the whole exercise and expected that the FDP would enlighten the participants, clarify doubts and concerns with regard to implementation of NEP 2020 and



equip the human resource unit of the University with all the necessary requirements. The first session was conducted by Professor Manjulika Srivastava wherein she broadly laid emphasis on the topic “Introduction to NEP” and presented her views and suggestions. The presentation centred around a few points including the philosophy and vision of NEP 2020; goals and founding principles; guidelines provided by UGC at various points of time; the initiatives of the UGC that is expressed in its desire to form a NEP Cell within the Higher Education Institutions to make various initiatives operational as well

as monitor their progress on a timely basis; and development plan of an institution for the implementation of NEP 2020. Professor Srivastava made it clear that it is high time for every University to make itself prepared for the next cycle of NAAC and must address the requirements generated by all parameters so that the institutions would be able to fulfil them. She also stated that several documents released by the UGC at its portal are in a draft stage and are yet to be finalised. However, those draft policies, according to her, can give the universities a sense of the likely navigation in days to come. Professor

Srivastava pointed out that NEP 2020 provides the roadmap for a paradigm shift in the education system of the country to make it relevant to changing knowledge landscape and global ecosystem, to meet the requirements of the 21st century, while building upon India's traditions and value systems. This policy proposes the revision and revamping of all aspects of the education structure including its regulation and governance to create a new system that is aligned with Sustainable Development Goal (SDG 4) which clearly states to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. Professor Srivastava placed emphasis on five goals with regard to NEP 2020

which include that: all HEIs will firstly plan to become multidisciplinary by 2030 (10.7); to increase the GER in higher education from 26.3% (2018) to 50% by 2035 (10.8); top institutions accredited for ODL will be encouraged and supported to develop high-quality online courses (10.10); by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education (16.5); and, 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become minimal degrees qualification for school teachers (15.5). Professor Srivastava spoke at length about their fundamental principles associated with NEP 2020 including internationalisation on cross-border



education, multiple entry and exit, life skills, effective governance and leader skills, community engagement and services, more continuous

inclusion, technology enabled-learning, multilingualism. Her intensive discussion on fundamental principles was further aided by 17



evaluation, institutional autonomy, apprenticeship, credit transfer, energized and capable faculty. She further focused on foundational principles of NEP 2020 which include multidisciplinary & holistic education, environment & value based education, regional medium, Indian Language Culture & Art, inclusive curriculum, research & innovation, vocation education, access equity &

important aspects which include:

- 1) Promoting Technology/ TEL: teaching -learning, planning and management increasing access particularly for PWD;
- 2) Bringing the SEGDs into the mainstream;
- 3) Preparation of an Institutional Development Plan;

- 4) Continuing professional development of faculty (CPD);
- 5) Curriculum: Diverse inclusive, contextual;
- 6) Promoting education in regional languages;
- 7) Internationalisation: Cross-border education and international credit transfer;
- 8) Strengthening distance and online learning for all institutions in the country;
- 9) Developing an outstanding research culture;
- 10) Development of higher education qualifications framework (HEQF), national technology platforms, national research funding;
- 11) 'Light but Tight ' Regulation: Integrity, Transparency, Efficiency;
- 12) Locating the entire education system in Indian culture and values; more inclusive quality education;
- 13) Hallmark of flexibility -- multiple entry and exit option with general-vocational horizontal and vertical mobility, and credit recognition and transfer;
- 14) Multidisciplinary; Interdisciplinary; Multilingualism;





Holistic education;

15) Integrated system of education; building global competency and employability;

16) Grounding the educational transaction in-practice, in-context, and through engagement in internships;

17) Inculcating and strengthening social and life skills/ 21st century skills/ happiness skills. Professor Srivastava also highlighted the various guidelines released by UGC especially in the month of February, March, April, May and July wherein ideas of internalisation of Higher education, fostering social responsibility, Jeevan Kaushal 2.0, etc. were incorporated. She further

stressed on the development of an Institutional development plan focusing on nine areas: digitization and use of ICT and Green practices; recast academic programmes in tune with NEP -2020; providing options of exit and entry at different levels; implementation of ABC for facilitating mobility of learners; development of skill enhancement and value addition / Indian knowledge system courses; provision of internship / apprenticeship/ field work/ project work etc.; promotion of multilingualism and offering course content in Indian languages; increasing GER and bringing SEGDs and PWDs into the main stream of Higher education ; and,

Internalisation of Academic Programmes. The presentation was followed by a brief discussion where stress was laid on developing a mechanism of working together of the Open Universities of the country and hand-holding among the partners as an essential sign of progress. Professor Swaraj Basu, IGNOU, New Delhi, before conducting the second session, referred to many issues raised by Professor Srivastava during her deliberations, especially various notifications, documents released by UGC at different points of time, prospects envisioned by NEP 2020, etc. Professor Basu further referred to the converging features of contemporary education delivery mode in the form of Conventional and ODL mode, two distinct regulations in this context and how to use in the best possible way the integrated version of the two approaches. In his presentation titled “Revamping Academic Programmes on Lines of NEP”, Professor Basu covered many areas including the goal of NEP and the vision for futuristic education along with a list of probable tasks at KKHSOU centering around eight key areas that include: adhering to UGC Guidelines and regulations in developing academic programme, short term and long term plan to develop

academic programmes in tune with the broad goals suggested in NEP-2020, designing of academic programme in such a way that students can avail of the option of exist and entry at different levels, policy of credit transfer has to be developed facilitating the mobility of learners, revisiting existing academic programmes, utilization of existing developed courses in re-structured academic programmes, development of skill enhancement and value addition courses for future under graduate studies, provisioning of internship, apprenticeship in undergraduate programmes. Professor Basu discussed the goal of NEP-2020 which is to transform education making it relevant, innovative, flexible, skill-based, technology-enabled and value oriented. His treatment of the vision for futuristic education comprises arts, humanities, languages, sciences, social sciences, professional, technical and vocational. Professor Basu went ahead with a detailed discussion of various dimensions associated with this vision of futuristic education including features associated with flexibility, no hard separations, multidisciplinary education, creative and critical thinking, conceptual understanding, ethical values, power of language and

life skills. Both the structures and lengths of Bachelor degree and Master degree programmes were also clearly outlined in order to explain the new academic design. Issues related to Academic Bank of Credit which one needs to concentrate on examination, inter-university transfer, credit transfer were also discussed. Again three focus areas were clearly spelt out which included integrated curriculum, emphasis on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life and emphasis on employment. Professor Basu also dealt in detail about issues related to flexibility and autonomy where he focused on three major points:

1. Institutions and faculty will have autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications
2. All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice based Credit System will be revised for installing innovation and flexibility.
3. Flexibility being the Key Concern, learners should have freedom to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests. Further, Professor Basu pointed out two important features associated with education and



learning. Referring to the domain of education, he stated that future education will be multi-disciplinary, technology-enabled and focused on skills and competencies, creativity and critical thinking. With reference to the deep process of learning, Professor Basu noted that future learning will focus not only on facts but what to do with facts and how to use knowledge to solve the complex problems of society. The presentation was followed by an interaction between the resource person and the participants. In the post-lunch session, Professor Joydeep Baruah, Director, SKBSSS and Chairperson, CBCS Committee of KKHSOU presented an outline of the proposed restructuring of the undergraduate programme of the University on the lines of the NEP 2020. Professor Baruah mentioned that since the 4 year graduate programme credit

framework was still in its drafting stage, therefore, while preparing the draft, the guidelines and the drafts were consulted along with the CBCS syllabus of IGNOU and emphasis was laid on NHEQF and skill framework. He also stated that regarding the CBCS, Assam government has also adopted a framework that had been passed by the Cabinet and it is also important to consider and conform to the framework adopted by the State universities. The presentation was followed by a discussion in which Professor Swaraj Basu clarified about elective, core and generic courses and pointed out that while developing the programme, the University has to not only consider the local context in terms of culture or value but also economic opportunities and job. The next session was on Learning Outcome based Curriculum Framework (LOCF).



Professor Manjulika Srivastava conducted the session and stated that special stress has been given by the NEP 2020 on LOCF so that the students/earners can develop their required employable skills and also that is one way to attract the learners to the programme. The discussion was initiated with a sample of MA (Distance Education) programme prepared by Professor Srivastava that contains five dimensions of expected Programme Learning Outcomes (PLOs) in terms of Knowledge, Skills, Application of Knowledge and Skills, Generic Learning Outcomes, Constitutional, Humanistic, Ethical and Moral Values, and Employability and Entrepreneurial Skills. Professor Srivastava also talked at length on the key outcomes, namely, Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes and Course Learning Outcomes while speaking on the benefits of LOCF. She also spoke on the framing of the PPRs which have come into effect from 2017 onwards and have formed an integral part of the UGC. Following the deliberations on LOCF, Professor Srivastava dealt on another topic,

that is, preparing the Programme Project Report (PPR) and based on the UGC model of the PPR, laid stress on aspects such as appropriateness of the programme, instructional design, type of media usage, procedure for admission, curriculum transaction, cost estimate, quality assurance, etc. which have to be filled up in a systematic way. The presentation was followed by a group activity which included filling up of PPRs among others. This session was highly interactive where the participants in groups shared their ideas related to the field of Open and Distance Education and also the challenges and prospects associated with KKHSOU. Professor Pranjit Bora, Director, PGB School of Humanities, KKHSOU shared his views regarding the workshop and also the future course of action. The day long exercise concluded with a vote of thanks by Dr Pranab Saikia, Director (i/c) CIQA, KKHSOU who thanked both the resource persons for their inputs and cooperation.