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प्रति,

कुलगुरु,
सर्व अकृषी विद्यापीठे/ अभिमत विद्यापीठे/ **समूह विद्यापीठे**

विषय- राष्ट्रीय शैक्षणिक धोरण २०२२ — राज्यातील शैक्षणिक संस्थांना विद्यापीठाचा दर्जा देणे,
एकीय/ समूह विद्यापीठे आणि पदवी देणारी स्वायत्त महाविद्यालये स्थापन करणे बाबत
आराखडा तयार करण्याबाबत.

संदर्भ- शासन निर्णय क्रमांक एनईपी-२०२२/ प्र.क्र.१०६/ विशि-३ दिनांक २६ एप्रिल, २०२२

महोदय/ महोदया,

राष्ट्रीय शैक्षणिक धोरण-२०२० ची राज्यात अंमलबजावणी करण्याच्या दृष्टीने या धोरणाचा अभ्यास करण्यासाठी दिनांक १६ ऑक्टोबर, २०२० च्या शासन निर्णयानुसार डॉ.रघुनाथ माशेलकर, माजी महासंचालक, वैज्ञानिक आणि औद्योगिक संशोधन परिषद, नवी दिल्ली यांच्या अध्यक्षतेखाली स्थापन करण्यात आलेल्या कार्यबल गटाने आपला अहवाल शासनास दि.३० जून, २०२१ रोजी सादर केला होता. दि.२७ जानेवारी, २०२२ रोजी झालेल्या मंत्रिमंडळ बैठकीत डॉ.रघुनाथ माशेलकर समितीच्या अहवालातील शिफारशीप्रमाणे विभागाने सादर केलेल्या प्रस्तावास मान्यता देण्यात आली होती.

त्यानुसार विषयांकीत प्रकरणी संदर्भाधीन शासननिर्णयान्वये गठीत करण्यात आलेल्या डॉ उज्वला चक्रदेव, कुलगुरु, श्रीमती नाथीबाई दामोदर ठाकरसी महिला विद्यापीठ, मुंबई अध्यक्षतेखालील समितीने आपला अहवाल शासनास सादर केला आहे. सदर अहवालाची प्रत सोबत जोडली आहे. सदर अहवालातील शिफारशी शासनाने स्विकारल्या असून या शिफारशींची, विहित प्राधिकरणांची मान्यता घेऊन, तातडीने अंमलबजावणी करण्याबाबत विद्यापीठांनी निर्णय घ्यावा.

आपला,

(अ.म.बाविस्कर)

उपसचिव, महाराष्ट्र शासन

सोबत- वरीलप्रमाणे

प्रत:-

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२. संचालक, तंत्र शिक्षण, महाराष्ट्र राज्य, मुंबई
३. संचालक, कला संचालनालय, महाराष्ट्र राज्य, मुंबई
४. संचालक, ग्रंथालय संचालनालय, महाराष्ट्र राज्य, मुंबई
५. निवडनस्ती (विशि-३)

**Maharashtra State
National Education Policy (NEP) 2020
Implementation Committee Report for
Transforming HEIs
into
Cluster/ Unitary Universities
Degree Granting Autonomous Colleges
Research-Intensive and Teaching-Intensive Universities**



**submitted to
Department of Higher and Technical Education
Government of Maharashtra**



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October 2022

Preamble

सर्वेपि सुखिनः सन्तु, सर्वे सन्तु निरामयः

सर्वे भद्राणि पश्यन्तु, मा कश्चित दुःख माप्नुयात्

May all be happy and prosperous, May all be free from illness,

May life of all be auspicious, Let sorrow touch to anyone!

And this is possible with transformation in education...

'Education' is the powerful tool to bring about social change. Vibrant communities of scholars and well-wishers of society have to come together hold hands, collaborate and share resources to transform entire field of education and thus the society at large as envisaged in National Education Policy 2020. I consider myself fortunate to have this opportunity to discuss, deliberate with my committee members and colleagues of SNDT Women's University and arrive at guidelines for facilitating formation of clusters of institutions and paving the path to achieve excellence in the area of choice (research or/and teaching) by classification into teaching-intensive and research-intensive universities.

जो जे वान्छील तो ते लाहो! (May each one get what they aspire!)

The guidelines formulated by the committee are designed in such a way that HEIs will be able to make a choice of either being Research-Intensive or Teaching-Intensive. There is also a flexibility of shifting from R1 to R2 to R3; similarly, T1 to T2 to T3. HEIs will have to continuously strive to retain or upgrade their status.

T3 or R3 are the highest levels so far envisaged by the committee in the area of teaching or research. Committee is aware of the fact that teaching and research are inseparable components of learning, however methods and objectives of learning are defined by the goals set and also by the inherent strengths of the individuals of the institution in research and teaching.

Institutions having experience (more than 50 years) can take up more responsibility by becoming multidisciplinary universities.

If the target of 100% literacy is to be achieved by 2035 the roadmap for the same has to be clear for fast-track movement of traffic. Formulated guidelines contribute to some extent in this direction.

The guidelines would also enable the Autonomous colleges to acquire the empowered Autonomy for granting a joint degree with the university with the provision of MU Act 2016. With amendments in the Act, the autonomous colleges will also be able to impart degrees independently.

All these provisions and amendments suggested by this committee will bring about a sea-change in the entire environment of education of Maharashtra.

Prof. Ujwala Chakradeo

Vice-Chancellor, SNDT Women's University, Mumbai

(Chairperson)

**Maharashtra State National Education Policy (NEP) 2020
Implementation Committee for Transforming HEIs into
Cluster/ Unitary Universities, Degree Granting Autonomous Colleges,
Research-Intensive and Teaching-Intensive Universities**













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Chapter I

Background

1.0 Introduction

The National Education Policy, 2020 (NEP-2020) stresses the need for imparting Holistic and Multidisciplinary Education (HME) to all learners to help them towards all-round development, in all capacities, such as social, physical, emotional, moral, intellectual, and aesthetic, in an integrated manner. The policy emphasizes that the course curriculum should be multidisciplinary in nature with the flexibility for the learners to opt for a creative combination of disciplines, according to their choice with unique course options besides specializing in a particular chosen discipline. All higher education institutions (HEIs) providing UG, PG, and doctoral programmes ranging from traditional disciplines of the humanities, social sciences, and pure sciences to various professional, technical, and vocational disciplines, have to impart HME to the students. 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.

Transformation starts with restructuring, Thus New **Universities'** Formats Concept Implementation begins with the restructuring of Unitary Universities, Cluster Universities and ***Degree Awarding Colleges***.

NEP Mandate pointing out expectations and functions vividly is presented in Appendix A.

1.1 Key Action Points

Government of Maharashtra had set up a Task Force to study the National Education Policy (NEP) 2020 and make suitable recommendations for its implementation in the State of Maharashtra. As per the recommendations the Government of Maharashtra has formulated this sub-committees to facilitate the implementation of the NEP-2020 in Maharashtra state.

Present committee has been given the mandate

- 1- To frame Guiding Criteria Framework for transformation of existing HEIs into Unitary/ Cluster Universities or Degree Granting Autonomous Colleges
- 2- To identify the parameters for classification of existing HEIs into Research-intensive and Teaching-Intensive Institutions
- 3- To prepare the roadmap for granting University Status to the HEIs which have completed 50 years
- 4- Guidelines to establish a committee to grant center of educational excellence.

It was necessary for the committee to consider following points while working on the issues mentioned above.

- Multiple entry-exit and credit transfer considerations
- Multidisciplinary faculties, groups and knowledge resource centers. Guidelines on hierarchical rating, hierarchical autonomy, affiliation cancellation process, etc.
- Recommendations for open distance learning and online programs
- The jurisdiction of educational institutions in the state
- Plan for the establishment of Academic Excellence Center for Teaching-Study, which includes integration of advanced teaching methods, use of technology, curriculum development and knowledge in various disciplines

The objective is i) to facilitate pooling of resources for the clustering universities, ii) to facilitate addition of departments with diverse specialty in unitary university to offer multidisciplinary education. iii) freedom to design curriculum as per local needs and expertise and freedom of execution. iv) facilitate growth of the institution on the chosen direction (either research or teaching) to be able to achieve excellence. V) guided roadmap for institutions to achieve potential of excellence.

Chapter II

Guiding Criteria Framework for transformation of existing HEIs into Unitary/Cluster Universities and Roadmap for granting University Status to the HEIs which have completed 50 years

2.0 Introduction

Today Maharashtra has 65 universities, 4731 colleges, 1962 stand-alone institutions and 42-lakh plus students following higher education. Its GER is at 32.3% and growing. It has a well dispersed district-wise reach enabling students to access higher education from anywhere in Maharashtra. (Report of The Task Force for Implementation of NEP 2020 in Maharashtra, 2020-21)

Higher Education institutions can be strengthened by empowering them to take decisions, make inclusive policies of delivery of education, impart multidisciplinary education and be able to continuously enhance the quality education.

Autonomous institutions will be able to

- 1- Review existing courses/programmes and, restructure, redesign and prescribe its own courses/programmes of study and syllabi.
- 2- formulate new courses/programmes within the nomenclature specified by UGC
- 3- Evolve methods of assessment of students' performance

2.1 Mandate of Shri Mashelkar Report

The new formats that HEIs need to move towards necessitates that the State create a Comprehensive Plan for the same. It will need to be done with a study of the current status of all HEIs and Colleges as to their sizes, capacities, legal status and need of resources. This Plan will need to be made with formation of a team/committee that will access high quality information, analyze it carefully and create a detailed action plan and roadmap. (1.1 - pg no. 22). Appendix B presents the Mandate of Shri Mashelkar Report.

Higher Education Institutes (Colleges or Universities) maintaining high level of quality standard will aspire and may attain one of the following status

A. Unitary Universities:

Existing Universities without any affiliated *colleges*/institutions

Single large *college*/institution can attain the status of the Unitary University

B. Cluster Universities:

Societies with more colleges of the single management (Trust/Society/Company) can aspire to be Cluster universities.

C. Degree granting Autonomous Colleges:

Colleges may first aspire to be Autonomous colleges through Graded Autonomy systems and once reach certain quality standard, may aspire to be a Degree Granting Autonomous College.

HEIs under a single Management shall form a cluster. They can initially work together as a cluster of colleges and then aspire to form a cluster university. HEIs under a single management shall be encouraged to form such clusters irrespective of the distances between two HEIs under the jurisdiction of the State. Necessary amendments in Maharashtra University Act 2016 for such a provision is needed. The cluster HEIs, after successful implementation, may aspire for Cluster University.

The single HEIs, which are autonomous may similarly aspire the status of Degree Granting Autonomous College and then aspire to be the Unitary University. Degree-granting Autonomous colleges shall award joint degrees in collaboration with the University and then prove eligibility for granting degrees on its own maintaining the status of 'college'. Such HEIs, after successful implementation of the status of Degree Granting Autonomous College may aspire to be Unitary Universities, by meeting required quality standards, for the status of 'Unitary University'.

2.2 Compliances for reorganizing a HEI as University (Cluster or Unitary)

The Management seeking university status to the college or institution run by it, shall have or commit to comply requirements and expectations listed below:

2.2.1 Multidisciplinary University:

The world is undergoing rapid changes in knowledge landscape. The NEP 2020 emphasizes **multi-disciplinarity as** fundamental guiding principle for holistic education for the unity and integrity of the knowledge. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in the fields across 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.

The Management must have been in existence for Last 50 Years. The HEIs under the sponsoring body should facilitate inter-disciplinary and trans-disciplinary courses to enhance learning experience. The sponsoring body should have ability to upgrade its HEIs into Multidisciplinary University envisioned in NEP 2020. It is preferred that the Management invited to form University should have at least three to four HEIs offering education in different faculties under its governance.

2.2.2 Regional Balance and Diversity:

NEP 2020 proposes at least one large multidisciplinary university and college in or near every district. State should invite eligible sponsoring bodies desirous to establish University to submit detailed Project Report in the prescribed format. On the basis of short-listing criteria-indicators and weights select sponsoring body for the award of propose new University.

The Proposed New University should offer at least one course or programme in local and Indian language.

2.2.3 Land Requirement:

The main thrust of this NEP 2020 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.

- i. The proposed sponsoring body should have adequate land to create or augment facilities for large vibrant community. The land already available with the sponsoring body must be enough to support the additional enrolments and capacity (at least 5 acres in mega cities, (or equivalent FSI considering vertical growth) 8 acres in metro cities and 10 acres in rest of the cities).
- ii. The minimum land requirement for a new university depending on the location should be prescribed. The land requirement should be reduced considering vertical expansion in the mega city.
- iii. Multiple campuses: It is always not possible to get the entire requirement of land parcel in a contiguous manner in one place. The sponsoring body can fulfill land require condition in noncontiguous manner.
- iv. Campus in educationally backward area: University develops at least one campus of minimum one acre in educationally backward area of Maharashtra as defined by Kelkar Committee
- v. Multiple campuses: Committee recommends that multi campuses should be permitted to an efficient functioning of New University. This recommendation takes into consideration the provisions under RUSA wherein small regions / cluster of colleges / cluster University can be created. It is therefore suggested that on similar lines, multi campus and multidisciplinary campus should be a part of New University.
- vi. Transfer of Land: Normally the land is purchased by the sponsoring body and has to be transferred to the proposed New University. Once the land is purchased by the sponsoring body after paying stamp duty and registration fee; No stamp duty should be levied again when transferred to university. Similarly in case of dissolution / closure the land of the University will have to be transferred to sponsoring body and again no stamp duty registration fee should be charged.

A perspective plan may be prepared by the Government to achieve region-wise target of forming New Universities for inviting applications and for selection.

2.2.4 Physical Infrastructure:

- i. Adequate infrastructure: Sponsoring body Should have adequate library, hostel, laboratory, ICT and sports facilities.
- ii. The Sponsoring body should provide per student learning spaces/ laboratory/ Library/ sport facilities as prescribed by statutory bodies time to time
- iii. The sponsoring body should provide adequate washroom facilities and the availability hostel facilities is preferred.

- iv. The sponsoring body must commit to inclusion of ICT in teaching, learning and evaluation processes in all its HEIs provide internet access (preferably Wi-Fi) and access to library of databases and digital content to all students
- v. The courses offered shall be multidisciplinary in nature and shall be designed for the Holistic development of the students.

2.2.5 Academic Quality and HEI Profile:

- i. Academic Record: The HEIs should have excellent, consistent track record of academic performance for last five year.
- ii. NAAC Accreditation: At least two or more HEIs under the governance of sponsoring body should have been accredited by NAAC and must have received 3.25 CGPA and above.
- iii. Autonomy: At least one institution of the sponsoring body should have autonomy status conferred by UGC.
- iv. Enrolment: The minimum existing cumulative enrolment of the HEIs must be more than 3000. The facilities must be enough to sustain the institution as a university with and the proposed total minimum enrolment requirement of 4000 students.
- v. The HEIs under the sponsoring body should have teaching programmes both at undergraduate and postgraduate levels.
- vi. The HEI under the sponsoring body should have filled at least 70% of their sanctioned faculty positions. The HEI under the sponsoring body Should have a healthy student–teacher ratio (25:1).
- vii. Research Capabilities: The HEI under the sponsoring body must also have credible research capacity as evidenced through research and publications of faculty members The new university should focus on delivery of cutting-edge contextual research solving global and regional problems. The prospective trust should have excellent research capabilities. The HEIs under the trust should have experience of offering interdisciplinary courses
- viii. As far as admission of student is concerned the reservation policy as per constitution of India should be made applicable for students, excluding the foreign nationals
- ix. Acknowledging the criticality in the achievement of Goals of higher education, recruitment in the HEIs should be only on purely merit based. Proposed new University should establish “tenure track system” of recruitment with suitable probation period to further ensure excellence.
- x. Excellence of the faculty should be incentivized through appropriate rewards, promotion recognition and movement into institutional leadership.
- xi. There should fast track promotion system with multiple parameters with 360-degree performance appraisal system for proper assessment, for recognizing innovation in teaching and pedagogy, quality and impact research, contextual research output, professional development activities, student performance and other forms of services to institution and community.
- xii. Online programmes on offer

2.2.6 Grant in aid:

Sponsoring body with existing HEIs running programmes/ courses with grants from the government, will continue getting the grants. Collaboration with foreign university will continue as per statutory norms.

2.2.7 Process of enactment:

- i. The committee appointed by the Government will identify and invite the managements to apply for conversion of its existing colleges/HEIs into a cluster/unitary university as per the provisions of annexed model guidelines.
- ii. The sponsoring body shall submit the DPR giving their proposals in detail in the prescribed format.
- iii. The budget explaining the probable capital expenditure for assets and recurring expenditure shall be submitted.
- iv. The proposal shall be put before the committee appointed by the government for giving LOI.
- v. The Committee shall scrutinize the proposal and recommend for approval to the government.
- vi. Once the government approves the proposal, LOI will be issued to applicant sponsoring body.
- vii. Sponsoring body again comes to government requesting inspection/ verification of the work done. Once this is verified, the department recommends enactment of special act for the Self-funded University (SFU) and for this proposal goes to Cabinet and then Legislature for approval.

2.3 Eligibility Criteria for Cluster University status

On the basis of the standards and norms stated in section 2.1, eligibility criteria are defined as per the following. Table 2.1 presents the sample checklist.

Table 2.1

Check-list proforma

Checklist	Yes/No
1. Completed more than 50 years	
2. Minimum student strength 3000 at least one of the colleges	
3. NAAC three cycles completed for the lead college	
4. NAAC A grade to the lead College in the last cycle	
5. Adequate Infrastructure minimum as per government norms	
6. Grant in aid or non-grant PG departments for more than 5 years in at least one college PhD research Centre with in-house guides by minimum one of the colleges	
7. NIRF ranking participation by minimum one of the colleges	

2.4 Quality Standards for Cluster University status

The following categories are defined to set quality standards:

1. Academic Excellence
2. Extension activity facilities and achievements
3. Financial competency
4. Reputation and goodwill
5. Industrial Support and Collaborations
6. eGovernance and transparency
7. Land and Infrastructure

Standards are proposed under each of these categories to be rated from 0 to 5. The scoring pattern is proposed as:

Highest score (5)	Lowest score (1/0)
------------------------------------	-------------------------------------

Sample guidelines for the standards under categories of 'Academic Excellence', 'Extension activity facilities and achievements' and 'Financial competency' are presented as sample.

2.4.1 Academic Excellence

The following standards are proposed under the category of 'Academic Excellence' for approval to form a 'Cluster University'

Staff Profile

- A. Staff Recruitment
- B. Teacher Qualification (Ph.D): Ph.D degree holders
 1. Research publication by staff
 2. Student profile, intake, and cut-off
 3. Research Based activities and Research Impact
 4. Skill Courses, Additional Courses and Academic Flexibility
 5. LOCF and NHEQF
 6. Degree Programs offered
 - A. Professional degree programmes
 - B. Curricula meet Currency & relevance
 7. PG programmes offered and student research in varied disciplines ranging from languages and social sciences to science & technology with the potential of providing soft multidisciplinary education and/or multidisciplinary research in near future
 8. Student Teacher Ratio
 9. Academic Active MoUs
 10. Staff and Students Achievements

11. Credit system Implementation and curriculum
12. Having centre for doctoral studies
13. Possessing the following:
 - Start-up incubation centres;
 - Technology development centres;
 - Research centre
14. Online programmes on offer

Guidelines for scoring against these standards are presented in Appendix C.

2.4.2 Extension activity facilities and achievements

The following standards are proposed under the category of 'Extension activity facilities and achievements' for approval to form a 'Cluster University'

1. Facilities for NSS, NCC, Cultural, Sports and their achievements
 - A. NSS, NCC, Sports, Cultural programmes all exist
 - B. Regular participation inter-college activities
 - C. Prizes, awards grabbed
2. NGOs Collaborations and facilities
3. Students Clubs and Competitions
 - A. Students' clubs exist
 - B. Activities are organised
4. Study Visits and Projects in the areas of community engagement and service, environmental education, and value-based education
5. Students Associations and Activities

Guidelines for scoring against these standards are presented in Appendix D.

2.4.3 Financial Competency

The following standards are proposed under the category of 'Financial Competency' for approval to form a 'Cluster University'

1. FDs, Funding from different agencies
2. Financial Resource Planning
3. CSR funding planning
4. Corpus fund
5. Funding from Alumni and Industry
6. Funding for research projects

2.4.4 Reputation and Goodwill

The following standards are proposed under the category of 'Reputation and Goodwill' for approval to form a 'Cluster University'

1. Application to intake ratio
2. Awards and Recognition
3. Accreditation and Ranking
4. Collaboration and contribution

5. Social Impact projects
6. Alumni Status and Testimonials
7. Recommendation by Public, Students and other stake holders
8. Website and Social Media Existence and updates

2.4.5 Industrial Support and Collaborations

The following standards are proposed under the category of 'Industrial Support and Collaborations' for approval to form a 'Cluster University'

1. Placement Status
2. Internship Based Programs
3. Industries contribution for Academics
4. Industry Active MoUs
5. International Collaborations and MoUs
6. Industry Projects
7. Contributions of Sector Skill Councils or Industrial Associations

2.4.6 Governance and Transparency

The following standards are proposed under the category of 'Governance and Transparency' for approval to form a 'Cluster University'

1. Vision and Mission alignment with functioning
2. Meetings of Committees and their role in decision making
3. Use of ERP Software for Automation for maximum modules
4. Accounting and finance management
5. Profile of Management Committee
6. Functioning of various authorities
7. Maintenance of records and Minutes
8. Academic and Administrative SoPs
9. Evidentiary practices of Transparency
10. Campus maintenance and Safety & Security
11. Delegation of Authorities and decentralised functioning
12. Future Planning, Institutional Development Plan

2.4.7 Land and Infrastructure

The following standards are proposed under the category of 'Land and Infrastructure' for approval to form a 'Cluster University'

1. Land available to create additional required infrastructure for university owned or rented as per relevant requirements of size (as per Type 1/Type 2/Metro cities (vertical))
2. Physical Infrastructure
3. IT infrastructure, Computers, Student computer ratio
4. Sports infrastructure
5. Adequacy of infrastructure for further expansion
6. Land or space for separate university administration
7. Classrooms and academic infrastructure
8. Laboratory and Library
9. Departments and Activity Infrastructure seminar halls AV halls

10. Associations and facilities infrastructure
11. Students' facilities like LCR, BCR Toilets, parking etc.

2.5 Eligibility Criteria for Unitary University status

Single HEIs can aspire to be 'Unitary Universities'. Table 2.2 presents sample checklist to verify eligibility in terms of existence of a few components.

Table 2.2

Check-list for approval of 'Unitary University' status

Checklist	Yes/No
1. Completed more than 50 years	
2. Minimum student strength of 2500	
3. NAAC three cycles completed	
4. NAAC A grade in the previous assessment	
5. Adequate Infrastructure minimum as per government norms	
6. Grant in aid or non-grant PG programmes for more than 5 years PhD research Centre with in-house guides by minimum one of the colleges	
7. NIRF ranking participation	

2.6 Quality Standards for 'Unitary University' status

The following categories are defined to set quality standards:

1. Academic Excellence
2. Extension activity facilities and achievements
3. Financial competency
4. Reputation and goodwill
5. Industrial Support and Collaborations
6. eGovernance and transparency
7. Land and Infrastructure

2.6.1 Academic Excellence

The following standards are proposed under the category of 'Academic Excellence' for approval to form an 'Unitary University':

1. Staff Profile
 - A. Staff Recruitment
 - B. Teacher Qualification (Ph.D.): Ph.D. degree holders
2. Research and publication by staff
3. Student profile, intake, and cut-off
4. Research Based activities and Research Impact
5. Skill Courses, Additional Courses and Academic Flexibility
 - A. Skill-based courses
6. Learning outcome based curriculum framework (LOCF) and National Higher Education Qualifications Framework (NHEQF)

- A. Curriculum is based on LOCF
- B. Multiple entries and exits
- C. Academic Bank of Credits (ABC)
- 7. Degree Programs offered
 - A. Professional degree programmes
 - B. Curricula meet Currency & relevance
- 8. PG programs offered and student research in varied disciplines ranging from languages and social sciences to science & technology with the potential of providing soft multidisciplinary education and/or multidisciplinary research in near future
- 9. Student Teacher Ratio
- 10. Academic Active MoUs
- 11. Staff and Students Achievements
- 12. Credit system Implementation and curriculum
- 13. Having centre for doctoral studies
- 14. Technology development centre
- 15. Online programmes on offer

Sample guidelines for scoring against these standards are presented in Appendix F.

2.6.2 Extension Activity Facilities and Achievements

The following standards are proposed under the category of 'Extension Activity Facilities and Achievements' for approval to form an 'Unitary University':

- 1. Facilities for NSS, NCC, Cultural, Sports and their achievements
 - NSS, NCC, Sports, Cultural programmes all exist
 - participation inter-college activities
 - Some prizes grabbed
- 2. NGO Collaborations and facilities
- 3. Students Clubs and Competitions
 - A. Students' clubs exist
 - B. Activities are organised
- 4. Study Visits and Projects in the areas of community engagement and service, environmental education, and value-based education
- 5. Students Associations and Activities

Sample guidelines for scoring against these standards are presented in Appendix G.

2.6.3 Financial Competency

The following standards are proposed under the category of 'Financial Competency' for approval to form an 'Unitary University':

- 1. FDs, Funding from different agencies
- 2. Financial Resource Planning
- 3. CSR funding planning
- 4. Corpus fund
- 5. Funding from Alumni and Industry
- 6. Funding for research projects

Sample guidelines for scoring against the standards for 'Unitary University' status under 'Financial Competency' are presented in Appendix H.

2.6.4 Reputation and Goodwill

The following standards are proposed under the category of 'Reputation and Goodwill' for approval to form an 'Unitary University'.

1. Application to intake ratio
2. Awards and Recognition
3. Accreditation and Ranking
4. Collaboration and contribution
5. Social Impact projects
6. Alumni Status and Testimonials
7. Recommendation by Public, Students and other stake holders
8. Website and Social Media Existence and updates

2.6.5 Industrial Support and Collaborations

The following standards are proposed under the category of 'Reputation and Goodwill' for approval to form an 'Unitary University'.

1. Placement Status
2. Internship Based Programs
3. Industries contribution for Academics
4. Industry Active MoUs
5. International Collaborations and MoUs
6. Industry Projects
7. Contributions of Sector Skill Councils or Industrial Associations
8. Incubation and Innovation Centre

2.6.6 Governance and Transparency

The following standards are proposed under the category of 'Governance and Transparency' for approval to form an 'Unitary University'.

1. Vision and Mission alignment with functioning
2. Meetings of Committees and their role in decision making
3. Use of ERP Software for Automation for maximum modules
4. Accounting and finance management
5. Profile of Management Committee
6. Functioning of various authorities
7. Maintenance of records and Minutes
8. Academic and Administrative SoPs
9. Evidentiary practices of Transparency
10. Campus maintenance and Safety & Security
11. Delegation of Authorities and decentralised functioning
12. Future Planning, Institutional Development Plan
13. Examination and Evaluation Department/ Cell

2.6.7 Infrastructure

The following standards are proposed under the category of 'Infrastructure' for approval to form an 'Unitary University'.

1. Physical Infrastructure
2. IT infrastructure, Computers, Student computer ratio
3. Sports infrastructure
4. Adequacy of infrastructure for further expansion
5. Land or space for separate university administration
6. Classrooms and academic infrastructure
7. Laboratory and Library
8. Departments and Activity Infrastructure seminar halls AV halls
9. Associations and facilities infrastructure
10. Students' facilities like LCR, BCR Toilets, parking etc.

2.7 Compliances/ actions required from Legal point of view (with regard to the Maharashtra Public Universities Act, 2016)

1. Section 2 (10) of the Maharashtra Public Universities Act, 2016 defines 'Cluster University' as a Cluster University established under Section 3(6) of the Act. Similarly, definition of 'Unitary University' may be added in this Section.
2. As per Section 2(63) of the Act, University means any of the Public Universities mentioned in the Schedule of the Act and includes a Cluster University established under Section 3(6) of the Act. This sub-section may be amended by adding 'Unitary University'
3. As mentioned in Section 3(6) of the Act, the State Government may, by Notification in the Official Gazette, constitute a Cluster/Unitary University comprising a cluster of affiliated or autonomous colleges or institutions of the University. Such Cluster University shall have such University Authorities and shall exercise such powers and functions as may be specified in such Notification. Such Notification is required to be placed before each House of the State Legislature. Such Cluster/Unitary University is then added in the Schedule of the Act and is governed by the Maharashtra Public Universities Act, 2016 and the Notification by which it is constituted. Thus, there are provisions in the Maharashtra Public Universities Act, 2016 for constitution of cluster universities. On the similar lines, a new sub-section may be added in Section 3 of the Act providing for conversion of college/institution fulfilling the prescribed criteria, into a degree awarding institution.

2.8 Summary

Higher Education Institutes (Colleges or Universities) maintaining high level of quality standard will aspire and may attain the status of Unitary Universities, Cluster Universities or else Degree granting Autonomous Colleges. The committee appointed by the Government will identify and invite HEIs to apply and initiate the procedure for acquiring such status. These HEIs will further be evaluated against criteria such as completion of 50 years, multidisciplinary nature, academic Excellence, extension activity facilities and achievements, financial competency, reputation and goodwill, industrial support and collaborations, eGovernance and transparency and land and infrastructure, etc. Cluster University, due to its diverse institutions shall be multidisciplinary by nature, whereas Unitary university will need to add postgraduate departments/ courses and initiate collaborations with organisations of other disciplines so as to achieve multidisciplinary nature.

Chapter III

Parameters for classification of existing Colleges into Degree Granting Autonomous Colleges

3.0 Introduction

Degree-granting Autonomous College can be defined as “large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching”.

3.1 Degree Granting Autonomous Colleges

The essential prerequisite for any college to apply for ‘Degree Granting Autonomous College’ is ‘Autonomy’.

3.2.1 Autonomy

The existing regulation of UGC and State Government for granting autonomy may be modified to accommodate parameters and criteria for Degree Granting Autonomy. The MPU Act, 2016 has provision in section 122, 123 & 124 for granting autonomy to university departments or institutions, college or recognized institution, empowered autonomous colleges and empowered autonomous cluster institutions.

3.2 Empowered Autonomous College and Empowered Autonomous Cluster HEIs

The Maharashtra Public Universities Act, 2016 provides for Empowered Autonomous College and Empowered Autonomous Cluster Institutions. Sub-Section (27) of Section 2 of the Act defines Empowered Autonomous College and Sub-Section (28) of the said Section 2 defines Empowered Autonomous Cluster Institutions. Such Empowered Autonomous College or Empowered Autonomous Cluster Institutions are empowered to grant a joint degree with the affiliating University.

The current legislature provides an opportunity to all existing Autonomous colleges of the State to attain the status of Joint Degree Granting Autonomous Clusters. Such colleges shall be given an opportunity to collaborate with its University to jointly offer degrees. If the university is willing to collaborate with such colleges, no rigorous procedure will be needed to attain the status of **‘Empowered Joint Degree Granting College or Cluster’**.

If an autonomous college is to be conferred with the power of granting degree, the status of university needs to be conferred upon it, since as per Section 22 (1) of the University Grants Commission Act, 1956, the right of conferring or granting degrees shall be exercised only by a University established or incorporated by or under a Central Act, a Provincial Act or a State Act or an institution deemed to be a University under section 3 or an institution specially empowered by an Act of Parliament to confer or grant degrees. In such case, it may either be ‘Unitary University’ or ‘Cluster University’, as the case may be. Accordingly, necessary amendments need to be made in the relevant provisions of the Maharashtra Public Universities Act, 2016, as mentioned in Clause 2.7 above.

3.3 Process to initiate awarding Degree Granting Autonomous College

The State Government will identify and invite those autonomous colleges which appear to possess potential to apply for the status of 'Degree Granting Autonomous College'.

Those colleges which would not be invited but willing to apply for the status will request Government to consider them for this procedure. The government may take a decision to invite such colleges to apply. The procedure of all such invited colleges will be initiated.

3.4 Potential for upgradation of a Degree Granting Autonomous Colleges

The potential for the status of 'Degree Granting Autonomous College' will majorly depend on the following milestones:

1. Two successful Autonomy cycles completed
2. Successful exercise of introducing new programmes/courses
3. Successful exercise of bringing out innovations in the field of education demonstrated
4. Successful introduction and implementation of Examination reforms
5. The status of "Colleges with Potential for Excellence (CPE)/ College of Excellence (CE)" will be considered as an additional milestone for establishing the eligibility of awarding the status of 'Degree Granting Autonomous College'.

XII Plan Guidelines for "Colleges with Potential for Excellence (CPE)/ College of Excellence (CE)" Scheme are presented in Appendix I.

3.5 Modalities of process for applying for the status of Degree Granting Autonomous College

The guidelines to attain autonomy are prescribed by the UGC. The process of attaining autonomy is a rigorous process through which the Autonomous colleges would have already gone. Milestones prescribed under section 3.5 will further ensure the status of degree granting autonomy. Such HEIs will be worthy of grant of the status of 'Degree Granting Autonomous Colleges'.

3.6 Summary

A few of the autonomous colleges may be identified and invited to apply for the status of Degree Granting Autonomous Colleges. Necessary amendments in the Act will enable such empowered colleges to award degrees, which otherwise is the mandate of the universities. Such colleges will either award degrees jointly with the universities or else meet quality standards to award degrees independently. Such colleges, if exist for 50 years, further may aspire for the status of 'Unitary Universities' by raising its quality standards for such a status.

Chapter IV

Research-Intensive and Teaching-Intensive Universities and University with Potential for Excellence

4.0 Introduction

Creating detailed plans and roadmaps to re-classify higher educational institutions into new Research-Intensive or teaching-Intensive Universities inclusive of the transformational resources required for implementing the principles of the National Education Policy 2020. The roadmap leads to achieve excellence in the field of research or teaching enabling to acquire the status of 'Universities with Potential for Excellence' or 'Universities of Excellence'.

4.1 Definitions

Research Intensive Universities (RIU)- those which give equal emphasis on teaching and Research

Teaching Intensive Universities (TIU)- those that place greater emphasis on teaching but still conduct significant research.

4.2 Research-Intensive and Teaching-Intensive universities

All universities are teaching universities by default. The universities which aspire to take up a desired roadmap (in teaching or in research) would come forward for being classified as R-I or T-I and follow the designed guidelines.

Any university applying for the status of Universities with Potential for Excellence (UPE)/Universities of Excellence (UoE) scheme may set higher achievement goals and strive for achieving them. In the process, the university has to analyze its processes on the basis of some parameters and indicators - measurable as well as non-measurable - and improve the processes so as to achieve better results.

(UGC - PE Bureau)

Status of Research-Intensive and Teaching-Intensive universities is considered as gradual steps towards excellence and indicator of focusing on either rigorous research or excellence in developing domain knowledge and skills. Reaching higher levels of quality standard in both teaching and research is equally important for any knowledge society. If any university wishes to focus on either of the areas, it will contribute significantly to the knowledge society. It therefore implies that Research-Intensive and Teaching-Intensive institutes are equal in their standards. This also implies that universities excelling in both teaching and research simultaneously with equal focus are also equally important.

The universities which wish to define their focus on either Teaching or else Research may strive to achieve specific status in either of the areas and progress in the same direction. The highest level of this gradual process towards attainment of high quality will help the university achieve "Potential for Excellence". Considering the attainment of 'Potential of Excellence' as the highest level, every step in this sequence, can be defined in terms of levels R1, R2 and R3 (Highest level of Excellence) and T1, T2, T3 (Highest level of Excellence).

Suggestive criteria which can determine the Quality in the respective areas are defined in the following sections. These criteria are congruent to the guidelines suggested by UGC for the Universities with Potential for Excellence. Though these guidelines relate to teaching and research both as essential functions of the universities, the following sections try to define criteria specifically for R1 to R3 levels of Research-Intensive universities as well as T1, T2 and T3 levels of Teaching-Intensive universities. No university can avoid either of these areas. As stated in the earlier paragraph, being 'intensive' in one of the areas can be vision and focus of the respective universities, but it does not imply negligence towards the other area. Several criteria (e.g. Library, databases, innovation, qualification of teachers, etc.) will necessarily be common in both areas of 'Intensive' focus. Norms for each of the areas are thus defined considering special focus in Research or Teaching as well as quality standards essential for both the areas.

It is suggested that Self-appraisal forms can be further derived using these norms. R3 and T3 will be the highest levels. Once reached R3 or T3, the respective HEIs will be given the status of 'Centre with Potential for Excellence'.

A Degree granting Autonomous colleges will aspire to become a University (Unitary University or a part of a Cluster University) first and once become a university, will aspire for becoming R-I or T-I University. The standards for the status of a Degree-granting Autonomous college are discussed in the previous chapter.

4.3 Modalities of process for applying for the status of T-I or R-I universities

- 1- Universities desirous of being classified as Teaching Intensive (T1, T2, T3) or Research Intensive (R1, R2, R3) will submit the relevant self-appraisal form (based on table 4.1 and 4,2) with self-declaration of the sub section to the Government. Documents of evidences will be submitted alongwith the self-appraisal form.
- 2- The Self-appraisal form, proposal and the IDP will be scrutinized by the experts.
- 3- Selected institutions shall be visited by the group of experts for verification as well as discussion.
- 4- The self-appraisal form will be verified during the visit and final scores will be assigned.
- 5- Based on the scores (as shown in Table 4.1 and 4.2), decision regarding identifying the university as per the proposal will be taken. If the university's average score is 4 or less, it will not be identified as R-I or T-I. If the score is 5 or more, levels (R1, R2, R3 and T1, T2 and T3) will be assigned to the concerned universities as per the scoring scale.

As stated in 4.1, criteria for R-I and T-I status are further discussed. This section presents Table 4.1 stating criteria for assigning R-I status with the applicable level of the intensity and quality in the domain of Research. These norms are congruent to a great extent to the UGC's norms for 'Potential for Excellence'.

4.4 Research-Intensive Universities

Research Intensive Universities (R-I) Universities are defined as those which give equal emphasis on teaching and Research

Major Outcomes of any Research-Intensive (R-I) University will be:

- Tap the talent of students, faculty

- Develop skill of problem solving in collaborative formal/informal setups
- Contribute continuously and significantly to the field of knowledge by research
- Approach to local, regional, national and international issues with the help of multidisciplinary research
- Promote indigenous knowledge
- Manage intellectual property and use for society
- Foster innovation and linkages with industry

Though teaching and research are equally emphasized by all universities, some universities will aspire to focus on rigorous research and seek the status of as Research-Intensive University.

Table 4.1 presents criteria for assigning R-I status with the applicable level of the intensity and quality in the domain of Research under different aspects. Apart from faculty qualification and research student profile, availability of resources, research and innovation facilities, funded projects and research grants are considered.

The scoring pattern against these criteria is proposed as per the following:

0 to 4	5 -6	7-8	9-10
No status of R-I. However, remain as 'Teaching Universities'	R1	R2	R3

Table 4.1

Criteria for Identification of 'Research-Intensive' Universities

Aspects	Criteria
Curriculum	
Research oriented Content	Scope for research studies in the content/knowledge/skills being taught
Research Methodology related courses	Weightage in curricula across the programmes
Research projects	Dissertations/Action Research/Research projects as a mandatory component of curriculum
Vocational and professional courses	Involvement of industry in curricula implementation
Faculty Profile	
Faculty Qualification	Ratio of qualified faculty with doctoral/ M.Phil./Post-doc studies
Teacher Competence	Faculty participation in external research activities such as Conferences

Aspects	Criteria
	Faculty consultancies
	Faculty Publications
	Reflection of consultancy on curriculum/pedagogy
Academic Research Environment	
NIRF Ranking	NIRF Research ranking
Ongoing research	Contextual research with local/ national/global significance
	Research-oriented pedagogy
	Impact factor
Academic activities organised	Conferences aimed at sharing research studies Webinar/seminars aimed at sharing research studies FDPs/Workshops to enhance research methodology knowledge-base and research skills
Grants	Funded research projects From local, national, international (recognized) bodies. Assistance under SAP alongwith stage i.e. DRS/DSA/CAS and thrust areas
Industry-Institute partnership	MOUs (with research component) Level of excellence in research achieved through collaboration Impact of MOUs
Student Profile	
Student competence	Demonstration of Skills of <ul style="list-style-type: none"> • Exploration • Presentation of knowledge, thoughts, views • Idea-generation • Collaboration/ Team-work • Adapting to new environment, technologies • Problem-solving skills • Decision-making ability • Ability to apply knowledge and skills in new settings
Research Contribution	Contribution of students in research of discipline
Active Participation	Participation in intra-university and inter-university research activities such as Avishkar
Projects	Nature and level of Student research projects

Aspects	Criteria
Internship	Student internship
Placement	Placement ratio
Resources & Infrastructure	
Library Resources	Adequacy Currency
Digital resources	Digitalised platforms& resources (Virtual labs, eMuseum, eBooks, etc.)
Research reports, papers, databases	Adequacy and ease of access to databases, eJournals
Open Educational Resources	Sources of OERs introduced to students OER portal of the University
MOOC/SWAYAM	MOOCs, SWAYAM Courses of university
Laboratories	(According to need of curricula/research)
ICT Infrastructure	Components such as wi-fi, server, systems, etc. Regularity in Maintenance of IT Infrastructure Level of Automation achieved beneficial to academic processes
Classroom Infra	Adequacy Innovativeness of arrangements Ideology reflected through classroom arrangements (authoritative to collaborative etc.) ICT enabled classrooms
Academic Campus Infra	Leaner spaces Maker spaces Incubation centre Innovative research spaces BYOD spaces

Description for scoring college against each criterion in the form of Rubrics will help in Self-appraisal by the college as well as for preparing detailed analytical report by Scrutiny committee.

Sample rubrics for the first two aspects, viz. 'Curriculum' and 'Faculty Profile' are presented in Appendix J.

4.5 Teaching-Intensive (T-I) Universities

Teaching-Intensive Universities are defined as those that place greater emphasis on teaching but still conduct significant research.

Major Outcomes of any Teaching-Intensive (T-I) University will be:

- Develop 21st Century skills (creativity, collaboration, communication, etc.)
- Develop critical thinkers
- Provide quality education opportunities
- Contribute to the knowledge of the field

Several aspects will help define the status of any university as Teaching-Intensive University. Intellectual learning environment, Socio-Emotional learning environment and Physical learning environment together contribute to any university. Various aspects of these environments reveal the focus and level of quality in every function of the university. Teaching-Intensive universities will need to reach to certain levels of quality to attain the status of Teaching-Intensive universities.

This section presents Table 4.2 stating criteria for assigning T-I status with the applicable level of the intensity and quality in the domain of teaching-learning-evaluation. Apart from faculty qualification and student profile; learning resources, pedagogy, campus environment and facilities are considered.

The scoring pattern against these criteria is proposed as per the following:

0 to 4	5 -6	7-8	9-10
No status of T-I. However, remain as 'Teaching Universities'	T1	T2	T3

Table 4.2

Criteria for Identification of 'Teaching-Intensive' Universities

Aspects	Criteria
Curriculum	
Academic Flexibility	Flexibility and diversity provided in curricula (e.g. optional courses)
	Multidisciplinary curricula and implementation (Soft to Hard)
	CBCS provision and implementation
	Involvement of industry in curricula implementation
	Frequency of revision of curricula
	Relevance and recency of curricula
Online & Blended Learning	Online courses offered & Blended Learning used

Aspects	Criteria
OFDL system	OFDL system prevails in the university
Vocational and professional courses	Skill-based Vocational and professional courses on offer
Faculty Profile	
Faculty Qualification	Ratio of Highly qualified faculty with Ph.D./ M.Phil./Post-doc SET/NET qualification in related subjects of available
Teacher Competence	Skills of searching and using eResources Skills of using Participatory & Innovative Pedagogy ICT Integration skills Learning Resource development skills Skills of initiating collaboration and creating environment for developing 21 st Century skills in learners Faculty participation in external academic activities Faculty consultancies Faculty Publications
Faculty posts	Ratio of filled-in and vacant posts
Academic Environment	
Pedagogy (Creation of Teaching-Learning Environment)	Innovative pedagogy Participatory pedagogy ICT integrated pedagogy Contextual learning environments/problems with local/national/global significance
Academic activities organised	Conferences (International - local) Refresher courses Webinar/seminar Workshops FDPs
Grants	Funded projects
Industry-Institute partnership	MOUs

Aspects	Criteria
	Level of academic excellence achieved through collaboration
Student Profile	
Student competence	Graduate attributes defined
	Demonstration of Graduate attributes
	Demonstration of 21 st century skills
	Demonstration of Skills of <ul style="list-style-type: none"> • Exploration • Presentation of knowledge, thoughts, views • Idea-generation • Collaboration/ Team-work • Adapting to new environment, technologies • Problem-solving skills • Decision-making ability • Ability to apply knowledge and skills in new settings
	Demonstration of scholarship of domain knowledge in students
	Contribution of students in knowledge-base
	Co-creation, creation of User-generated knowledge
	Academic achievement (Pass percentage)
	Participation in intra-university and inter-university academic activities such as conferences, debates, etc.
	Nature and level of Student projects
	Student internships: paid-unpaid
	Placement ratio
Resources & Infrastructure	
Library Resources	Adequacy Recency/ Currency
Digital resources	Digitalised learning experiences (Virtual labs, eMuseum, eBooks, databases, etc.)
Open Educational Resources	Sources of OERs introduced to students OER portal of the University
MOOC/SWAYAM	MOOCs, SWAYAM Courses of university
Laboratories	(According to need of curricula) e.g. Sciences, Technology, Geography
ICT Infrastructure	Components such as wi-fi, server, systems, etc.

Aspects	Criteria
	Regularity in Maintenance of IT Infrastructure
	Level of Automation achieved beneficial to academic processes
Classroom Infra	Adequacy
	Innovativeness of arrangements
	Ideology reflected through classroom arrangements (authoritative to collaborative etc.)
	ICT enabled classrooms
Academic Campus Infra	Leaner spaces
	Inclusive, barrier-free campus (e.g. ramps, signs, etc.)
	Maker spaces
	Incubation centre
	BYOD spaces

Description for scoring college against each criterion in the form of Rubrics will help in Self-appraisal by the college as well as for preparing detailed analytical report by Scrutiny committee. Sample rubrics for the first two aspects, viz. 'Curriculum' and 'Faculty Profile' are presented in Appendix K.

4.6 Conclusion

Teacher-Intensive universities and Research-Intensive universities are not two water-tight compartments. All teaching universities will aspire for raising standards in the field of teaching and research. Those who aspire to proceed further towards intensive quality standards will rise to the levels T1, T2 and/or R1, R2. It is likely that a few universities will succeed in focusing on quality standards for R-I and some other as T-I.

If acquired such status of Research-Intensity or Teaching-Intensity may benefit in future. e.g. A few grants can be associated with the levels of T-I and R-I. The status if T-I and R-I will also help the prospective students in selecting institutions as per their interest and inclination.

Chapter V

Recommendations (Roadmap)

5.0 Introduction

Implementation of these guidelines and the timeline for achieving the envisaged levels would happen with the collaboration and participation of each stake holder.

- a) Change in the mindset of the i- **managers** of the education to come forward to be unitary/cluster university; ii- **teachers** to design creative pedagogy; iii- **students** to be aware of the opportunities and make best out of those; iv- **parents** to take up positive role in the given situation.
- b) Government to create legal and administrative ecosystem

It is proposed that the Committee to invite and scrutinize applications shall consist of:

1. Eminent academician of the level of Vice Chancellor - Chairperson
2. Chartered Accountant - member
3. Reputed academician - member
4. Representative of the Government – member
5. Legal expert

The committee shall scrutinize applications as per the guidelines and framework prescribed in chapter III and IV.

Guidelines issued by UGC for Transformation of HEIs into multidisciplinary institutions in September 2022 deal with merger of institutions into a cluster (point no. 7 page 16). Institutions desirous of forming Multidisciplinary Cluster University would be advised to first form a cluster and judge the competency before proceeding to form the university.

The next section suggests the roadmap of achieving Multidisciplinary Approach and Learner-Centeredness as desired by NEP-2020.

5.1 Multidisciplinary Approach

Diversity of contents of subjects and skills can be achieved in the University/ HEI by collaboration and curriculum reforms, which can be appropriately achieved by following the guidelines suggested by UGC. Transformation of universities/HEIs into multidisciplinary universities/HEIs needs a strong base of Learner-centered Curriculum Development and Implementation.

Learner-centered Curriculum Development and Implementation

The NEP2020 focuses on learner-centeredness in curriculum as well as its implementation. Classroom interactions and evaluation can be centered around learners with the help of constructivist and collaborative teaching-learning-evaluation strategies. Higher level of learner-centeredness can effectively be achieved by integrating various collaborative ICT platforms and tools. Flipped Learning and Blended Learning approaches leave ample scope for learner-centered activities with or without availability of technology inside the classrooms. Learner-centered and ICT-integrated pedagogy not only assigns responsibility and autonomy

of learning to the learners but also helps in developing 21st century skills such as communication, collaboration, creation and co-creation. The following paragraphs presents a few indicators which define implementation of participatory approaches with and without ICT-integration in HE environments.

Participatory Pedagogies in Classroom Learning

The following strategies ensure participatory teaching-learning environments in the classroom situations.

- a. Learners Generating ideas individually and in teams
- b. Brainstorming sessions in the class
- c. Concept-mapping/Mind-mapping/charts/infographics on content by learners
- d. Creative Presentations of group-work and self-explorations
- e. Exposure to the real world: field visits/field-work/interviews of community personnel
- f. Case Studies used by teachers and/or designed by learners related to topics
- g. Cooperative Learning Strategies (CLS) used by instructors such as Team-Pair-Solo, Jigsaw, Fishbowl, Think-Pair-Share, etc.
- h. Project-Based Learning: Learners involved in real-like projects individually and/or in teams
- i. Problem-Based learning: The entire or partial topic/course is learnt in light of a Big Problem

Participatory Pedagogies with integration of ICTs

HEIs integrate ICT platforms and tools in the following two ways:

- a. Institute integrates its teaching-learning-evaluation activities through a Learning Management System (LMS). Even if 10%-25% teachers from HEIs use LMS, their experiences are worth sharing with others.
- b. When teachers use ICT tools to enable learning interactions such as Google tools, discussion forums, blogs, collaborative walls, brainstorming tools, whiteboard applications, etc., collaborative learning gets facilitated among students.
- c. Use of curated Open Educational Resources (OERs) is another indicator of a progressive institute building 21st century learner generation.
- d. It is a need of the day that more and more HE teachers identify, curate and provide OERs not only to their students but to the world. OER repositories need to be introduced to all students. Use of OER portals such as ePG Pathshala, NPTEL and portals developed under NMEICT schemes should be introduced and integrated in blended learning scenarios. These resources can be anything from textbooks to syllabi, curricula, notes, tests, photos, graphics, animations, videos, etc.
- e. Teachers may develop their own institutional OERs in any form such as presentation slides, videos, text-files, webpages, audio podcasts, diagrams, graphics, infographics, etc. There is dearth of OERs in regional languages and therefore NEP 2020 has focused on the need of OER development in multiple languages.
- f. HE faculty need to be encouraged to develop MOOCs, whereas HE students need to be encouraged to join MOOCs. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) or other platforms such as Coursera, EdEx, NPTEL may be introduced at a large scale.

- g. A few effective technologies such as SimLab, Virtual Lab, Robotics, FOSS etc. used by Science and Technology faculty proves effective teaching-learning strategies.

Continuous Comprehensive Evaluation

NEP 2020 focuses on Continuous Comprehensive Evaluation (CCE). It is inevitable to reduce dependency on mere paper-pencil tests or unit tests and increase weightage of internal evaluation. Internal marks may be assigned against formative evaluation activities such as projects and product submissions, presentations, creations and co-creations, creative ways of presentation and synthesis of knowledge with or without ICT. e.g. Concept-mapping, mind-mapping, infographics, cartoon-strips, digital projects, etc.

Innovative evaluation techniques such as rubrics, open book examinations, ePortfolio platforms, devices like clickers and ICT tools such as Plickers, Testmoz, Kahoot, PoleEverywhere, etc. is changing scenario of evaluation in HEIs.

Learner-centredness in teaching-learning-evaluation will ensure implementation of multidisciplinary approach at the micro-level.

5.2 Jurisdiction

All the Cluster/Unitary universities and Degree Granting Autonomous Colleges so formed will be under the jurisdiction of the State of Maharashtra.

Modalities of inviting applications, scrutinizing and criteria for selection have been already given in respective chapters, The constitution of the committee which will look into it has been tentatively mentioned above.

The guidelines will ensure that the universities so formed will be instrumental in imparting multidisciplinary and flexible education to students, which is the mandate of NEP-2020. The phases and targets to achieve the transformation and classification of universities will be decided by the government through its mechanism.

5.3 Summary

The roadmap for achieving the target is explained in this chapter. Guidelines issued by UGC for transforming HEIs into Multidisciplinary Universities has been taken into consideration while suggesting the steps of transformation.

The scrutiny committee constitution is suggestive. Pedagogy and infrastructure have been suggested to ensure achievement of multidisciplinary nature of HEIs. Jurisdiction of these Universities shall be entire Maharashtra.

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Appendix A

NEP 2020 Mandate

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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.

9. 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. 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.

Appendix B

Mandate of Shri Mashelkar Report

The NEP 2020 has offered a clear mandate for change and a complete overhaul of the Higher Education space for the Nation. It has suggested wide ranging changes for all stakeholders in a manner that one may accurately call it a National 'Restructuring' Policy for Education. Transformation starts with restructuring, and thus makes restructuring both crucial and critical. Critical, as it seeks to 'change' a running system or operation that is in full motion.

1. New Universities' Formats Concept Implementation: Unitary Universities, Cluster Universities and Degree Awarding Colleges.

The new formats that HEIs need to move towards necessitates that the State create a Comprehensive Plan for the same. It will need to be done with a study of the current status of all HEIs and Colleges as to their sizes, capacities, legal status and need of resources. This Plan will need to be made with formation of a team/committee that will access high quality information, analyze it carefully and create a detailed action plan and roadmap. (1.1 - pg no. 22)

2. The Change from Affiliation Model to Unitary Institutions

State Government needs to develop a policy and plan for clustering of the institutions along with the detailed guidelines considering the competency, compatibility and interest of institutes, regional needs, viability of clustering, etc. This should lead to sharing of strengths and overcoming weakness of institutes for mutual benefits so as to utilize the resources effectively for quality improvement. The exercise of developing Cluster universities will have to be operationalized in a manner such that it meets the goal of easy and affordable access to students from rural areas to quality education. If HEIs choose to move to autonomy and unitary models as they evolve, they must be enabled to do so through proper support and capacity building mechanisms for minimum disruption to all stakeholders. (1.4 - pg 23)

3. Autonomy and Graded Autonomy

The existing regulation for granting Autonomy to the institutions by UGC and State Government may be modified to accommodate parameters and criteria of Graded Autonomy. The MPU Act, 2016 has provision in section 122, 123 & 124 for granting autonomy to university departments or institutions, college or recognized institution, empowered autonomous colleges and empowered autonomous cluster institutions. Plans should be put in place for the number of institutions to be granted graded autonomy along with predetermined criteria. Universities need to prepare perspective plans to this effect. A State level Accreditation Council should be established to facilitate speedy decision-making and execution. (1.6 - pg 24)

Elevating 50 years plus exemplary Groups of Institutions to University Status through Invitation

The Opportunity to de-affiliate in a positive manner is a radical thought. This is an opportunity very few states of India have. Maharashtra has been a leading State in its higher education achievements on the back of a diverse set of Institutions across the State run by the

Government and also by Societies and Trusts that are today extensively spread out. Numerous Groups of Educational Institutions with exemplary achievements of more than 50 years of successful operations thrive across Maharashtra. These top Groups of Institutions should be invited to be Universities that will take all teaching institutions of HE under one roof with relaxation or modification of the jurisdiction restriction that they operate under today. These Institutions shall continue to receive all the funds, support and privileges that they currently have been granted from the State when they are elevated to their new University status. This may be done to celebrate 75 years of Independence on 15th August 2022, a fitting re-dedication to the Nation and Maharashtra. (1.5 Pg 75-76)

4. Mentor-Mentee Programs

Maharashtra needs to devise and communicate a robust and formal Institutional HEI-College Mentorship program through a suitable Empowered Task Force with appropriate funding and support from the Centre. (1.7 – pg 24)

Appendix C

Eligibility Criteria for Cluster University status Sample Guidelines for Scoring against standards under 'Academic Excellence' (2.4.1)

Standards	Highest score (5)	Lowest score (1/0)	Score (out of 5)
1. Staff Profile			
A. Staff Recruitment	100%	less than 25%	
B. Teacher Qualification (Ph.D): Ph.D degree holders	100%	Less than 25%	
2. Research publication by staff	Average 1 per faculty per year	15% faculty publications per year	
3. Student profile, intake, and cut-off	Eligibility criteria well-defined Enrolment/Intake ratio = 1 Inclusive student profile: Other States covered: students from at least 5 other States Foreign students: at least 2 countries Representations from all reservation category (90% Quota complete)	Eligibility criteria loosely defined Enrolment/Intake ratio = Less than ¼ Inclusive student profile: Other States covered: 1 Student or NIL Foreign students: NIL Representations from all reservation category (Less than 10% Quota filled in)	
4. Research Based activities and Research Impact	Patents Funded Research projects	NIL	
5. Skill Courses, Additional Courses and Academic Flexibility	5 courses of minimum 2 credits	0 for NIL	
6. LOCF and NHEQF (Curriculum based on LOCF)	100% programmes	less than 25%	
7. Degree Programs offered	5 professional degree programmes	1 professional degree programme	

Standards	Highest score (5)	Lowest score (1/0)	Score (out of 5)
A. Professional degree programmes B. Curricula meet Currency & relevance			
8. PG programs offered and student research in varied disciplines ranging from languages and social sciences to science & technology with the potential of providing soft multidisciplinary education and/or multidisciplinary research in near future	Diverse disciplines offered ranging from Humanities to Technology. Research as a part of curricula with possibilities of multidisciplinary research	Single faculty (e.g. Arts or Commerce or Science)	
9. Student Teacher Ratio	25:1	50:1	
10. Academic Active MoUs	5	1 or 0	
11. Staff and Students Achievements			
12. Credit system Implementation and curriculum	CBCS in all programmes	Credit system in less than 25% programmes. NO CBCS in place	
13. Having centre for doctoral studies	Centre for doctoral studies in minimum 50% colleges	No Centre for doctoral studies in any college or is in one college	
14. Possessing the following: Start-up incubation centres; Technology development centres; Research centre	Possessing at least any two of the following: Start-up incubation centres; Technology development centres; Research centre	Possessing none of the stated centres	
15. Online mode	Programmes and courses are offered through online mode by at least one college	No online mode	

Appendix D

Eligibility Criteria for Cluster University status Sample Guidelines for Scoring against Standards under 'Extension Activity Facilities and Achievements' (2.4.2)

Standards	Highest score (5)	Lowest score (1/0)	(out of 5)
1. Facilities for NSS, NCC, Cultural, Sports and their achievements NSS, NCC, Sports, Cultural programmes all exist Regular participation inter-college activities Some prizes grabbed	All of these (NCC/NSS/Sports)	one activity	
2. NGOs Collaborations and facilities	Community participation in collaboration with NGOs Range of activities	NIL collaboration	
3. Students Clubs and Competitions A. Students' clubs exist B. Activities are organised	3 clubs 2 activities per club	NIL or else no activities	
4. Study Visits and Projects in the areas of community engagement and service, environmental education, and value-based education	Minimum one activity per section (college department) is conducted	25% units (college departments) conduct such activities	
5. Students Associations and Activities	Total 5 activities per year of all HEIs aspiring for the cluster At least one HEI should possess Association	NIL or no student association	

Appendix E
Eligibility Criteria for Cluster University status
Sample Guidelines for Scoring against Standards under
'Financial Competency' (2.4.3)

Standards	Highest score (5)	Lowest score (1/0)	(out of 5)
Financial Competency			
1. FDs, Funding from different agencies	To a great extent	NIL	
2. Financial Resource Planning	To a great extent	NIL	
3. CSR funding planning	CSR funds available for at least 1 project	NIL	
4. Corpus fund	As per the norms	NIL	
5. Funding from Alumni and Industry	Adequate funding is being contributed by alumnae and/or industry	NIL	
6. Funding for research projects	At least 2 funded research projects in a cluster (1 minor and 1 major)	NIL	

Appendix F
Eligibility Criteria for Unitary University status
Sample Guidelines for Scoring against Standards under 'Academic Excellence' (2.6.1)

Standards	Highest score (5)	Lowest score (1/0)	(out of 5)
Academic Excellence			
1. Staff Profile			
A. Staff Recruitment	100%	less than 25%	
B. Teacher Qualification (Ph.D): Ph.D degree holders	100%	Less than 25%	
2. Research and publication by staff			
	Average 1 per faculty per year	15% faculty publications per year	
3. Student profile, intake, and cut-off			
	Eligibility criteria well-defined	Eligibility criteria loosely defined	
	Enrolment/Intake ratio = 1	Enrolment/Intake ratio = Less than ¼	
	Inclusive student profile: % meeting govt. norms	Inclusive student profile: less than 1%	
4. Research Based activities and Research Impact			
	Patents and/or Funded Research projects: 3 in 5-years	Patents and/or Funded Research projects: NIL	
5. Skill Courses, Additional Courses and Academic Flexibility			
	5 courses of minimum 2 credits	1 course (0 for NIL)	
6. LOCF and NHEQF			
A. Curriculum is based on LOCF			
B. Multiple entries and exits			
C. ABC			
7. Degree Programs offered			
A. Professional degree programmes	5 professional degree programmes	1 professional degree programme	
B. Curricula meet Currency & relevance			

8. PG programs offered and student research in varied disciplines ranging from languages and social sciences to science & technology with the potential of providing soft multidisciplinary education and/or multidisciplinary research in near future	Diverse disciplines offered ranging from Humanities to Technology. Research as a part of curricula with possibilities of multidisciplinary	Single faculty (e.g. Arts or Commerce or Science)	
9. Student Teacher Ratio	20:1	50:1	
10. Academic Active MoUs	10	1	
11. Staff and Students Achievements	To be decided by the scrutiny committee	To be decided by the scrutiny committee	
12. Credit system Implementation and curriculum	CBCS in all programmes	Credit system in less than 25% programmes. NO CBCS in place	
13. Having centre for doctoral studies	Centre for doctoral studies in the college	No Centre for doctoral studies in the college	
14. Technology development centre	Possesses Technology development centres or a strong technology committee to initiate technology developments at the college level	None of the stated	
15. Online mode	Programmes and courses are offered through online mode by at least one college	No online mode	

Appendix G

Eligibility Criteria for Unitary University status Sample Guidelines for Scoring for Standards under 'Extension Activity Facilities and Achievements' (2.6.2)

Standards	Highest score (5)	Lowest score (1/0)	(out of 5)
1. Facilities for NSS, NCC, Cultural, Sports and their achievements NSS, NCC, Sports, Cultural programmes all exist Regular participation inter-college activities Some prizes grabbed	All of these (NCC/NSS/Sports)	One activity	
2. NGOs Collaborations and facilities	Community participation in collaboration with NGOs Range of activities		
3. Students Clubs and Competitions A. Students clubs exist B. Activities are organised	At least two active student clubs 2 activities per club	NIL no activities	
4. Study Visits and Projects in the areas of community engagement and service, environmental education, and value-based education	Minimum one activity per section (college department) is conducted	25% sections (college departments) conduct such activities	
5. Students Associations and Activities	HEI possesses Student Association Organises at least 3 activities per year	NIL or no student association	

Appendix H
Eligibility Criteria for Unitary University status
Sample Guidelines for Scoring against Standards under
'Financial Competency' (2.6.3)

Standards	Highest score (5)	Lowest score (1/0)
1. FDs, Funding from different agencies	To a great extent	NIL
2. Financial Resource Planning	To a great extent	NIL
3. CSR funding planning	CSR funds available for at least 1 project	NIL
4. Corpus fund	As per norms	NIL
5. Funding from Alumni and Industry	As per % of the total contribution by other agencies set by the government	NIL
6. Funding for research projects	Research projects (at least 2 projects of > 10 lacs each)	NIL

Appendix I

XII Plan Guidelines for “Colleges with Potential for Excellence (CPE)/ College of Excellence (CE)” Scheme

University Grants Commission (UGC) introduced a Scheme called “Universities with Potential for Excellence” (UPE) to encourage selected universities to reach world-class standards in their chosen domain(s) by providing additional funds to them under the Scheme. The Scheme helped the selected universities to improve their achievements in terms of teaching and research during the IX, X and XI Plan periods.

- 1.** It was realized that apart from universities, there were also a number of colleges in the country where teaching and research were of high quality. These colleges had achieved good standards in teaching and research by harnessing human and physical resources in innovative ways. Many of these colleges had potential for academic excellence. Recognizing the need to pay special attention to such colleges, the UGC introduced a Scheme for colleges, corresponding to the one for the universities, during the X Plan called “Colleges with Potential for Excellence” (CPE).
- 2.** The Scheme was to identify colleges which had attained high standards in teaching, research and extension activities and hold promise of excellence. A college selected under the CPE Scheme was to be provided additional funds to improve and strengthen its infrastructure that would help it in attaining further higher academic standards. The Scheme was continued during the XI Plan period. Further, the Commission has decided to continue the Scheme during the XII Plan period also with an additional component of College of Excellence (CE) during the second and third phase of the Scheme.
- 3.** Excellence refers to a state of exceptional or outstanding achievement in one’s field of activity. Excellence of an academic institution involves reaching outstanding levels of performance in teaching, research and related academic pursuits and attaining peerless position in the areas offered for study and research. Excellence is achieved in stages through a process of continuous improvement in content and quality of the pursuits. A dedicated academic community and adequate infrastructural facilities are essential ingredients of excellence. UGC realized that institutions with such potential need to be recognized and nurtured for the realization of their full potential.

Objectives of the Scheme

The colleges selected under the Scheme are expected to achieve the following objectives:

- 3.1** To strengthen the academic and physical infrastructure for achieving excellence in teaching, research and outreach programmes that would be comparable to global standards.
- 3.2** To enhance the quality of learning and teaching process at the undergraduate and postgraduate levels with the help of a flexible credit based modular system and the whole range of innovations currently accepted globally
- 3.2** To promote academic programmes relevant to the socio-economic needs of the nation in general and the region in particular
- 3.3** To improve undergraduate education in colleges by interfacing of the postgraduate programmes

- 3.4 To promote networking with university departments, research centres and laboratories in the country
- 3.5 To promote skill-oriented programmes

4. Target Group

The Scheme targets the colleges, including self-financing colleges, which have potential to achieve excellence in teaching, research and outreach activities.

5. Eligibility/Pre-requisites

The colleges fulfilling the following criteria will be eligible for consideration under the Scheme:

- 5.1 The college should be minimum 10 years old.
- 5.2 The college should have been recognised under Section 2(f) and 12(B) of the UGC Act
- 5.3 The college has to be an accredited one by NAAC, with a minimum of 'B' Grade, at the time of applying for first phase of CPE status.
- 5.4 While applying for CPE status, each such college has to submit the following documents: a) an application for assistance in the prescribed proforma given in ANNEXURE-I; b) a copy of the NAAC certificate and the evaluation report undertaken by the NAAC; c) any other additional data which the college deems fit to provide and which may be of help to UGC while deciding the case.
- 5.5 Agricultural, Medical, Dental, Nursing and Pharmacy colleges are not eligible to be considered under this Scheme.

6. Additional criteria for the selection of Colleges

In addition to the eligibility conditions mentioned above, the following criteria will also be kept in mind while making final selection of colleges under the Scheme:

- a. Transparency in admissions;
- b. Consistent academic improvement;
- c. Introduction of innovations in curriculum;
- d. Strengthening of laboratories;
- e. Improvement of the college library;
- f. Use of IT and current technologies in respect of the academic and administrative activities of the college;
- g. Students' performance;
- h. Students' support and governance;
- i. Participation in sports and other co-curricular and extra-curricular activities by the students;
- j. Improvement of tutorial system;
- k. Improvement of examination system;
- l. Research output;
- m. Help provided to poor students;
- n. Participation in community affairs;

- o. Evidence of concern for environment;
- p. Introduction of vocational courses and skill oriented programmes;
- q. Expected outcome at the end of the tenure of CPE/CE status, if conferred;
- r. Any other relevant additional information.

7. Tenure of the Scheme

A college will be awarded CPE/CE status for a maximum of three phases. The tenure of one phase of the Scheme will be for a period of five years which may be extended by a maximum period of one year without any additional assistance.

Inviting Applications under the Scheme Applications will be invited through a circular to the Principals of colleges through their parent universities and through announcements on the UGC website and notices on the notice boards of all Regional Offices of UGC.

Appendix J

Rubrics for Criteria for assigning R-I status under Aspects 'Curriculum' and 'Faculty Profile'

Aspects	Criteria	0 to 4	5 -6	7-8	9-10
		No status of R-I (Remains as Teaching-University)	T1	T2	T3
Curriculum					
Research oriented Content	Scope for research studies in the content/knowledge/skills being taught	Content/ Knowledge-base under 0 - 25% PG programmes have scope for research studies/ innovations in the respective field	Content/ Knowledge-base under 26 - 50% PG programmes have scope for research studies/ innovations in the respective field	Content/ Knowledge-base under 51 - 75% PG programmes have scope for research studies/ innovations in the respective field	Content/ Knowledge-base under 76 - 100% PG programmes have scope for research studies/ innovations in the respective field
Research Methodology related courses	Weightage in curricula across the programmes	0 - 25% PG programmes have Research Methodology course in the curricula	26% - 50% PG programmes have Research Methodology course in the curricula	51 % - 75% PG programmes have Research Methodology course in the curricula	76% - 100% PG programmes have Research Methodology course in the curricula At least one UG course has Research Methodology course in the curricula
Research projects	Dissertations/Action Research/Research projects as a mandatory component of curriculum	0 - 25% PG programmes have research projects as a mandatory component, e.g. Action	26% - 50% PG programmes have research projects as a mandatory component,	51 % - 75% PG programmes research projects as a mandatory component, e.g. Action	76% - 100% PG programmes research projects as a mandatory component, e.g. Action

Aspects	Criteria	0 to 4	5 -6	7-8	9-10
		research, dissertation, research seminar, etc.	e.g. Action research, dissertation, research seminar, etc.	research, dissertation, research seminar, etc.	research, dissertation, research seminar, etc. At least one UG programme has research project as a mandatory component
Vocational and professional courses	Involvement of industry in curricula implementation	0 - 25% programmes have industry involvement for curricula implementation	26% - 50% programmes have industry involvement for curricula implementation	51 % - 75% programmes have industry involvement for curricula implementation	76% - 100% programmes have industry involvement for curricula implementation
Faculty Profile					
Faculty Qualification	Ratio of qualified faculty with doctoral/ M.Phil./Post-doc studies	0 - 25% faculty are Ph.D./M.Phil./ Post-doc	26% - 50% faculty are Ph.D./M.Phil./ Post-doc	51 % - 75% faculty are Ph.D./M.Phil./ Post-doc	76% - 100% faculty are Ph.D./M.Phil./ Post-doc
Teacher Competence	Faculty participation in external research activities such as Conferences	0-5% faculty per year participate in external research activities such as conferences, research summits, etc.	6-15% faculty participate in external research activities such as conferences, research summits, etc.	16-25% faculty participate in external research activities such as conferences, research summits, etc.	Above 25% faculty participate in external research activities such as conferences, research summits, etc.
	Faculty consultancies	0-5% faculty per year provide consultancies to external agencies	6-15% faculty per year provide consultancies to external agencies	16-25% faculty per year provide consultancies to external agencies	Above 25% faculty per year provide consultancies to external agencies

Aspects	Criteria	0 to 4	5 -6	7-8	9-10
	Faculty Publications	0-5% faculty per year publish research paper/write a research based chapter/ research report	6–15% faculty per year publish research paper/write a research based chapter/ research report	16-25% faculty per year publish research paper/write a research based chapter/ research report	Above 25% faculty per year publish research paper/write a research based chapter/ research report
	Reflection of consultancy on curriculum/ pedagogy	<p>Research consultancy work of 1-25% of the faculty involved in research consultancy has impact on curriculum design/ revision and/on pedagogy.</p> <p>Direct relation and impact can be noticed in the curriculum developed/ revised and/or teaching-learning-evaluation practices followed by the faculty.</p>	<p>Research consultancy work of 26-50% of the faculty involved in research consultancy has impact on curriculum design/ revision and/on pedagogy.</p> <p>Direct relation and impact can be noticed in the curriculum developed/ revised and/or teaching-learning-evaluation practices followed by the faculty.</p>	<p>Research consultancy work of 51-75% of the faculty involved in research consultancy has impact on curriculum design/ revision and/on pedagogy.</p> <p>Direct relation and impact can be noticed in the curriculum developed/ revised and/or teaching-learning-evaluation practices followed by the faculty.</p>	<p>Research consultancy work of 76%-100% of the faculty involved in research consultancy has impact on curriculum design/ revision and/on pedagogy.</p> <p>Direct relation and impact can be noticed in the curriculum developed/ revised and/or teaching-learning-evaluation practices followed by the faculty.</p>

Appendix K

Rubrics for Criteria for assigning T-I status under Aspects 'Curriculum' and 'Faculty Profile'

Aspects	Criteria	0 to 4	5 -6	7-8	9-10
		No status of T-I	T1	T2	T3
Curriculum					
Academic Flexibility	Flexibility and diversity provided in curricula (e.g. optional courses)	0 - 25% programmes have optional courses	26% - 50% programmes have optional courses	51 % - 75% programmes have optional courses	76% - 100% programmes have optional courses
	Multidisciplinary curricula and implementation (Soft to Hard)	0 - 25% programmes have soft multidisciplinary approach	26% - 50% programmes have soft optional courses	51 % - 75% programmes have soft optional courses with at least one course with hard multidisciplinary approach	76% - 100% programmes have optional courses with multidisciplinary approach of soft and hard nature
	CBCS provision and implementation	0 - 25% programmes have CBCS provision	26% - 50% programmes have CBCS	51 % - 75% programmes have CBCS	76% - 100% programmes with CBCS
	Involvement of industry in curricula implementation	0 - 25% programmes have industry involvement for curricula implementation	26% - 50% programmes have industry involvement for curricula implementation	51 % - 75% programmes have industry involvement for curricula implementation	76% - 100% programmes have industry involvement for curricula implementation
	Frequency of revision of curricula	More than 50% curricula were revised 6 years back	More than 50% curricula are revised once a 4 year (at least 20% part)	More than 50% curricula are revised once a 4 year (at least 20% part)	More than 50% curricula are revised once a 3 year (at least 20% part)

Aspects	Criteria	0 to 4	5 -6	7-8	9-10
	Relevance and recency of curricula	Less than 50% curricula have relevance to the field and current trends	More than 50% curricula have relevance to the field and current trends	More than 70% curricula have relevance to the field and current trends	More than 90% curricula have relevance to the field and current trends
Online mode	Programmes or courses are offered through online mode	Less than 10% of the regular programmes/ courses are offered thr' online mode	11 - 30% of the regular programmes /courses are offered thr' online mode	31 - 60% of the regular programmes /courses are offered thr' online mode	61 - 100% of the regular programmes/ courses are offered thr' online mode
Vocational and professional courses	Skill-based Vocational and professional courses on offer	Less than 5% of the regular programmes/ courses are vocational/skill-based	6 - 15% of the regular programmes /courses are vocational/skill-based	16 - 35% of the regular programmes /courses are vocational/skill-based	35% and above of the regular programmes/ courses are vocational/skill-based
Faculty Profile					
Faculty Qualification	Ratio of Highly qualified faculty with Ph.D./ M.Phil./Post-doc	0 - 25% faculty are Ph.D./M.Phil./ Post-doc	26% - 50% faculty are Ph.D./M.Phil. /Post-doc	51 % - 75% faculty are Ph.D./M.Phil. /Post-doc	76% - 100% faculty are Ph.D./M.Phil./ Post-doc
	SET/NET qualification in related subjects of available	0 - 50% faculty are NET/DET qualified	51 - 70% faculty are NET/DET qualified	71 - 90% faculty are NET/DET qualified	More than 90% faculty are NET/DET qualified
Teacher Competence	Skills of searching and using eResources	0 - 25% faculty search, suggest to students and eResources	26 - 50% faculty search, suggest to students and eResources	51 % - 75% faculty search, suggest to students and eResources	76% - 100% faculty search, suggest to students and use eResources

Aspects	Criteria	0 to 4	5 -6	7-8	9-10
	Skills of using Participatory & Innovative Pedagogy	0 - 25% faculty use Participatory & Innovative Pedagogy	26 - 50% faculty use Participatory & Innovative Pedagogy	51 % - 75% faculty use Participatory & Innovative Pedagogy	76% - 100% faculty use Participatory & Innovative Pedagogy
	ICT Integration skills	0 - 10% faculty integrate ICT in teaching-learning-evaluation	11 - 40% faculty integrate ICT in teaching-learning-evaluation	41 % - 70% faculty integrate ICT in teaching-learning-evaluation	71% - 100% faculty integrate ICT in teaching-learning-evaluation
	Learning Resource development skills	0 - 10% faculty have developed their own learning resources (e.g. eContent, Case studies, etc.)	11 - 40% faculty have developed their own learning resources (e.g. eContent, Case studies, etc.)	41 % - 70% faculty have developed their own learning resources (e.g. eContent, Case studies, etc.)	71% - 100% faculty have developed their own learning resources (e.g. eContent, Case studies, etc.)
	Skills of initiating collaboration and creating environment for developing 21 st Century skills in learners	0 - 10% faculty are using pedagogy and environment	11 - 40% faculty have developed their own learning resources (e.g. eContent, Case studies, etc.)	41 % - 70% faculty have developed their own learning resources (e.g. eContent, Case studies, etc.)	71% - 100% faculty have developed their own learning resources (e.g. eContent, Case studies, etc.)
	Faculty participation in external academic activities	0 - 10% faculty are involved in external academic activities	11 - 40% faculty are involved in external academic activities	41 % - 70% faculty are involved in external academic activities	71% - 100% faculty are involved in external academic activities
	Faculty consultancies	0 - 10% faculty do not have any consultancy projects	11 - 25% faculty have at least 1 consultancy project each	26 % - 50% faculty have at least 1 consultancy projects	51% - 100% faculty have at least 1 consultancy project each

Aspects	Criteria	0 to 4	5 -6	7-8	9-10
		within the last 3 years	within the last 5 years	within the last 3 years	within the last 3 years
	Faculty Publications	0 - 10% faculty do not have publications within the last 3 years	11 - 40% faculty have at least 1 publication within the last 5 years	41 % - 70% faculty have at least 2 publications within the last 5 years	71% - 100% faculty have 3 publications each within the last 5 years
Faculty posts	Ratio of filled-in and vacant posts	More than 75% positions are vacant	50% or more positions are vacant	Less than 35% positions are vacant	0 - 10% positions are vacant