

# **UNIVERSITY GRANTS COMMISSION**

## **Initiatives & Background Note on National Education Policy 2020**

### **1. Progress of the National Education Policy 2020**

#### **1.1 Background:**

The National Education Policy (NEP) 2020 was launched on 29th July, 2020.

After the announcement of NEP 2020, the Indian education system has been undergoing transformational changes. All-out efforts are being made to disseminate the details about the Policy among various stakeholders and to ensure its implementation by the Higher Educational Institutions.

Recommendations of the NEP 2020 have been discussed in detail with various stakeholders such as the Central Government, State/UT Governments, faculty, students and the public at large. After an extensive consultation process, the UGC has been taking a number of initiatives since the notification of the NEP 2020.

All the following initiatives taking by the UGC apply to all the States and UTs, including the state of Uttar Pradesh and the same are placed below:

#### **1.2 Initiatives launched by the University Grants Commission:**

- 1) NEP SAARTHI- Student Ambassador for Academic Reforms in Transforming Higher Education in India
- 2) Constitution of 5 Zonal Committees covering all the States and UTs
- 3) Academic Bank of Credits
- 4) Multiple Entry and Exit in Academic Programmes
- 5) Transformation of single-stream HEIs into Multidisciplinary Institutions
- 6) Common Universities Entrance Test (CUET)
- 7) Online and ODL Education
- 8) SWAYAM & MOOCs
- 9) Internship/Apprenticeship embedded Degree program
- 10) Academic collaboration with foreign HEIs for Joint and Dual Degree Programmes
- 11) Office of International Affairs
- 12) Alumni Connect Cell
- 13) Framework for Global Citizenship Education in Higher Education
- 14) Establishment of Research and Development Cells in HEIs
- 15) Pursuing two Academic Programmes simultaneously
- 16) Professor of Practice

- 17) Curriculum and Credit Framework for Undergraduate Programmes
- 18) Minimum Standards and Procedures for Award of Ph.D. Degree
- 19) Guidelines for basic facilities and amenities for a safe, secure environment for Women and Women Cell for sensitization, policy implementation, monitoring, and grievance redressal in HEIs
- 20) Accessibility guidelines and standards for Higher Educational Institutions and Universities
- 21) Fostering Social Responsibility and Community Engagement in Higher Educational Institutions in India 2.0
- 22) Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges
- 23) National Credit Framework
- 24) Promotion of Physical Fitness, Sports, Students' Health, Welfare, Psychological and Emotional Well-Being at Higher Educational Institutions of India
- 25) Training/ Orientation of Faculty on the Indian Knowledge System
- 26) Teaching in mother tongue/local language in the Higher Educational Institutions
- 27) Guidelines for introducing courses based on Indian Heritage and Culture
- 28) Guidelines to empanel Local Artists/Artisans in-Residence in Higher Education Institutions
- 29) National Higher Education Qualifications Framework (NHEQF)
- 30) Guidelines on Mulya Pravah 2.0 - Inculcation of Human Values and Professional Ethics in Higher Education Institutions
- 31) UTSAH Portal- Undertaking Transformative Strategies and Actions in Higher Education
- 32) Appointment of Ombudsperson in the HEIs
- 33) Regulations on Deemed to be Universities
- 34) Incorporating Indian Knowledge Systems (IKS) into Curricula
- 35) Curriculum and Guidelines on Life Skills (Jeevan Kaushal) 2.0
- 36) Central University Faculty Selection Portal (CU-CHAYAN)
- 37) Malaviya Mission Teachers Training Programme
- 38) Credit-Based Course on Pedagogical Aspects for Teaching Divyangjan and Specific Learning Disabilities (SLDs)

The details for each of the initiatives are as follows:

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## 1. NEP SAARTHI

With the goal of enhancing students' participation and creating awareness of the various reforms of the higher education system outlined in the NEP 2020, the UGC has announced, "NEP SAARTHI- *Student Ambassador for Academic Reforms in Transforming Higher Education in India.*" This initiative aims to bring students together as active participants in implementing the NEP 2020. Through NEP SAARTHI, the UGC aims to foster an environment where students can engage meaningfully with the reforms undertaken by the UGC. As part of this initiative, the UGC has requested the Vice Chancellors, Directors, and Principals of Universities, Institutions, and Colleges to nominate up to three students who will help disseminate information and organise workshops, seminars, and other events to create awareness regarding the reforms introduced under the NEP 2020. The student ambassadors are expected to help establish meaningful dialogue among students, faculty members, administrators and the UGC. The Guidelines were released on 16<sup>th</sup> May, 2023. 721 NEP SAARTHIs from 262 higher educational institutions have been selected by UGC. The list of NEP SAARTHIs has been posted on the website ([https://www.ugc.gov.in/pdfnews/5606101\\_List-of-Nominated-NEP-Saarthis.pdf](https://www.ugc.gov.in/pdfnews/5606101_List-of-Nominated-NEP-Saarthis.pdf)).

## 2. NEP Zonal Committees:

In order to facilitate the universities to develop a road map for the effective implementation of the National Education Policy, 2020, the UGC has constituted five zonal committees with Vice-Chancellors of Central Universities, State Universities, Private Universities and Deemed to be Universities. The Committees have five zones: the Northern, North Eastern & Eastern, Western, Southern and Central Zones as follows:

S. No.	Zone	States / UT
1	Northern Zone	Haryana, Jammu & Kashmir, Himachal Pradesh, Punjab, Rajasthan, National Capital Territory of Delhi Union Territory of Ladakh, Union Territory of Chandigarh
2	Western Zone	Goa, Gujarat, Maharashtra, Union Territories of Daman and Diu & Dadra and Nagar Haveli
3	North Eastern and Eastern Zone	Bihar, Jharkhand, Assam, Manipur, Meghalaya, Nagaland, Arunachal Pradesh, Mizoram, Tripura, Orissa, Sikkim, West Bengal, Andaman and Nicobar Islands
4	Central Zone	Chhattisgarh, Uttarakhand, Uttar Pradesh, Madhya Pradesh
5	Southern Zone	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Telangana, Union Territory of Puducherry, Union Territory of Lakshadweep

The Committee will bring together the HEIs of the Zones and guide them to adopt various initiatives for qualitative transformation of higher education,

deliberate upon the strategies for implementing NEP and challenges therein and sharing of best practices. They will also help document and report the initiatives taken and progress made by various HEIs in the region.

### **3. Academic Bank of Credits**

The NEP 2020 is based on principles of flexibility; no hard separations between disciplines, conceptual understanding of creativity and critical thinking, ethics and human and constitutional values, and life skills. Accordingly, the Academic Bank of Credits (ABC) has been established, which will digitally store the academic credits earned by students from HEIs registered with ABC for awarding degrees/diploma/PG diploma/certificates taking into account credits earned by students. ABC will ensure the opening, closure and validation of Academic Bank Accounts, credit verification, accumulation, and transfer or redemption. The Regulations on Academic Bank of Credits were notified on 29.07.2021 and further amended to enable students of all HEIs to open academic credit bank accounts irrespective of NAAC status. As a milestone, the ABC has crossed the mark of 2 Crore registrations.

### **4. Multiple Entry and Exit in Academic Programmes**

The provision of multiple entry and exit provides much-needed flexibility and appropriate exit options for learners who may discontinue their studies in different phases and wish to re-enter to continue education at higher levels. Towards implementing the National Education Policy, 2020, in its spirit, the University Grants Commission issued “Guidelines for Multiple Entry and Exit in Academic Programmes offered in the HEIs” on 29.07.2021. These Guidelines will pave the way for seamless student mobility between or within degree-granting Higher Education Institutions and facilitate students to choose their learning trajectory. It will help remove the rigid boundaries of academia by offering creative combinations of disciplines of study that would enable multiple entry and exit points. It will also allow credit accumulation and transfer along with providing evaluation and validation of non-formal and informal learning for the award of a degree and encourage lifelong learning. This initiative shall stem the dropout rate, improve GER by offering flexibility in curricula and novel course options to students in addition to discipline-specific specialisations, and facilitate the encashment of credits earned when the learner resumes their programmes of study.

### **5. Transformation of HEIs into Multidisciplinary Institutions**

Multidisciplinary education across disciplines has been emphasised to improve the quality of higher education. The National Education Policy, 2020 lays strong emphasis on institutional restructuring and consolidation

for promoting multidisciplinary education. Multidisciplinary education prepares learners to develop more profound skills and approach problems with broader perspectives. This aims at developing critical thinking, versatility, adaptability, problem-solving, flexibility, analytic skills and communication in the learners. A holistic and multidisciplinary education approach also helps foster a research culture. Towards implementing this vision of multidisciplinary education, the University Grants Commission issued the "Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions" on 02.09.2022. All higher educational institutions are encouraged to offer multidisciplinary and cross-disciplinary teaching and research across fields.

## **6. Common Universities Entrance Test (CUET)**

CUET was introduced in the academic year 2022-23 primarily for admission into Central Universities across the Country. The CUET is conducted by the National Testing Agency (NTA). UGC also issued a public notice on 27.03.2022 to all HEIs inviting and encouraging them to adopt and use CUET scores from 2022-23 onwards for admission of students in their UG programs. Students will be able to choose the subjects for taking the test, and each university will be able to see each student's subject portfolio and admit students into their programmes based on individual interests and talents. CUET will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system.

In the year 2022, 9.6 lakh students appeared in CUET whereas, in 2023, students number increased to 19.2 lakh students. 90 universities participated in CUET 2022, whereas, 242 universities participated in CUET 2023.

## **7. Online and ODL Education**

The NEP 2020 envisions that digitalisation can play a crucial role in providing new and innovative forms of support to teachers, students, and the learning processes resulting in quality education and lifelong learning opportunities for all. In this regard, UGC notified the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020, on 4th September, 2020. Further, Well-performing HEIs are permitted to offer Online programmes to achieve the desired gross enrolment ratio (GER), improve access and provide an enabling environment for the HEIs in higher education. In order to maintain

quality in online education, only quality-centric HEIs based on NAAC and NIRF eligibility are permitted to offer Online/ODL programmes.

## **8. SWAYAM & MOOCs**

SWAYAM (Study Web of Active-Learning for Young Aspiring Minds) aims to take the best teaching and learning resources to all, including the most disadvantaged in society. It aims to bridge the digital divide for students who have remained untouched by the digital revolution. SWAYAM courses increase students' choice of courses. A student can avail of up to 40% of the total courses being offered in a particular programme in a semester through the SWAYAM platform and can transfer credits earned from the host institute to the parent institute.

To ensure that no learner is left behind, UGC is integrating its e-content (23000+ PG text + videos)/ SWAYAM MOOC (137 courses in emerging areas); Non-Engineering SWAYAM Courses (27 courses) in 8 Regional Languages with [digitalseva.csc.gov.in](http://digitalseva.csc.gov.in), a portal of Common Service Centres (CSCs)/ Special Purpose Vehicle (SPV) of the Ministry of Electronics and Information Technology (MeitY) in rural India.

The translated courses will address language barriers and promote Indian languages while providing learners flexibility in learning the mother tongue.

## **9. Internship/Apprenticeship embedded Degree program**

In order to capitalise on India's demographic dividend, it is essential not only to improve the quality of education but also to make it relevant in terms of providing employment opportunities. Realising the importance of apprenticeship/internship and making fresh graduates employment-ready with the necessary knowledge, competencies and attitude, the UGC launched the Guidelines on Internship/Apprenticeship Embedded Degree Programme in August 2020.

## **10. Academic collaboration with foreign HEIs for Joint and Dual Degree Programmes**

In line with NEP, 2020, the UGC notified the University Grants Commission (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations on 02.05.2022. These Regulations will provide global exposure to students, internationalisation at home, multi-disciplinary education with an internationally relevant curriculum and enhance employability.

### **11. Office for International Affairs**

The Guidelines for Internationalisation of Higher Education were issued on 29.07.2022. The establishment of the Office for International Affairs in HEIs is a single point of contact for facilitating foreign students and promoting internationalisation. This office will be responsible for undertaking various activities, such as coordinating all matters relating to welcoming and supporting foreign students. It will provide support services for integrating international students into the institution's academic and social activities.

### **12. Alumni Connect Cell**

The Guidelines for Internationalisation of Higher Education also envisages the establishment of Alumni Connect to encourage Indian HEIs to engage with Alumni (of foreign origin and Indians living abroad) in order to maintain a continuous engagement with the alumni.

### **13. Framework for Global Citizenship Education in Higher Education**

UGC issued the framework for Global Citizenship Education in Higher Education on 07.12.2021. It provides conceptual clarity on how Higher Education Institutions can integrate the concept of Global Citizenship amongst students through teaching, pedagogy and research. The framework also provides inputs on the expectations, knowledge, skills and value system required by students to become global citizens.

### **14. Establishment of Research and Development Cells in HEIs**

NEP 2020 envisages the promotion of quality research within the Higher Education system. Research and innovation are essential aspects of enhancing quality education in Higher Education Institutions. The establishment of the Research and Development Cell (RDC) in HEIs will enable the attainment of targets of Atma-Nirbhar Bharat and is expected to play a pivotal role in catalysing the multidisciplinary/ trans-disciplinary and translational research culture mandated in NEP 2020. UGC has brought out Guidelines for the establishment of RDC in universities and colleges on 14.03.2022. These Guidelines provide a clear road map for establishing RDC with its objectives and functions. RDC will create a conducive environment for enhanced research productivity, encourage collaboration across industry, government, community-based organisations, and agencies at the local, national, and international levels and facilitate greater access to research through the mobilisation of resources and funding.

### **15. Pursuing two Academic Programmes simultaneously**

The Guidelines for Pursuing Two Academic Programmes simultaneously were issued on 13.04.2022 to facilitate multiple pathways to learning involving both formal and non-formal education modes. The Guidelines aim at recognising, identifying, and foster each student's unique capabilities by sensitising teachers and parents to promote each student's holistic development in both academic and non-academic spheres.

### **16. Professor of Practice**

In order to enable HEIs to engage industry experts and professionals in HEIs to share the wealth of knowledge gained over their long careers with students, the UGC has developed Guidelines for engaging Professors of Practice in universities and colleges.

### **17. Curriculum and Credit Framework for Undergraduate Programmes**

The Curriculum and Credit Framework for Undergraduate Programmes is a tool to implement holistic and multidisciplinary education. It provides an opportunity to focus on the chosen major and minors as per the student's choices. With the introduction of these Guidelines on 12.12.2022 by the UGC, the Universities have the option of providing a Four-Year Undergraduate Programme so that the students can study extensively one or more specialised areas of interest and also develop capabilities across a range of disciplines, including sciences, social sciences, arts, humanities, languages as well as professional, technical and vocational subjects.

### **18. Minimum Standards and Procedures for Award of Ph.D. Degree**

With the objective of encouraging research scholars to become well-trained researchers and inquisitive explorers, the UGC published the new Regulations on the revised minimum standards and procedures for awarding a Ph.D. Degree on 15.11.2022. The provisions will facilitate the direct entry of four-year UG students into PhD courses. The mandatory condition of publications while permitting research and teaching assistantships has been removed.

### **19. Guidelines for basic facilities and amenities for Safe Secure Environment for Women and Women Cell (for Sensitization, Policy Implementation, Monitoring and Grievance Redressal) in Higher Educational Institutions**

With the commitment to developing a safe, secure and violence-free environment in all the educational institutions across the country, the UGC published the Guidelines on 22.12.2022. The Guidelines recommend quality



infrastructural facilities and strengthen the “Women Cells” and grievance redressal mechanisms for women. The HEIs are expected to provide professional counselling services, helpline numbers, easy access to basic sanitation and hygiene facilities, reliable and safe transit within the campus, female security guards, a primary health care centre along with an ambulance facility, CCTV coverage, hostels, Internal Complaints Committee, zero-tolerance policy concerning sexual harassment and gender-based discrimination. It also recommends conducting gender sensitisation seminars, contests, debates, promotion of gender-inclusive curriculum, vocational skills and entrepreneurship development, and scholarships for women.

## **20. Accessibility Guidelines and Standards for Higher Education Institutions and Universities**

The NEP 2020 envisages that education is the foremost primary measure to achieve economic and social mobility, inclusion, and equality. It highlights inclusive practices by making corresponding changes in curriculum, pedagogies, continuous assessment, and student support systems to ensure quality education. Accordingly, the UGC published Accessibility Guidelines and Standards for Higher Education Institutions and Universities in June, 2022. The Guidelines aim at HEIs to make provisions for persons with disabilities and to provide them with an accessible environment for their barrier-free participation in all respects.

## **21. Fostering Social Responsibility and Community Engagement in Higher Education Institutions in India 2.0**

To include the key recommendations of the NEP 2020, the revised Guidelines on Fostering Social Responsibility and Community Engagement in Higher Education Institutions in India 2.0 were published by the UGC on 29.12.2022. As the Guidelines recommend teaching a two-credit course on Community Engagement and Social Responsibility, the UGC has identified seven Regional Centres for Capacity Building of Faculty as Master Trainers for Community Based Participatory Research under the Unnat Bharat Abhiyan.

Through the active participation of higher educational institutions in rural communities, it aims to apply classroom knowledge to field realities and thereby improve the quality of learning. It also recommends starting new courses and adapting existing courses for community engagement. Students’ engagement with the local community may provide better learning opportunities through internships, projects and field studies. The Guidelines recommend developing short-term certificate courses, integrating them into

the existing syllabus, and trans-disciplinary research in partnership with the local community as envisaged by the NEP 2020.

## **22. Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges**

The NEP envisages autonomy for all colleges currently affiliated with a university and recommends that they should eventually become autonomous degree-granting colleges. The UGC, in its continued efforts to implement the various recommendations of NEP, 2020 has brought out the UGC (Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2023, as notified in the Gazette on India on 03.04.2023. The Regulations provide a simplified and transparent mechanism for conferring Autonomous Status to Colleges.

## **23. National Credit Framework (NCrF)**

The National Education Policy 2020 emphasises integrating general education and vocational education to enable increased mobility and flexibility in education. The NCrF is an enabling framework that lays down basic principles of creditisation of learning from various dimensions, such as academic, vocational, and experiential learning. It is a single meta-framework to seamlessly integrate the credits earned through school education, higher education and vocational and skill education. The UGC launched the NCrF on 10.04.2023.

## **24. Promotion of Physical Fitness, Sports, Students' Health, Welfare, Psychological and Emotional Well-Being at Higher Educational Institutions of India**

NEP 2020, provides that to ensure the students' physical, psychological, and emotional well-being, support centres and career counsellors are to be made available for all students. The Guidelines envisage establishing a Students Service Centre (SSC), which will deal with the problems related to stress and emotional adjustment of students, especially from rural backgrounds, female students, students from divergent cultural backgrounds, and students with special needs.

The Guidelines aim to promote physical fitness and sports activities for students and create safeguards against academic pressure, peer pressure, behavioural issues, stress, career concerns, depression and other issues on the mental health of students. It aims at teaching positive thinking and emotions in the student community while promoting a positive and supportive network for students.

## **25. Training/ Orientation of Faculty on the Indian Knowledge System**

The NEP 2020 has stressed the promotion of Indian Languages, Arts and Culture and has recommended integrating Indian Knowledge Systems (IKS) into curriculums at all levels of education. The UGC launched the Guidelines on Training/ Orientation of Faculty on the Indian Knowledge System on 13.04.2023. These guidelines for teacher training during the induction program and refresher courses provide a roadmap to familiarise and enthuse faculty about the IKS and identify strategies to incorporate IKS into their specific classroom teachings. Teachers and Learners will acquire the concept of the Indian Knowledge System and apply it in real life for the advancement and creation of knowledge.

## **26. Teaching in mother tongue/local languages in the Higher Education Institutions**

Promotion and regular use of Indian languages in education is an area of focus of the NEP, and teaching, learning and assessment in local languages will enhance student engagement and gross enrolment ratio and increase the success rate. Accordingly, the UGC wrote to the universities to allow students to write exams in regional languages even if the course is in English medium. This will significantly strengthen the efforts of achieving the target of enhancing the GER in higher education from 27 per cent to 50 per cent by 2035. The letter also says that it is necessary to write textbooks in the mother tongue/local languages and encourage their use in teaching, including translating standard books from other languages.

## **27. Guidelines for introducing courses based on Indian Heritage and Culture**

In pursuance of the National Education Policy (NEP 2020), which lays emphasis on the promotion of Indian heritage and culture, the UGC has notified the Guidelines for introducing courses based on Indian heritage and culture on 08.05.2023. The guidelines provide for Higher Educational Institutions to offer tailor-made short-term multi-tier credit-based modular programmes with multiple entry and exit based on Indian heritage and culture. The courses may include Universal Human Values, Vedic Mathematics, Yoga, Ayurveda, Sanskrit, Indian Languages, Music and Classical Dance Forms to attract International Learners to India. The courses can be offered at three distinct levels: (1) Introductory level, (2) Intermediate level, and (3) Advanced level. On successful completion of the course at every level, the learners shall be granted Certificates as specified by the Higher Educational Institutions.

## **28. Guidelines to empanel Local Artists/Artisans as Artist(s)- In-Residence in Higher Educational Institutions**

The National Education Policy emphasises bridging the gap between higher education and arts (Kala). Accordingly, the UGC published Guidelines to empanel Local Artists/Artisans as Artist(s)-in-Residence in Higher Education Institutions (HEIs) on 09.05.2023. The guidelines provide for HEIs to harness the creative talent and intellectual resources available within the country that are not formally connected to the higher education system to enhance, strengthen and improve the quality of teaching training and research. The Guidelines aim to collaborate with Artists and HEIs, to develop an effective structure of art education involving skilled Kala Gurus in teaching, research and other academic activities regularly, which will synergise the artistic experience with conventional education to be more productive and beneficial for the students. It will help increase the participation of artists in imparting experiential and practical learning, collaboration in research activities, and playing the role of a mentor. Appointment of the *Guru*, *Param Guru*, and *Parameshthi Guru* shall be according to the requirement of the HEIs.

### **29. National Higher Education Qualifications Framework (NHEQF)**

One of the key recommendations of the NEP 2020 is the formulation of the National Higher Education Qualifications Framework (NHEQF). The UGC published the NHEQF on 11.05.2023 to describe higher education qualifications leading to degree/diploma/certificate in terms of learning outcomes. It will provide an integrated national framework for recognizing and accrediting qualifications offered by different types of institutions engaged in higher education, including vocational education and training, and technical/professional education in India. The NHEQF is an instrument for the development, classification, and recognition of qualifications along a continuum of levels of higher education from 4.5 to 8.

### **30. Guidelines on Mulya Pravah 2.0 - Inculcation of Human Values and Professional Ethics in Higher Education Institutions**

As per the key recommendations of NEP-2020, the Guidelines on Mulya Pravah 2.0 -Inculcation of Human Values and Professional Ethics in Higher Education Institutions were released by the UGC on 12.05.2023. These revised guidelines not only elaborate on the objectives, outcomes, and framework for establishing a value-based environment but also suggest the operation, implementation, monitoring, and reinforcement of the relevant programme in Higher Education Institutions. These guidelines also contain the rationale for an indicative curriculum for inculcating Human Values and Professional Ethics (Mulya Pravah 2.0) to help students build a just and equitable world for all.

### **31. UTSAH Portal**

The University Grants Commission has developed a Portal called UTSAH (Undertaking Transformative Strategies and Actions in Higher Education). This Portal will effectively track and support the implementation of the National Education Policy, 2020 and its strategic initiatives across the Country's Higher Educational Institutions.

Key Performance Indicators (KPIs) have been identified for each thrust area, and the activities targeted to achieve these KPIs have also been enumerated. Using the AISHE code provided to them, all HEIs shall be required to log in to the Portal and furnish information on the various activities under the umbrella of the ten thrust areas.

### **32. Appointment of Ombudsperson in the HEIs**

As part of the NEP 2020 endeavours to formulate a simplified yet effective mechanism for students' grievances Redressal, the UGC has brought out the University Grants Commission (Redressal of Grievances of Students) Regulations, 2023, on 12<sup>th</sup> April, 2023. The new Regulations provide for the establishment of Students Grievances Redressal Committee(s) (SGRC) by all Higher Educational Institutions and for the appointment of Ombudsperson (s) at the University level. With the help of these Regulations, the students can approach the Committee/Ombudsperson if their grievances are not addressed.

### **33. Regulations on Deemed to be Universities**

The UGC has simplified the Deemed-to-be University Regulations for the ease of institutions who are seeking deemed university status. Based on the principle of 'light but tight', the new Regulations will provide streamlined and simplified processes for institutions seeking deemed university status, ensuring a balance between autonomy and accountability. The Regulations also introduce a new category, "Distinct Institutions", with a focus on teaching and research in a unique discipline, such as Indian culture & heritage, skill development, sports or languages. The Regulations enable a cluster of institutions to apply for the deemed status. The Regulations were launched on 7<sup>th</sup> June, 2023.

### **34. Incorporating IKS into Curricula**

The National Education Policy 2020 lays emphasis on the promotion of Indian Languages, Arts and Culture, and tries to remove this discontinuity in the flow of the Indian Knowledge System (IKS) by integrating IKS into curriculums at all levels of education. In order to facilitate the seamless integration of Indian traditional knowledge with modern subjects, the UGC has prepared Guidelines for Incorporating Indian Knowledge System (IKS) in

Higher Education Curricula. The Guidelines encourage institutions that every student enrolled in a UG or PG programme should be encouraged to take credit courses in IKS amounting in all to at least five per cent of the total mandated credits. At least 50% of the credits apportioned to the IKS should be related to the major discipline and should be accounted for the credits assigned to the major discipline. The Guidelines were launched on 13<sup>th</sup> June, 2023.

### **35. Curriculum and Guidelines on Life Skills (Jeevan Kaushal) 2.0**

The Curriculum and Guidelines for Life Skills (Jeevan Kaushal 2.0) was published on 18<sup>th</sup> August, 2023 and is based on the recommendations of the NEP 2020. It has been introduced with the aim to inculcate and encourage life skills in students, seeking participation from both the students and the faculty. In today's complex world, skills such as communication, professionalism, management and leadership and universal human values are considered to be crucial for the holistic development of learners.

### **36. Central University Faculty Selection Portal (CU-CHAYAN)**

The Unified Recruitment System for Teaching Positions in Central Universities was launched on 2nd May 2023. The system's unique feature includes a unified dashboard for each candidate from which they can apply to any/all Central Universities. UGC and Universities can track/monitor applications received in real-time. As of date, 36100 candidates have registered themselves on the portal so far, from which 26,453 have created the profiles. In total, 20 Universities have advertised 806 positions, against which 15900 applications have been received.

### **37. Malaviya Mission Teachers Training Programme**

To impart quality education to our system and enhance our education system, it is equally important that we train our teachers and contribute to their capacity building. Realising this vision, UGC has launched a full-fledged teachers' training programme known as the Malaviya Mission Training Programme. It is in synergy with the Human Resource Development Centres (HRDCs) and the erstwhile Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) Centres. Some of the training programmes offered under this training programme will be offline, and some will be online. Launched on 5<sup>th</sup> September, 2023, the Malaviya Mission Teachers Training Programme aims to train 15 Lakh+ teachers in two to three years through the 111 Madan Mohan Malaviya Teachers Training Centres spread across the country.

### **38. Credit-Based Course on Pedagogical Aspects for Teaching Divyangjan and Specific Learning Disabilities (SLDs)**

Prepared in the light of NEP 2020, the Guidelines focus on pedagogical aspects of teaching persons with disabilities. It aims to provide flexibility in the selection of core, elective, and skill-based courses to students with disabilities and curriculum transaction in an accessible manner and format. It also introduces recent technology and pedagogy for enhancing accessibility and evaluating students with diverse learning needs in higher educational institutions.