NEP-2020 IMPLEMENTATION PLAN

Recommendations for Phase-I

March 2022

हैदराबाद विश्वविद्यालय
University of Hyderabad

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THE COMMITTEE

1.	Prof. Vinod Pavarala Department of Communication, SN School of Arts & Communication	**Chair**
2.	Prof. Pingali Sailaja Centre for English Language Studies, School of Humanities	Member
3.	Prof. Chakravarthy Bhagvati School of Computer & Information Sciences	Member
4.	Prof. B.V. Sharma Department of Anthropology, School of Social Sciences & Centre for Integrated Studies	Member
5.	Prof. Lalitha Guruprasad School of Chemistry	Member
6.	Prof. B. Raja Shekhar School of Management Studies	Member
7.	Prof. Krishnaveni Mishra Department of Biochemistry, School of Life Sciences	Member
8.	Prof. Phanindra Goyari School of Economics	Member
9.	Prof. G. Nagaraju Department of Sociology, School of Social Sciences	Member
10.	Prof. E. Venkatesu Department of Political Science, School of Social Sciences	Member
11.	Dr. J.V. Madhusudan Department of Education & Education Technology, School of Social Sciences	Member
12.	Dr. Devesh Nigam Controller of Examinations	Convenor

ACKNOWLEDGMENTS

Members of the Committee would like to convey their thanks to the Vice-Chancellor, Prof. B. J. Rao for reposing his confidence in us and entrusting to us this onerous task of preparing the University of Hyderabad for a phased implementation of the National Education Policy-2020. We are grateful to all the senior administrators for their cooperation in carrying out the elaborate consultative process, leading up to the formulation of this report.

We would like to express our gratitude to more than 200 faculty members belonging to 12 different Schools of Study for their active participation in NEP related discussions with the Committee. This would not have been possible without the Deans of the Schools who opened the doors to their academic units and facilitated intensive deliberations. Heads of centres such as CDVL, CDLTR, HRDC, and OIA provided valuable inputs.

The Dean, Students' Welfare enabled discussions with the Students' Union and with representatives of a full range of student groups on the campus. The student representatives brought much enthusiasm to our meeting with them and expressed their concerns and shared suggestions earnestly.

The Director of the College for Integrated Studies provided space and hospitality for conducting the meetings of the Committee in a quiet and comfortable setting.

This report will hopefully form the basis for further discussions in statutory bodies such as the Academic Council, paving the way for the adoption of NEP-2020 at University of Hyderabad and its phased implementation from Academic Year 2022-2023.

UoH NEP Implementation Committee
March 15, 2022

CONTENTS

I. INTRODUCTION

The Government of India announced the National Education Policy-2020 in July 2020. Covering all levels of education – from school education to higher education, including professional and adult education – the policy rests on the principles of affordability, accessibility, quality, equity, and accountability. A substantial part of the policy document is devoted to higher education, with emphasis on multidisciplinary approach, faculty and institutional autonomy, governance reforms, enhancing access through credit mobility, open and digital learning environment, and skills development.[1]

University of Hyderabad, among India's top-ranked universities, has already been in the forefront of offering high-quality teaching and research in its multidisciplinary environment for nearly 50 years. Taking the NEP-2020 as an opportunity to undertake a comprehensive review of our existing academic programmes and find ways to incorporate new ideas from the policy, the Vice-Chancellor appointed a 12-member committee in October 12, 2021 (revised October 27) to suggest steps for a phased approach to implementation of NEP-2020 from the Academic Year 2022-2023 **(Annexure 1)**.

The **terms of reference** of the Committee were as follows:

- Formulate detailed modalities for phase-wise implementation of NEP-2020 at UoH.
- Coordinate and liaise with the academic units in chalking out programmes and structures as per NEP-2020.
- Work with the Office of CE to rationalize existing programmes/courses and introduce programmes/courses in accordance with NEP-2020 and work out regulations of transition from pre to post NEP-2020.
- To submit a) a roadmap for phase-wise implementation of NEP-2020 at UoH; b) new programmes/courses and structures under NEP-2020 (duly processed by respective Boards of Studies) for approval by the Academic Council, latest by March 15, 2022. for implementation from the academic year 2022-2023.

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[1] https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf. Accessed on March 9, 2022.

II.   **METHODOLOGY**

- The Committee studied various features of NEP-2020 pertaining to higher education and compared them with current academic structure and policies at University of Hyderabad. This process allowed us to gain an understanding of some goals that are more easily attained than others in Phase 1.

- The Committee decided to adopt a participatory, consultative process with all key stakeholders. Towards this, a document called 'National Education Policy 2020: an Agenda for Academic Units' was drafted and circulated to all academic units of the University on October 29, 2021 with a request to use it as a guide for their own internal discussions **(Annexure 2)**.

- Members of the Committee were divided into various sub-groups for visits to the academic units and a schedule of visits was prepared, between November 17, 2021 and February 9, 2022. Along with all the Schools of Study, Committee members also visited and held discussions with centres such as the Centre for Distance & Virtual Learning (CDVL), Centre for Digital Learning, Training & Resources (CDLTR), Human Resource Development Centre (HRDC), and the Office of International Affairs (OIA). In addition, a separate meeting was held with the Students' Union as well as with other student groups on the campus. A total of about 240 faculty and student representatives participated in these discussions. **(Annexure 3)**.

- After each visit and meeting, detailed minutes were prepared and shared with the relevant stakeholders for their approval. **(Annexure 4)**.

- Subsequently, all the units were requested to submit their final proposals for Phase-1 implementation of NEP at their respective units. **(Annexure 5)**.

- The Committee took into consideration all the above and formulated a set of recommendations laid out in the following sections of this report.

- Members of the Committee also reviewed various public documents notified by the Ministry of Education and the UGC, including the following:
    - *UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021*
    - *UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) (First Amendment) Regulations, 2021*

- *UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions, July 2021*
- *University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020*
- *UGC Guidelines for Internationalisation of Higher Education, July 2021*
- *UGC Educational Framework for Global Citizenship in Higher Education, December 2021*
- *UGC Draft Institution Development Plan for Higher Education Institutions (HEIs), 2022*
- *UGC Fostering Social Responsibility & Community Engagement in Higher Educational Institutions in India, January, 2020*

III.   RECOMMENDATIONS

1.   ACADEMIC (UNIVERSITY WIDE)

1.1. M.Phil. Programme abolished

The University at its 88th meeting of the Academic Council (dated 26.03.2021, item no. 88:2k21:33) took the decision to abolish the M.Phil. programme as per NEP-2020.

1.2. Academic Bank of Credits

The University is already registered on the ABC (Academic Bank of Credits) portal to facilitate credit mobility for students from Academic Year (AY) 2022-2023.

1.3. Lateral Entry of Students to UoH

University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) (First Amendment) Regulations, 2021 made the following amendment to the previous Regulations:

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

New amendment replacing the above:
> In sub regulation 1 of the Regulations 7 of the principal regulations following shall be substituted, namely: (I) Universities and Autonomous Colleges satisfying sub-regulation

(2) of Regulation 1 and the Institutions of National Importance as declared by the Government of India and specially empowered by an Act of Parliament to confer or grant degrees. The sub regulation 2 of regulations 7 shall be omitted.

Accordingly, the Committee recommends that UoH:

1.3.1. Accept in principle lateral entry of students from outside the University to an ongoing programme (Integrated Master's or 2-year Master's) at UoH from AY 2023-2024. Individual academic units may work out prerequisites and entry norms, such as previous GPA, a test and/or interview, etc.

1.3.2. Allocate not more than 10% of the original intake plus any consequential vacancies caused by exits for lateral entry of students to an ongoing programme at UoH. Reservation for lateral entry may be considered as per Constitutional provisions by pooling of seats and rostering.

1.3.3. Open individual courses in various academic units for enrollment by students outside the University for a fee to be decided by the University. Such courses should be offered online using the services of the Centre for Digital Learning, Training & Resources (CDLTR) and its resources. In Phase-I of NEP implementation at UoH, the University may consider announcing such courses for external enrollment from AY 2022-2023.

1.4. Restructuring of 5-Year I.M.A./I.M.Sc. Programmes

1.4.1. The Committee recommends that there be no exit option, with a certificate or a diploma, during the first two years of I.M.A./I.MSc, unless a particular academic unit suggests otherwise. In any case, the credits may be deposited in the ABC for credit mobility.

1.4.2. The current exit option after three years, with a B.A. or B.Sc. in the relevant subject will continue. Those who would like to continue will join the parent department as per current practice.

1.4.3. The Committee recommends that UoH offer a new exit option after the end of four years of the 5-year Integrated Master's programmes, with a B.A./B.Sc. (Hons).

1.4.4. The Committee recommends that all students of the Integrated Master's programmes must complete the following courses, as per NEP-2020, to graduate:
- English (8 credits)

- Indian language (Hindi/Telugu/Urdu/Sanskrit) (4 credits)
- Environment (2 credits)
- Gender, Diversity, and Inclusion (2 credits)
- Ethics and Values (2 credits)
- IT Skills (2-4 credits)
- Science, Technology and Society (2 credits)

Students in Social Sciences, Humanities, and the Arts may be asked to take IT Skills courses mandatorily, while students in the Sciences may be asked to take courses under Gender, diversity, Inclusion and Ethics and values mandatorily.

1.4.5. The Committee recommends that the above UoH Core Courses be offered online in the asynchronous mode, enabling students to complete them prior to their graduation as per prescribed schedule. CDLTR must work with the relevant academic units to have these online offerings ready by AY 2022-2023. If necessary, the Academic Ordinances may be amended suitably to enable this and provision made for tutors in the mandatory courses, especially for English language teaching.

1.4.6. There shall be **no foundation courses** in the Integrated Master's programmes from AY 2022-2023. Some of the existing foundation courses may be repackaged as multidisciplinary courses mandated for all students at the University level.

1.4.7. The Committee recommends the following **overall structure for the 5-year Integrated Programme**:

- Two major aspects of the NEP 2020 policy shall be implemented by the university from the academic year 2022 – 23. The first aims at a broad-based curriculum comprising a core component and a multidisciplinary component in every program. The second allows multiple entries and exits within a program, to make education more student-centric and needs-specific.
- In the broad-based curriculum, the core component, consisting of the major discipline and a minor/allied discipline, contributes to 60% while the multidisciplinary component accounts for the remaining 40% of the credits.
- NEP Guidelines require a student to earn 36 – 40 credits per year.
- There shall be 18 – 20 credits per semester and 36 – 40 credits per year in every program. A 5-year Integrated program shall have 180 – 200 credits. The exact number of credits for different programs are determined by the respective Schools, but shall lie within the stated limits.

- A 3-year exit option (Bachelors Degree) is given to a student completing 108 – 120 credits.
- A 4-year exit option (Honours/Research) is given to a student completing 144 – 160 credits.
- The curriculum of a 5-year program, in the years 1-3, shall consist of four major components with the credit distributions suggested in brackets for an exit at the end of the 3rd year. All multidisciplinary credits must be completed within the first three years.
  ◦ Core disciplinary courses (46%-50%)
  ◦ Minor disciplinary courses (20%)
  ◦ Multidisciplinary courses (20% - 24%)
  ◦ Language courses (10%)

  In programmes that are more multidisciplinary in nature, the Minor component may be between 25% and 35% and the Major component is 35% - 45%. The overall fraction of Major and Minor components shall however be 60% - 70%.
- A student may opt for a certain number of extra credits over and above the requirements for the award of a degree. The modalities for these must be worked out at the University level – including academic, infrastructural and financial constraints.
- **Minor Component:** Each academic unit shall identify certain courses or baskets of courses offered by other departments towards minor course credits in the curriculum. For example, Physics may identify certain courses from Computer Science such as Modelling and Simulation, Machine Learning, etc. towards satisfying Minor course credits for their IMSc (Physics) program. Such courses may be identified as core or electives.
- **Major Component:** Major component consists of primarily three types of courses: core, electives, research/laboratory/fieldwork.
  ◦ Core and elective courses are identified by each academic unit from the courses offered by their own unit or from other units. These courses are clearly indicated in the program curriculum document along with their prerequisites.
  ◦ The other component varies widely between Science schools where there are laboratory courses and hands-on projects to Social Sciences, Humanities and Arts where they may involve significant writing exercises, fieldwork or creative projects. These also must be clearly identified in the program curriculum document.
- **Vocational/Skill-enhancement Courses**
  ◦ Laboratory courses in Science schools
  ◦ Soft skills courses
  ◦ NSS/NCC related activities
  ◦ Certain courses identified clearly as counting towards vocational/skill enhancement credits

1.4.8. The Committee actively considered the introduction of a **B.A. (Liberal Arts)** degree to be awarded to those who opt to exit after three years of the 5-year Integrated M.A. This was discussed in the participating Schools of Humanities and Social Sciences and Schools such as SN School which were identified as units that could support the programme with additional courses. However, we could not forge a consensus on the matter. As it is a programme that is now gaining some currency in India and abroad, the University may explore the possibility of introducing it in the future, through further discussions with various stakeholders.

1.4.9. **AICTE-specific Recommendations**

- AICTE specified that a B. Tech program MUST be 4-years duration and an Integrated M. Tech program may permit an *exit only at the end of the 4th year with a B. Tech degree*.
- AICTE also specified that lateral entry be *permitted into the B.Tech programme only at the end of the first year to students with a Diploma* OR *a B. Sc. degree* OR *a D. Voc stream.*
- AICTE does not provide for any exit option from M.Tech./M.B.A. programmes.

1.5. Mandatory Internship/Project/Community Engagement

1.5.1. As per NEP-2020, the Committee recommends that all Master's students of UoH must complete a 4-credit requirement where they are engaged in 4-6 weeks of structured summer **internship** with an external organisation. The Placement Guidance & Advisory Bureau of UoH could support academic units to place students in internships

1.5.2. While internship with an external organisation is the most desirable option, where academic units or students find it difficult to find such internships, the Committee recommends the following alternatives.

1.5.3. **Project**: A minimum of 4-6 weeks of work as a Research Assistant with a project either at UoH or at any pre-approved external institution.

1.5.4. **Community Engagement**: A minimum of 4-6 weeks of summer work, either on UoH campus in activities related to preservation of environment/biodiversity or community-based work in the neighbouring community (through NSS unit) or field-level work with a recognized NGO.

2. ACADEMIC (SCHOOL-SPECIFIC PROPOSALS)

The following is a summary of the NEP implementation plans of each of the 12 Schools of Study at University of Hyderabad, compiled from the Minutes of the Committee's meetings with them, followed by the final proposals (**Annexure 5**) submitted by each School.

It is understood that the academic units would be putting their plans through their respective Boards of Study and School Boards before finalising them for approval of the Academic Council.

SCHOOL OF MATHEMATICS & STATISTICS				
(i)Multi-disciplinary curriculum	**(ii) Multiple entry/ multiple exits**	**(iii) One-year Master's Programme**	**(iv) Short-term/ Skill-based courses**	**New programmes, if any (not in iv)**
1. In the 3rd year of I.M.Sc., 3 elective courses in each semester can also be from Schools of Computer & Information Sciences (CIS), Physics, Chemistry, Life Sciences, Economics. In Semester X (5th year), elective courses can also be from Schools of CIS, Physics, Economics. In the final semester, students with 7.5 GPA and above will be permitted to take up project work for 8 credits in lieu of elective courses. This is subject to availability of faculty to supervise.	1. Exit after the 1st year of I.M.Sc., with a certificate. 2. Exit after the 2nd year of I.M.Sc., with a diploma. 3. Exit after the 3rd year of I.M.Sc., with a B.Sc. in Mathematics/ Statistics. 4. Exit after the 4th year of I.M.Sc. (7.5 CGPA and above), with a B.Sc. Hons in Mathematics/ Statistics.			

2. In 2-year M.Sc. programme, 4th semester students would be permitted to take courses also from Schools of CIS, Physics, Economics. In this semester, students with 7.5 GPA and above will be permitted to take up project work for 8 credits in lieu of elective courses, subject to availability of faculty to supervise. 3. The School will continue to contribute to courses required for the 5-year Integrated programme. Additionally, the School will offer any basic statistics courses towards any UoH requirement of statistical literacy to all students of the University.			

SCHOOL OF CHEMISTRY				
(i) Multi-disciplinary curriculum	**(ii) Multiple entry/ multiple exits**	**(iii) One-year Master's Programme**	**(iv) Short-term/ Skill-based courses**	**New programmes, if any (not in iv)**
1. 10-20% of course requirements may be met through online courses (SWAYAM, NPTEL) as pre-approved electives.	1. Multiple exits in 5-year I.M.Sc., with Certificate (after 1st year), Diploma (after 2nd year), B.Sc. (after 3rd year). 2. Exit after the 4th year of I.M.Sc., with B.Sc. (Hons) Chemistry. 3. Depending on additional infrastructure and human resources, the School will consider an exit option after the 4th year of I.M.Sc., with B.Sc. (Research) instead of B.Sc. (Hons). Students with CGPA >7.0 will be considered for this, provided they make a commitment to B.Sc. (Research) at the end of the third year of I.M.Sc. This will involve project work	1. Exit after 1st year of Ph.D. coursework for those with 4-year B.Sc. degrees, with M.Sc. Chemistry as per NEP recommendation for 1-year Master's programme.	1. The School will offer a basket of short-term skill-based courses on various techniques and methods (currently offered as summer and winter Schools). Some of the advanced lab courses would also be considered as skill-based courses for the I.M.Sc. and M.Sc. (2-year) students.	1. 10-20% of course requirements may be met through online courses (SWAYAM, NPTEL) as pre-approved electives.

	and a few taught courses in the 4th year. 4. Exit after the 1st year of 2-year M.Sc., with a PG Diploma. 4. Students with 4-year B.Sc (Hons) and B.Sc (Research) eligible to apply to Ph.D. programme, along with those with 2-year M.Sc. degree.			

SCHOOL OF LIFE SCIENCES				
(i) Multi-disciplinary curriculum	**(ii) Multiple entry/ multiple exits**	**(iii) One-year Master's Programme**	**(iv) Short-term/ Skill-based courses**	**New programmes, if any (not in iv)**
1. Each student will start a research project in the 8th semester, to be completed by the end of the 10th semester. Also advanced elective courses during these semesters. 2. Students must earn a minimum of 60-70% credits from UoH. Out of	1. Lateral entry into I.MSc. programmes of SLS at the end of 3-year B.Sc. or at the end of 4-year B.Sc. Hons in Biology/Life Sciences. 2. Exit after 3 years of 5-year I.M.Sc., with B.Sc. Biology. (Lateral entry after this to B.Ed. programme at UoH – TBD)	1. One-year M.Sc. for those coming with 4-year B.Sc. Hons in the subject concerned in Biology/ Life Sciences.	The School will explore starting short-term certificate courses on mushroom culture, epiculture, biowaste management, etc.	

which 40-50% credits must be from the core disciplines offered within SLS.	3. Exit after 4 years of 5-year I.M.Sc., with B.Sc. Hons in Biochemistry/ Biotechnology/ Animal Biology/ Plant Biology/ Systems Biology/ Bioinformatics/ Microbiology and Immunology. 4. Initial entry intake: 100; 4th or 5th year entries as supernumerary at 10% of initial intake. 5. 2-year M.Sc. to continue with current intake until 2024; thereafter dynamic intake, depending on number of students continuing in I.M.Sc.			

SCHOOL OF PHYSICS				
(i) Multi-disciplinary curriculum	**(ii) Multiple entry/ multiple exits**	**(iii) One-year Master's Programme**	**(iv) Short-term/ Skill-based courses**	**New programmes, if any (not in iv)**
1. I.M.Sc. programme in Physics allows for courses to be taken in the first two years from mathematics, chemistry, and life sciences. Those who want to specialize in Physics later, certain courses from Chemistry and Mathematics will be made mandatory, besides optional courses from other Schools. 2. Students in the 2-year M.Sc. programme will be permitted to take courses from other Schools.	1. Exit after the first year of 2-year M.Sc., with a PG Dip in Physics 2. Exit after the 3rd year of I.M.Sc. Physics, with a B.Sc. (Physics). 3. Exit after the 4th year of I.M.Sc. Physics, with a B.Sc. Hons (Physics). 4. Lateral entry for 4-year B.Sc./B.Sc Hons Physics degree holders directly into 2nd year of M.Sc. Physics.	1-year M.Sc. Physics for those admitted laterally to 2nd year M.Sc. Physics. Only for those coming with a 4-year B.Sc./B.Sc. Hons degree.	Some plans for skill development programmes. Yet to be worked out.	

CASEST MTech students of CASEST will be permitted to take electives from SCIS and SEST from the second semester of AY 2022-23 or the AY 2023-24	1. Exit after the first year of 2-year M.Tech in MVLSI, with a PG Dip in MVLSI. If they wish to complete M.Tech with one year of project work, they must return within three years of exiting.	1. One-year project for M.Tech students from other institutions. Intake will be dependent on areas of interest and faculty availability. Fee of Rs. 1 lakh per student.	1. 1-year Diploma in Sensor materials, applications, realisation, and testing (SMART). AY 2022-2023. Approved by CASEST and Physics boards of studies. 2. Long-term plans: short-term courses in a) Microelectronic devices and b) Engineering Business management (to train young engineers in skills for establishing a start-up: from idea to market in collaboration with School of Management Studies)	

| CEOAS | 1. Exit after 2nd year of 5-year I.M.Sc. in Applied Geology, with a Diploma in Science.
2. Exit after 3rd year of 5-year I.M.Sc. in Applied Geology, with a B.Sc. in Applied Geology.
3. Exit after 4th year of 5-year I.M.Sc. in Applied Geology, with a Diploma in Applied Geology. ??
4. Exit after the 1st year of 2-year M.Sc. in Ocean & Atmospheric Sciences, with a Diploma in the subject. | | Subject to increase in faculty strength, CEOAS will consider short-term, societally relevant programmes in areas such as: Natural Hazards: mitigation and adaptations; Science and Policy of Climate Change; Earth Science Applications. | |

SCHOOL OF COMPUTER & INFORMATION SCIENCES

(i) Multi-disciplinary curriculum	(ii) Multiple entry/ multiple exits	(iii) One-year Master's Programme	(iv) Short-term/ Skill-based courses	New programmes, if any (not in iv)
1.The current IT-101 and IT-201 courses offered to the CIS students currently will become university-wide courses. These two courses shall	1. Exit after the 4th year of 5-year Integrated M.Tech programme, with a B.Tech degree in Computer Science. *Other exit options not applicable to*			In collaboration with CMSD, offering a multidisciplinary Master's program: M. Tech (Modeling

be called, "Information Technology for Social Scientists" and "Essential Programming for Scientists and Engineers". 2. Elective courses in AI and Machine Learning will be opened to all UoH students with necessary Mathematics background.	*professional courses, as per AICTE.* 2. Lateral entry for Diploma holders (in the relevant subject) into 2nd year of I.M.Tech. 3. Baskets of courses to be offered to external B.Tech students from institutions with which UoH has signed MoUs. Three such baskets have been identified: Artificial Intelligence; Computer Vision and Image Processing; and Cybersecurity. 4. Permit a limited number of interns from other institutions for a maximum duration of 8-weeks to work on research projects being carried out by the faculty. The School will not have any financial obligations in this context.			and Simulation) from AY 2022-23.

SCHOOL OF ENGINEERING SCIENCES & TECHNOLOGY				
(i) Multi-disciplinary curriculum	**(ii) Multiple entry/ multiple exits**	**(iii) One-year Master's Programme**	**(iv) Short-term/ Skill-based courses**	**New programmes, if any (not in iv)**
1. Existing curriculum for the 3 M.Tech programmes – Materials Engineering (ME), Nanoscience and Technology (NST), and Manufacturing Science and Engineering (MF) – contains courses that cut across two or three of these programmes. 2. A core course in MF, "Industrial Management" is offered by School of Management Studies (SMS). 3. SEST students will be encouraged to attend courses such as Science, Technology & Society and Science and			1.In the next phase of NEP implementation, SEST plans to offer short term courses/programs on entrepreneurship development, renewable energies etc. in collaboration with other schools (such as Management) and technical/ professional organisations	

Technology Communication etc. offered by other Schools and centers at UoH. 4. Two foundation courses currently being offered by SEST will be offered as electives for other Science students.				

SCHOOL OF MEDICAL SCIENCES				
(i) Multi-disciplinary curriculum	**(ii) Multiple entry/ multiple exits**	**(iii) One-year Master's Programme**	**(iv) Short-term/ Skill-based courses**	**New programmes, if any (not in iv)**
1. Mandatory internship of 6-8 weeks for students of M.P.H for 2021 batch. 2. Basic Life Support (with EMRI 108) – Foundation Course for all students of UoH. Under discussion. 3. MoU with ACCESS Health (in process) will help MPH & MBA (HC &	1. Optometry: 6 years MOpt with exit and entry at 4 years was previously approved. Lateral entry of students with 4-year B.Opt to 2 years M Opt from AY 2022-23. 2. Exit after 3 years from 5-year I.M.Sc. in Health Psychology, with B.Sc. Psychology		1. 1-year PG Diploma in Public Health (under discussion). 2. Started: Dip in Infection Prevention & Control – in virtual mode (CDVL/CDLTR) 3. Dip in Community Eye Health – starting AY 2022-23 (CDVL/CDLTR)	1. Mandatory internship of 6-8 weeks for students of M.P.H for 2021 batch. 2. Basic Life Support (with EMRI 108) – Foundation Course for all students of UoH. Under discussion.

HM) programmes to access courses on Health Financing, Digital Health & Health Professional Education. 4. Public health, health psychology, and neural and cognitive sciences programmes encourage students to take courses elsewhere, mostly in related areas such as Sociology of Health, Gender Studies, Health Economics, and Project Management.	3. Exit after 4 years from 5-year I.M.Sc., with B.Sc. (Hons) Psychology.		4. Dip in Opthalmic Dispensing – from AY 2022-23 (subject to MoU) (CDVL/CDLTR) 5. Started: 6-months Certificate in Critical Care, with MedSkills, Apollo (CDVL) 6. 6-month Certificate in Cardiac Care, with MedSkills, Apollo (CDVL) from AY 2022-23. 7. 6-month Certificate in Emergency Care, with MedSkills, Apollo (CDVL)from AY 2022-23. 8. E-Learning Certificate in Antimicrobial Resistance & Stewardship (AMR and AMS), CDLTR. Launch in Feb/March 2022.	3. MoU with ACCESS Health (in process) will help MPH & MBA (HC & HM) programmes to access courses on Health Financing, Digital Health & Health Professional Education. 4. Public health, health psychology, and neural and cognitive sciences programmes encourage students to take courses elsewhere, mostly in related areas such as Sociology of Health, Gender Studies, Health Economics, and Project Management.

			9. Dip in Basic Life Support + Advanced Life Support (ALS), CDVL. Under discussion. 10. 6-month Certificate course in Neural and Cognitive Sciences, from AY 2022-23.	
SCHOOL OF HUMANITIES				
(i) Multi-disciplinary curriculum	**(ii) Multiple entry/ multiple exits**	**(iii) One-year Master's Programme**	**(iv) Short-term/ Skill-based courses**	**New programmes, if any (not in iv)**
1. Departments/ Centres of SoH are willing to contribute courses to the Liberal Arts basket to award B.A. Liberal Arts to students exiting after 3rd year of 5-year I.M.A. in Language Sciences and in the Social Sciences. *This is contingent on other Schools, including SSS*	1. Exit after the 2nd year of 5-year I.M.A. Telugu, with a Diploma in Telugu. 2. Exits after the 3rd year of 5-year I.M.A. in Telugu, Urdu, and Hindi, will continue to earn a B.A. in the language concerned. 3. Exits after the 4th year of 5-year I.M.A. in Telugu, Urdu, and Hindi, with a B.A.	1. One-year M.A. programme for students applying with a 4-year B.A. Hons in the subject concerned.	1. Comparative Literature will consider short-term courses in: translation studies; literatures of India; and academic writing. 2. Telugu will explore a short-term course on Research Methodology for Languages & Literature.	

and SNS, joining the liberal arts programme. 2. The Indian language departments – Telugu, Urdu, Hindi – will contribute basic courses to fulfil UoH language literacy requirements. The level of required literacy in each language should preferably be of the same level. 3. The Department of Philosophy will offer introductory level courses in Logic and Ethics for non-Philosophy students.	Hons in the language concerned. 4. Exit after the 3rd year of 5-year I.M.A. in Language Sciences, with a B.A. in Liberal Arts. Exit after the 4th year of I.M.A. Language Sciences, with a B.A. Hons in Language Sciences. *This is contingent on other Schools, including SSS and SNS, joining the liberal arts programme.* 5. Exit after 1st year of 2-year M.A. in English/ Comparative Literature/Philosophy, with a PG Diploma.		3. Certificate Course in Publishing (vocational), in collaboration with Cambridge University Press, is already under process by the Department of English. 4. Language departments will explore offering short-term language courses in online mode for international clientele, including NRIs, OCI, and foreign citizens.	

SCHOOL OF SOCIAL SCIENCES				
(i) Multi-disciplinary curriculum	**(ii) Multiple entry/ multiple exits**	**(iii) One-year Master's Programme**	**(iv) Short-term/ Skill-based courses**	**New programmes, if any (not in iv)**
1. University-level mandatory courses of up to a total of 16 credits. 2. Internship to be mandatory within the first three years of the I.M.A. programme.	1. Exit after the 2nd year of 5-year I.M.A., with a thematic diploma (with additional courses). 2. Exit after the 3rd year of 5-year I.M.A., with a B.A. with one major subject and one minor subject. 3. Exit after the 4th year of 5-year I.M.A., with B.A. (Hons) in the subject concerned, conditional upon minimum required CGPA and minimum required credits earned in the subject concerned. 4. Lateral entry of students in each year of the 5-year I.M.A. programme to be based on a written test. 5. M.A. required for admission to Ph.D.	1. One-year M.A. for those applying with a 4-year degree in the subject concerned. Such candidates to be admitted to the 2nd year of the 2-year M.A. programme. 2. Research component during the year to be determined by the academic units.		

SCHOOL OF ECONOMICS				
(i) Multi-disciplinary curriculum	**(ii) Multiple entry/ multiple exits**	**(iii) One-year Master's Programme**	**(iv) Short-term/ Skill-based courses**	**New programmes, if any (not in iv)**
1. Greater flexibility for Economics students to take courses outside the School. They can opt for 4 courses outside the School during the 2-year MA programmes. 2. More courses to be offered by Economics for students exiting with BA and BA Hons degrees.	1. Exit after the 3rd year of 5-year I.M.A. Economics, with a BA Economics. 2. Exit after the 4th year of 5-year I.M.A. Economics, with a BA Hons in Economics. 3. Exit after the 1st year of 2-year MA, with a PG Dip in the relevant stream.	1. One-year MA Economics/Financial Economics for those entering with a 4-year BA Hons degree in Economics.	Short-term courses on statistical packages, data analysis, use of data sources, etc are under consideration.	Additional MA streams under consideration beyond the existing ones of general Economics and Financial Economics. These may include: Environmental Economics, Public Policy, Development Economics, and Political Economy.
SCHOOL OF MANAGEMENT STUDIES				
(i) Multi-disciplinary curriculum	**(ii) Multiple entry/ multiple exits**	**(iii) One-year Master's Programme**	**(iv) Short-term/ Skill-based courses**	**New programmes, if any (not in iv)**
1. Course structure of MBA programmes is as per AICTE guidelines.	1. Lateral entry to 2nd year of MBA for external students who went through CAT for original admission.		Some short-term courses are under consideration, possibly from Winter Semester	1. Discussing with the School of Computer & Information Science

2. Collaboration with the School of Economics to facilitate MBA (Finance) students to take courses in areas such as Financial Economics and Econometrics.	They must have secured 60% and above or equivalent CGPA in their undergraduate degree as well as in the first year of MBA. 2. Number of seats for lateral entry dependent on AICTE norms.		2022 or Monsoon Semester 2023.	on a joint B.Tech-MBA programme. Possible launch from AY 2023-24.
SAROJINI NAIDU SCHOOL OF ARTS & COMMUNICATION				
(i) Multi-disciplinary curriculum	**(ii) Multiple entry/ multiple exits**	**(iii) One-year Master's Programme**	**(iv) Short-term/ Skill-based courses**	**New programmes, if any (not in iv)**
COMMUNICATION 1. Minimum of 50% courses should be from the discipline. A minimum number of courses must come from the humanities, social sciences, economics, management, public health, and SN School. 2. Apart from any UoH requirements, the department will require	1. Exits after the 1st year in 2-year M.A. Communication (Media Studies) and M.A. Communication (Media Practice), with a PG Diploma in Communication & Media Studies.	1. One-year MA for students coming with a 4-year BA (Hons) degree in communication and journalism. They may seek entry into the 2nd year of M.A. 2. Students with any 4-year undergraduate degree + a PG Diploma in communication and journalism from a	Two online certificate courses (through CDLTR) on a) Agriculture Journalism (collaboration with MANAGE) b) Communication for Social Change (IoE project) from 2023.	1. A practice-based/ practice-led PhD programme in communication & media studies. Details are being worked out. This will be in addition to the existing PhD programme.

Communication students to acquire: a) basic literacy in any Indian language b) Basic knowledge in statistics c) Basic IT/coding skills These could be in F2F/online/blended mode. 3. Department has no plans to start an I.M.A. programme of its own. But will contribute 3 courses to any Liberal Arts programme that may be started as an exit undergraduate degree in the ongoing 5-year I.M.A. programme. 4. Mandatory internship (4 credits) for both MA programmes will continue.		recognised institution may also apply for a one-year MA programme. 3. Possible lateral entry to practitioners into the 2nd year of M.A. for a one-year Master's degree.		

DANCE 1. Department will continue to offer M.P.A. with two specializations in Bharatanatyam and Kuchipudi. 2. 75% of courses must be from Dance to get the M.P.A. degree. The remaining courses can be from Humanities, Management, Social Sciences, Medical Sciences, and S N School. 3. If a B.A Liberal Arts degree is offered as an exit option, the department will contribute 3 courses over the first three years of I.M.A. towards an exit degree of B.A. Liberal Arts. They could be the following: a) Introduction to Indian dance; b) Kuchipudi- I; c) Kuchipudi - II.	1. Lateral entry for students from other institutions after the 1st year of their Master's in Dance. They can be admitted to 2nd year of MPA Dance on the following conditions: a) they are from other central universities; b) should have had Bharatanatyam and/or Kuchipudi as their specialisations; and c) should come through any test/interview to be prescribed by the department; and d) final degree will be awarded by the parent university (accordingly, credits offered at UoH will be under 50% of total credits).	1. Once 4-year dance undergraduate programmes become widely available in the country, the department will permit such eligible students to join the second year of M.P.A. Dance (Kuchipudi/ Bharatanatyam) for a one-year MPA.	The department plans to offer short-term courses in a phased manner in the areas of Dance Appreciation, Understanding Kuchipudi, Dance treatises, Dance Music, and Choreography. Details are being worked out.	

4. The number of courses offered in a semester will be increased to give more options to students in the department and outside. **THEATRE ARTS** 1. The department will continue to offer a 3-year M.P.A. in Theatre Arts. 2. Open to students taking more elective courses from outside the department. 3. The department will offer 3 courses across the first 3 years of I.M.A. if an exit degree of BA Liberal Arts is approved by UoH.	1. Admissions to 3-year MPA cannot be through CUCET as it is a unique programme. 2. Exit after the 1st year of 3-year MPA, with a Diploma in TA. 3. Exit after the 2nd year of 3-year MPA, with a PG Dip or Adv. Dip in TA. 4. Those who exit must return within a specified time if they want to complete requirements for MPA. 5. Lateral entry norms for theatre students from other	1. One-year Master's degree is possible only when there are credible and widely available 4-year undergraduate programmes in Theatre.	Short-term courses in self-financing mode under consideration include: i)Fundamentals of acting ii)Advanced course in Acting iii)Realistic Acting iv)Theory and practice of design v)Theory and practice of direction vi)Children's theatre vii)Theatre in education	Exploring an undergraduate programme in Theatre.

	institutions yet to be worked out.			
FINE ARTS 1. Propose to change Master's degree from Fine Arts to Visual Arts – MVA. 2. Propose to start a new Master's stream – Contemporary Art Practice – to add to the existing four. 3. If the admissions are to be done through CUCET, the department would like to retain 50% weightage to portfolio and interview. 4. Students must do at least 65% of core and optional core courses in the department. The remaining credits could be earned from courses offered within the department or outside	1. Exit after the 1st year of two-year MVA, with PG Diploma in Visual Arts. Minimum 36 credits required.	With additional faculty and infrastructure support, a one-year Master's programme in Visual Arts could be offered.	Short-term certificate courses are possible in specialised aspects of art making and arts appreciation.	

either as professional or open electives.

5. The department will contribute about 3 courses across the first 3 years of the 5-year IMA programme if UoH approves a B.A. Liberal Arts degree as an exit option after 3 years.

MUSIC

1. As the first batch of M.P.A. is yet to graduate, no changes in the current curriculum are being proposed. The number of courses per semester may be increased to allow students to opt from a range of courses. 2. A minimum of 75% courses shall be from the Music department, with the remaining 25% coming from within the department or outside	1. Exit after the 1st year of 2-year MPA Music programme, with a PG Diploma in Music.	1. Once 4-year music undergraduate programmes become widely available in the country, the department will permit such eligible students to join the second year of M.P.A. Music (Carnatic/ Hindustani) for a one-year MPA. 2. Students who exit after one year of Master's in Music from another institution, with	Short-term courses planned in: a) Appreciation of Carnatic music b) Appreciation of Hindustani music

(to be pre-approved). These will be in addition to any UoH mandated course requirements. 3. The department currently offers two foundation courses in Carnatic and Hindustani music, respectively. If UoH offers a B.A. Liberal Arts degree as an exit option after 3 years of the 5-year I.M.A. programme, Music department will contribute these two courses, along with one more course to the Liberal Arts basket.		a PG Diploma, would also be eligible to join the second year of MPA for a one-year MPA degree.	

3. **STUDENT CONCERNS**

The Committee held discussions with the elected Students' Union as well as with all the student groups active on the campus of University of Hyderabad. The Committee noted the various concerns raised by representatives of the student groups that gave their inputs. The following points are being made by the Committee considering some of the questions posed by the students about the implementation of NEP-2020 at UoH:

- The University shall continue to retain its academic autonomy within the broad parameters of regulations issued by the Ministry of Education, Government of India, and the University Grants Commission. Where possible, the University shall attempt to leverage greater autonomy given to it as part of its IoE status for the benefit of the student community.
- The University shall strive to sustain the public university character and spirit in admissions, fee structure, and course administration, with due consideration to principles of access and equity to disadvantaged groups in society.
- The University will continue to adhere to all Constitutional obligations to provide reservations in admissions to all disadvantaged communities.
- The University will adopt features of NEP-2020 that encourage higher education institutions to offer skill-based and vocational courses.
- The University will adopt features of NEP-2020 that require the University to create a more flexible multidisciplinary environment for students and permit greater mobility across institutions.
- The University will take measures to enhance learning support to students and provide professional counseling services for their psychological well-being.

4. **GOVERNANCE**

4.1. Apex Academic Coordination

Taking the cue from clause 19 of NEP-2020 ("Effective Governance and Leadership", p.49), the Committee recommends the following changes in academic governance of UoH:

2.1.1. To deal effectively and efficiently with the new, more complex academic environment to be ushered in by the implementation of NEP-2020 provisions at UoH, a position of **Dean/Director, Academic Affairs** may be created. Alternatively,
2.1.2. One of the **Pro Vice-Chancellor** positions may be designated exclusively for Academic Affairs, while another PVC may be in charge of Administrative matters.

2.1.3. A proposed **NEP Cell** will work under the coordination of the Dean/Director, Academic or the PVC (Academic) as the case may be.

2.1.4. The **Office of the Controller of Examinations** will continue to manage and administer all academic activities, such as conduct of admissions, semester registration, examinations, results, etc.

2.1.5. Overhaul and strengthen the **e-governance system** to effectively manage the new, complex academic environment.

4.2. Creation of Centre for Distance and Online Education (CDOE)

The Committee has reviewed the documents submitted by the two Centres articulating their vision as part of implementation of NEP-2020 at UoH and noted the following:

- Formerly known as the Centre for Distance Education, CDVL currently offers 13 diploma programmes. However, with a total student strength of about 1700 (with about 70% of them coming from one programme), the Centre has clearly not realised its full potential.
- The more recently started CDLTR does not have a permanent director and suffers from a lean and inadequate staffing structure. The Centre has set up a LMS for the University and some faculty have started offering online courses.
- The future is clearly in online learning and, with the emphasis placed on online education in NEP-2020 as well as in our own IoE vision document, it is time to strengthen the two related and complementary units by bringing them together.

The Committee also reviewed the recommendations of the Prof. Arun Agarwal Committee that in 2019 submitted a detailed analysis of the various programmes offered by CDVL and recommended, among other things, the stopping of courses that were economically unviable, the using of ICTs more effectively, and keeping up with contemporary expectations and demands. The Agarwal Committee pointed out that in 25 years of its existence, CDVL managed to contribute less than Rs. 2 crores to the UoH Corpus. Most importantly, it suggested a merger of CDVL and the then E-Learning Centre (renamed CDLTR) within five years or sooner if things do not change significantly (**Annexure 6**).

Further, the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 provide an integrated vision for distance and online education and calls explicitly for the setting up of a single **Centre for Distance and Online Education (CDOE)**.[2]

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[2]https://deb.ugc.ac.in/Uploads/20200906.pdf. Accessed on March 15, 2022.

After careful consideration of all the above, including the strengths and weaknesses of the two centres on their own, the NEP Committee recommends **the integration of the two centres into a single unit**. An appropriate governance structure may be worked out by the University in consultation with the relevant stakeholders. The University may consider having two heads to represent the two main wings of the new, combined centre.

4.3. Setting up of a Learning Support and Counseling Centre

After reviewing the following excerpt from the UoH Institution of Eminence (IoE) proposal:

iii. Learning Support and Counselling Centre
- The University will set up an advanced Learning Support and Counselling Centre, which will address issues concerning the academic and emotional well-being of our students. Such a center will have
- a) An adequate number of trained therapists and counselors dedicated to ensuring the psychological well-being of students and to support their adjustment to the new environment away from home. They will offer not only individual counselling sessions, but also conduct group workshops, awareness sessions, and roundtable discussions.
- b) Provide support for learning related issues faced by students through not only remedial English classes (as currently being done), but also subject-related tutoring by student-tutors as is being done currently, to some extent, by the remedial coaching programme. (IoE Proposal, UoH, vol.1, p.48)

And after perusing the following clause from the NEP-2020 policy document:

12.4. Third, students from socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education. Universities and colleges will thus be required to set up high-quality support centres and will be given adequate funds and academic resources to carry this out effectively. There will also be professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being. (NEP, 2020, p.39)

The Committee recommends the setting of a **Learning Support and Counseling Centre** to address issues concerning academic and emotional well-being of students, especially those from rural and marginalized backgrounds by:

- Offering curricular tutorial support to students;

- Systematizing and expanding remedial English classes, UGC NET and Civil Services coaching;
- Providing support services of trained therapists and counselors to ensure psychological well-being of students, not only through individual counselling sessions, but also group workshops, awareness sessions, and roundtable discussions.

The Committee recommends that subject tutors be drawn from the ranks of UGC JRF and CSIR Fellowship holders as part of their institutional obligations, while at the same time shoring up their CVs with some teaching experience.

4.4. Internationalisation

The Committee took into consideration the emphasis placed in the NEP-2020 document on internationalisation of higher education institutions in India and reviewed the status of internationalization at UoH through discussions with the Office of International Affairs (OIA). The Committee noted the successful Study-in-India Programme (SIP) initiated at UoH in 1998 and efforts being made recently to raise the number of international students enrolled for full degree programmes.

The Committee endorses the following measures being proposed by OIA to strengthen ongoing internationalisation efforts at UoH:

a. Leverage the increased allowance of 30% supernumerary seats for international students given to IoE institutions.
b. Develop a strategy to take effective advantage of i) the academic networks of UoH faculty members, ii) the government/diplomatic divisions, including embassies and consulates, and iii) partnerships with international education consultants to increase the intake of international students at UoH.
c. Refurbish the website of OIA/SIP to reflect more dynamic information, including testimonial videos of international alumni.
d. Reach out to old institutional partners of SIP to find ways of reviving the semester-length and other programmes. This could include ways of repackaging UoH course offerings as subject clusters (e.g. Business/Economics, Society/Culture, Arts & Media, Politics & Governance, etc.), and offering certain courses, such as Indian languages, online.
e. Enhance South-South cooperation by deepening linkages with institutions in the Global South (including South Asia and Anglophone Africa).

4.5. Augmentation of Faculty Resources and Infrastructure

To facilitate a successful roll-out of NEP-2020 proposals at University of Hyderabad, the Committee recommends:

- Augmenting faculty strength of academic units. Teacher-student ratio, the number of teaching programmes offered by the unit, and teaching load of faculty members may be used to rationalize the requirement for additional faculty.
- Greater flexibility in the hiring of guest faculty and in inviting visiting faculty.
- Greater involvement of research scholars in teaching-related activities.
- Expansion and reinforcement of laboratory spaces, infrastructure, and technical personnel.
- Equip classrooms for blended/hybrid mode of instruction as part of the University's preparation for post-pandemic pedagogy.
- Continuous capacity-building of faculty members, especially those in the early part of their careers, in partnership with the highly rated Human Resource Development Centre (HRDC) at UoH.

UNIVERSITY OF HYDERABAD

Office of the Registrar,
Establishment Section – I.

No.UH/E-I/F-488/5432

27 October, 2021

NOTIFICATION

Sub: Committee for implementation and coordination of New Education Policy (NEP-2020) initiated by the Ministry of Education.

Ref: 1) UH/E-I/F-488/5378 dt. 12/10/2021
2) Vice-Chancellor's orders dated 19/10/2021.

***

In continuation to the Notification under reference 1 above, the Vice-Chancellor has re-constituted the committee for implementation and coordination of New Education Policy (NEP-2020) consisting of the following members:

1)	Prof. Vinod Pavarala Department of Communication, S.N. School of Arts & Communication	Chairman
2)	Prof. Pingali Sailaja Centre for English Language Studies, School of Humanities	Member
3)	Prof. Chakravarthy Bhagwati School of Computer and Information Sciences	Member
4)	Prof. S. Chaturvedi Department of Hindi, School of Humanities	Member
5)	Prof. B.V. Sharma Department of Anthropology, School of Social Sciences	Member
6)	Prof. Lalitha Guruprasad School of Chemistry	Member
7)	Prof. B. Raja Shekhar School of Management Studies	Member
8)	Prof. Krishnaveni Mishra Department of Biochemistry, School of Life Sciences	Member
9)	Prof. Phanindra Goyari School of Economics	Member
10)	Prof. G. Nagaraju Department of Sociology, School of Social Sciences	Member
11)	Prof. E. Venkatesu Department of Political Science, School of Social Sciences	Member
12)	Dr. J.V. Madhusudan Department of Education & Education Technology School of Social Sciences	Member
13)	Dr. Devesh Nigam Controller of Examinations	Convener

The Committee shall have a term of three years.

Terms of Reference:

Formulate detailed modalities for phase-wise implementation of National Education Policy (NEP) – 2020 at the University of Hyderabad.

1) Coordinate and liaise with the academic units in chalking out new programmes and structures (wherever required) as per NEP-2020.

2) Work with the Office of the Controller of Examinations to rationalize existing programmes/courses and introduce the programmes/courses in accordance with the NEP-2020 and work out regulations of transition from pre to post NEP-2020.

3) **To submit:**

(i) A road map for phase-wise implementation of NEP at the University of Hyderabad by December 31, 2021.

(ii) To prepare programmes/courses and structures under NEP-2020 (duly processed through Boards of Studies for approval by the Academic Council latest by March 15, 2022 for implementation of the above in the new academic year 2022-2023.

(P. Sardar Singh)
Registrar

To
All the Members of the Committee.

Copy communicated to:

1) OSD to the Vice-Chancellor; 2) PS to the Pro-Vice-Chancellor; 3) PS to the Registrar; 3) PS to the Finance Officer;
4) Director, CNF – With a request to post the Office Order in the University website.

NATIONAL EDUCATION POLICY AT UNIVERSITY OF HYDERABAD
AN AGENDA FOR ACADEMIC UNITS

A general strategy?

Provide a mapping of the existing programmes (not the courses but overall degrees) as NEP compliant - with minimal or no changes. Many of the Schools and Departments may be able to do this which will then really simplify Phase-I implementation at UoH

5-YEAR INTEGRATED MASTER'S PROGRAMMES

- Additional exits apart from the current third year exit -- **Certificate** at the end of 1 year ? **Diploma** at the end of 2 years? B.Sc./B.A. (Hons) at the end of 4 years? Employment opportunities? 4-year dual degree in teacher education announced by UGC.
- Holistic/multidisciplinary education -- foundation courses; mandatory Indian language requirement; environment; gender; statistics; ethics/values?? [Swayam an alternative? Swayam schedule?]; Make available a large basket of introductory courses to students from all disciplines to choose.
- How much of a language requirement? For English and Indian languages. To be common across disciplines?
- Participation of departments currently not involved in Integrated programme -- e.g. English, Communication; Management; Education
- Uniformity in number of credits for 5-year I.M.Sc & I.M.A programmes
- Three + 1 year (research thesis) & Three +1 year (taught courses of specialized electives)
- Mandatory project requirement in the 4th year?
- Credits for internships?
- Mandatory credits for IT/Environmental Studies/Value Based Education and Global Citizenship Education.
- A common admissions test for all Integrated Master's programmes?

The following refer specifically to the IMTech programme
- Allow exit at the end of the 3rd year with a BCA degree?
- Exit at the end of the fourth year with a B. Tech degree?
- How do we reframe the courses and syllabi for the above two exits?
- Allow lateral entry into M. Tech in the 4th year for those with a B. Tech?

INTEGRATED M.A./M.Sc./M.Tech-Ph.D PROGRAMMES

- Currently offered: Integrated MSc /Ph.D. Biochemistry & Molecular Biology, Animal Biology & Biotechnology, Biotechnology; Maximum duration for completion is about 8 years -- minimum GPA requirement for promotion to Ph.D. Those not promoted to Ph.D. exit with a Master's degree in the relevant subject.

ONE-YEAR MASTER'S PROGRAMMES

- For those coming with a 4-year Bachelor's degree
- Feasibility of 1-year Master's in disciplines that may not have a UG presence?
- Options of Research and Taught courses of Electives in one year Master's programme

CURRENT TWO-YEAR MASTER'S PROGRAMMES

- Making the curriculum more flexible, with greater choice of credits across streams
- Minimum subject-related credits required for the programme;
- STEM/Humanities/Social Sciences/Arts requirements for students from other streams; e.g. a course on Science, Technology and Society for Science students?
- Exit after 1 year with a PG Diploma?
- 2 year masters programme (final year dedicated to research) for students with 3 years UG
- Specialised interdisciplinary MA programmes -- e.g. development studies; science, technology and society
- Project/dissertation as a core requirement?
- Mandatory Internships?
- Common courses on research methodology for Social Sciences, Economics, Humanities, and Management ?
- Skill-based courses -- data sciences/data mining; statistics
- An 'educational tour'?

Ph.D PROGRAMMES

- Eligibility: Master's degree or a 4-year Bachelor's degree with Research? Candidates with two years of Master's and/or 4-year Honours degrees?
- Coursework for PhD students who come with 4 year Bachelors can be merged with the Int. MS/MA/M.Tech- PhD coursework. Leave with a Master's after a year?

SHORT-TERM PROGRAMMES

- Short-term certificate/diploma programmes -- either in person or online
- More focus on skills-based education for wider outreach of UoH; e.g. in applied social science areas
- Short-term certificate/diploma programmes to teach the Indian languages can be introduced on the pattern of the Center of Foreign Languages,UoH.

OPEN/DISTANCE/DIGITAL LEARNING PROGRAMMES

- [University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020](#)
- Strengthening current CDVL and CDLTR work by bringing them under single umbrella
- Support to academic units to offer their programmes in hybrid mode -- combination of in-class and online courses

ACADEMIC BANK OF CREDITS (ABC)

UoH has already registered on the ABC portal. Some ideas for long-term planning for ABC compliance:
- Organise our courses into baskets:
  - Core: MUST be taken in our university if we award the degree
  - Optional core: may be taken anywhere but MUST be done for the award of the degree
  - Subject-based electives (Professional Elective in AICTE terminology): our usual advanced courses
  - Open Electives: for broadening the horizons - put in a minimum requirement - these courses must be from Social Sciences, Humanities and Arts for Science students and *vice versa*?
  - Credit split between the above categories: Core - 40%, Optional Core - 25%, Professional Electives: 20%, Open Electives: 15%
  - Also, possibility of offering smaller, basic courses which give a flavour of the field in the open electives category with 1 - 2 credits so that students have a greater breadth?
- ➔ A uniform process for credit transfer, number of credits to earn a degree from a particular Department needs to be evolved

NEP Schedule of Meetings at UoH

S.No	Date	Time	School	No. of Participants
1	17/11/2021	3.00 pm	CDVL/CDLTR	02
2	18/11/2021	3.30 pm	School of Chemistry	19
3	22/11/2021	3:00 pm	School of Computer and Information Sciences	14
4	23/11/2021	11.30 am	School of Humanities	18
5	24/11/2021	3.30 pm	School of Life Sciences	35
6	25/11/2021	3:30 pm	School of Engineering Sciences and Technology	06
7	26/11/2021	3.30 pm	S N School of Arts & Communication	16
8	29/11/2021	3.00 pm	School of Social Sciences	20
10.	01/12/2021	3.00 pm	School of Mathematics & Statistics	12
11.	2/12/2021	3.00 pm	College for Integrated Studies	02
12	03/12/2021	3.00 pm	School of Physics	24
13	06/12/2021	3.30 pm	School of Medical Sciences	18
14	07/12/2021	2.30 pm	School of Economics	15
15	08/12/2021	3.00 pm	School of Management Studies	13
16	10/12/2021	3.00 pm	HRDC	01
17	13/12/2021	3.00 PM	Student groups/DSW	17
18	04/02/2022	3.00 pm	Office of International Affairs	04
19	02/09/2022	3 pm	CDLTR discussion with certain units on UoH wide mandatory courses	12

Participants in 12 Schools –210; Participants in other units – 9; Participants from student groups – 17

<div align="center">ANNEXURE 4</div>

Minutes of the Meeting of Sub-Group of NEP Implementation Committee with Centre for Distance & Virtual Learning (CDVL) and Centre for Digital Learning, Training & Resources (CDLTR), November 17, 2021

Sub-Group members present:

Prof. Vinod Pavarala (Chair)
Prof. B. Raja Shekhar
Prof. Chakravarthy Bhagavati
Prof. Lalitha Guruprasad

Participants:

Prof. S. Jeelani, Director, CDVL
Prof. Vasuki Belavadi, Director, CDLTR

1. The Chair opened the meeting by underlining the importance given to open, distance and online learning in the NEP-2020 document. He also suggested that the discussion take cognisance of the new University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020, a document that clearly lays down various aspects of the structure and management as well as the content and quality of courses offered as part of open, distance and online learning by universities.

2. Prof. Jeelani made a detailed presentation on the vision of CDVL and its history as an outreach centre offering life-long learning in areas such as agriculture, rural development, health, law, and ICTs. He outlined the various programmes offered by CDVL -- a total of 13 diploma programmes offered currently, with a combined enrolment of 1702 students, with one single programme in AI & Machine Learning contributing over 70% of participants. He explained that most of the courses are professional-oriented and related to skill upgradation, designed by UoH in-house faculty members across seven Schools of study. Study materials are prepared and shared with students as soft copies (e-books), and with contact sessions conducted virtually. CDVL is in the process of developing a virtual lab and a virtual classroom. An AV Recording System has been installed for recording of lectures. He also mentioned the public and private collaborations entered into by CDVL to offer various programmes. He provided the information that the Centre has proposed full-fledged Master's programme for which two dedicated faculty are required. Finally, he mentioned that CDVL proposes to offer new PG diploma programmes and short duration programmes through both blended and online mode.

3. Prof. Vasuki Belavadi explained that CDLTR (previously, E-Learning Centre) was set up primarily as a service centre, supporting UoH faculty members to develop online modules for their ongoing courses in their respective departments and Schools. While CDLTR is currently permitted to offer courses on its own, it is yet to launch any full-fledged programme online. In terms of infrastructure, the Centre has the facilities to record lectures and do post-production work (including animation and graphics) and has set up LearnX, a learning management system (LMS) that is customized to UoH requirement. About Rs. 18 lakhs per year is the amount that is

required to be paid for the LMS. Additionally, he mentioned that CDLTR can offer paid courses, of which the recently launched Sanskrit course is an example. He suggested that CDLTR resources could be utilized to truly digitize the existing course content of CDVL courses, making them fully online, visually rich and interactive. This, he said, would help increase enrolment in these courses.

4. The members of the sub-group placed on record the excellent services rendered by CDVL over the years in reaching populations that are unable to attend regular University programmes by offering them quality education and marketable skills. They noted that the current enrolment figures are clearly inadequate. Under the present digital ecology globally, we should be able to multiply these numbers through innovative re-packaging of existing programmes; and, new programmes and courses may be offered by fully leveraging the potential of online, interactive methodology.

5. The members of the sub-group took note of the important clauses of the new UGC regulations, including the recommendation to set up an integrated centre for distance and online learning in universities. They commented on the urgent need to strengthen and, where necessary, restructure the existing mechanisms through which the University offers distance and online courses.

6. Finally, the Directors of CDVL and CDLTR were requested by members to jointly work out an integrated vision for open, distance and online learning for the University in tune with the new UGC Regulations, NEP-2020, and accreditation and ranking agencies such as NAAC and NIRF. This may be presented as a joint proposal to the Committee by December 20, 2021.

Prof. Vinod Pavarala
Chair, NEP Implementation Committee
(on behalf of the sub-group for CDVL/CDLTR)

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of School of Chemistry, November 18, 2021

<u>Sub-Group members present</u>:
Prof. Vinod Pavarala (Chair)
Prof. Chakravarthy Bhagvati
Prof. B. Rajashekhar
Prof. B.V. Sharma
Prof. Krishnaveni Mishra
Prof. Lalitha Guruprasad

<u>Participants</u>:
20 faculty members, including the Dean, Prof. K.C. Kumara Swamy (list appended)

1. After the Dean's formal welcome to the Committee, the Chair opened the meeting with a brief review of the agenda for discussions at UoH that was circulated to all Schools by the Committee. These included: multidisciplinary education, with exposure especially to the social sciences, humanities, and the arts for science students; university-wide mandatory courses such as in Indian languages, ethics and values, gender, environment, global citizenship, etc; and multiple entry and exits. He made a special mention of the possible requirement of internship for all students of UoH and a possible common course for all Science students on Science, Technology and Society.

2. A majority of the comments offered by the faculty members reiterated points made in the note circulated in advance by the School (attached). These included:

a) Multiple exits during the 5-year Integrated M.Sc. (Chemistry) programme -- with a certificate (after the first year), a diploma (after the 2nd), a B.Sc. (after the 3rd, as is being done at present), and a B.Sc. (Hons) (after the 4th).

b) Admission to Ph.D in Chemistry for both students with a B.Sc. (Hons) and a two-year M.Sc. The former will have to undergo rigorous coursework of one year, and if any student wants to exit after that year, they will be awarded a M.Sc. degree as per one-year Master's plan in the NEP-2020.

c) About 10-20% of the course requirements may be met by the students taking pre-approved online courses on platforms such as NPTEL and SWAYAM.

d) Credit transfers by students wishing to study at UoH should be vetted carefully on the basis of the standing of the institutions from which they like to transfer. This lateral entry may be limited to about 10-20% over and above the regular intake of students into the programme offered by UoH.

3. Some faculty members expressed their apprehensions about issuing relevant certificates to the 5-year Integrated M.Sc. students if they exit after the first or second years of the programme. As the current curriculum is structured in such a way that the students are not exposed to enough courses in Chemistry in the first two years, any certificates given at such exit points may be given by the College of Integrated Studies (CIS).

4. Other faculty members were in favour of issuing certificates even at the end of the first or second year as students who want to leave for a variety of reasons do not feel that their time was wasted. They were of the opinion that the curriculum must be restructured in such a way that the course inputs preceding each designated exit point would be appropriate for a certificate or diploma or Bachelor's, etc. If this is done with some care, they said, there may not be any additional teaching load on faculty.

5. Issues about the super-numerary seats for lateral entry (as per ABC regulations of UGC) were raised. Entry norms for such students, including provision of reservations, must be sorted out at the University level. However, there was a suggestion from some participants that the units should have the option of conducting some kind of a test to determine the suitability of such applicants.

6. Several faculty members have expressed their concern that NEP-2020 may be sound in principle, but many of the proposals are difficult to implement. They also urged that the University must ensure that additional infrastructure and faculty are provided to effectively implement NEP.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of School of Computer & Information Sciences (SCIS), November 22, 2021

Sub-Group members present:
Prof. Vinod Pavarala (Chair)
Prof. Chakravarthy Bhagvati
Prof. B. Rajashekhar
Prof. Krishnaveni Mishra
Prof. Lalitha Guruprasad
Prof. E. Venkatesu

Participants:
14 faculty members, including the Dean, Prof. Chakravarthy (list appended)

1. After the Dean's formal welcome to the Committee, the Chair opened the meeting with a brief review of the agenda for discussions at UoH that was circulated to all Schools by the Committee. These included: multidisciplinary education, with exposure especially to the social sciences, humanities, and the arts for science students; university-wide mandatory courses such as in Indian languages, ethics and values, gender, environment, global citizenship, etc; multiple entry and exits; and mandatory internships. He made a special mention of a possible common course for all Science students on Science, Technology and Society.

2. A three-page note (attached) on the views of the School was circulated in advance by the Dean. At the meeting, the Dean summarised them as follows:
    a. Every **course** must specify pre-requisites, number of credits and whether these can be transferred from other institutions towards a degree from UH.
    b. Every **program** must specify mandatory courses, credit distribution among core, optional core, subject-specific and open-electives; how many and which credits can be transferred and other eligibility criteria.
    c. Students admitted into UH take a fixed number of course credits every semester by paying a lumpsum semester fee (same as the existing system).
    d. Specialised courses/electives can be offered via *LearnX* (the customised for UH edX platform) as paid courses for external students with registration as per a process defined by the university. Our students take these as online courses free of cost under their regular credit requirements of that semester (Phase-I).
        i. If our students wish to take these for audit or for extra credit, we may have to evolve a policy on limiting the number of such credits and special fee.

    e.   External students may be offered pre-specified baskets of courses and spend at least one semester in the University. There can be a per basket fee for such students.

    f.   Multiple-entry multiple-exits may be defined for the 5-yr Integrated M. Tech (CS) program as given in the earlier document summarising the discussions in the Faculty Meeting held on 15 November 2021.

3. The faculty members pointed out that the programmes offered by the School will have to be compliant with AICTE norms. AICTE guidelines on adopting NEP-2020 are yet to be released. Some of the plans being suggested by SCIS are contingent upon those guidelines. It was mentioned, for example, that AICTE is proposing that universities conduct bridge courses to prepare external students to have the prerequisites to take UoH courses. Similarly, it is unclear what the AICTE guidelines would be on the possibility of a one-year Master's programme or about permitting entry of diploma-holders to the second year of the Integrated M.Tech. programme.

4. On the issue of multiple exits, the faculty felt that there cannot be any exits in the first two years of the 5-year Integrated M.Tech. programme currently being offered by the School. They proposed a third-year exit with a B.Sc. (CS) and a fourth-year exit with a B.Tech (CS) to students who would like to leave the programme for whatever reason.

5. The Dean mooted the idea of starting an integrated M.Tech-Ph.D. programme in the future, but said that more internal discussions are needed before that is rolled out.

6. Faculty members have responded positively to a suggestion by Prof. Rajashekhar (committee member) to explore the possibility of starting a B.Tech-MBA programme in collaboration with the School of Management Studies. Formal discussions between the two Schools need to be initiated to take this further.

7. To a query by committee members about the possibility of offering a University-wide mandatory course in IT skills or Coding, faculty shared that there is already an IT Lab course offered in the Integrated programme run by College of Integrated Studies. They were not averse to taking up such a responsibility.

8. Faculty members were unanimous in saying that the University must prioritise mobilisation of additional resources – both infrastructure and faculty – to be able to effectively implement NEP-2020.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of School of Humanities, November 23, 2021

<u>Sub-Group members present</u>:
Prof. Vinod Pavarala (Chair)
Prof. Nagaraju G
Prof. Phanindra Goyari
Prof. Sailaja P

<u>Participants</u>
18 faculty members, including the Dean of the School, Prof. Krishna participated (list appended).

1. After the Dean, Prof. V. Krishna formally welcomed the members of the Committee, the Chair outlined some of the key issues related to the implementation of NEP-2020, including: multidisciplinary courses; multiple entry/multiple exits; common UoH-wide mandatory requirements, ABC, etc.

2. The School of Humanities currently offers 5-year Integrated MA programmes in Hindi, Urdu, Telugu, and Language Sciences. The Department of English, Centre for Comparative Literature (CCL), and Centre for English Language Studies (CELS) stated that they do not plan to offer such 5-year integrated programmes in their units as part of NEP-2020. However, the Department of Philosophy mentioned that they would consider offering an Integrated 5-year programme if the current faculty vacancies in the department are filled. CCL is open to the possibility of an integrated MA program *only if six more* faculty positions are sanctioned in addition to the existing four.

3. CCL would offer a 1-year MA programme to students coming with a 4-year BA (Hons) degree in Comparative Literature. Such students would join in the third semester of the current 2-year programme, which would continue to be offered. It was mentioned that not having a B.A. programme in comparative literature anywhere in the country would be a major limitation. Philosophy is also in favour of offering a one-year MA degree for students coming with a 4-year undergraduate degree. The Centre for English Language Studies (CELS) would also not consider a one-year Master's degree at the current time as there were no undergraduate programmes in the subject presently.

4. CELS is now offering two core courses in the first two semesters of Integrated programmes. Any further English courses offered would be in the form of electives. The Centre would like any further English inputs to the Integrated programme to be made only after discussing with its faculty.

5. In terms of exits, both the Department of English and CCL said they could offer a PG Diploma for those who like to leave after two semesters in the M.A. programme. The Department of Telugu mentioned that exits in the 5-year programme would be considered at the end of the second year (PG Diploma), third year (BA), and fourth year (BA Hons). The Department of Philosophy would additionally consider awarding

a certificate if a student exits after the first year as and when they start a 5-year Integrated MA programme. The Department of Telugu submitted that *if their faculty strength reaches the sanctioned number of 14*, they would be able to award: a diploma for those exiting at the end of four semesters (two years), a BA. degree for an exit at the end of six semesters (3years), a BA (Hons) degree at the end of eight semesters (4years), and an IMA degree at the end of ten semesters (5years). The current two-year M.A. programme will continue.

6. Possibility of introducing short-term certificate programme were mooted by CCL in areas such as translation studies, literatures of India, and academic writing, while Telugu mentioned a possible programme in Research Methdology for Languages & Literature. The Department of English mentioned that the Certificate Course in Publishing, already in the works, in collaboration with CUP could be projected as a vocational course as per NEP 2020.

7. The various language departments are willing to offer basic language courses to all students of UoH as institutional mandatory courses. The Department of Philosophy, similarly, is ready to teach introductory courses on logic and ethics to non-Philosophy students.

8. There was also a discussion with faculty of the Indian language departments about offering online language classes for an international clientele, including NRIs, OCIs, and those foreign citizens who want to learn one of the Indian languages offered at UoH for professional or research purposes. It was agreed that Prof. Pammi Pavan Kumar would coordinate with the departments and approach CDLTR with a proposal to leverage the Centre's e-learning platform.

9. The Head of Philosophy suggested that, with all these changes in curriculum and programme structures being mooted under NEP, UoH should institute a strong tutoring system for students. Prof. Pramod Nayar, Department of English (and Director, IoE) mentioned that the IoE plans include setting up of a Learning Support and Counseling Centre at the University. There was also some discussion on the remedial classes that are currently in place at the University. It was suggested that Ph.D. students should be involved in teaching and tutoring, especially as fellowship holders.

10. The Department of English is exploring the possibility of starting a M.A. programme in English Literature for international students, especially for those from the Global South. It was mentioned that this would be a parallel programme to the one offered to Indian students.

11. Suggestions were also made about: a) structuring the student course requirements in a multi-layered fashion, with UoH-wide courses, School-level courses, and department-level courses; b) introduction of inter-disciplinary courses, with faculty from two or more departments teaching together.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of School of Life Sciences (SLS), November 24, 2021

Sub-Group members present:
Prof. Vinod Pavarala (Chair)
Prof. Krishnaveni Mishra
Prof. Lalitha Guruprasad

Participants:
35 faculty members, including the Dean, Prof. Dayananda (list appended)

1. The Dean formally welcomed the Committee and made a presentation that gave an overview of the School's response to the agenda document circulated to all Schools by the Committee. The salient points of the presentation were as follows:
    a. School not in favour of exits after the first and second years of a B.Sc. (Hons) being proposed in place of the current I.MSc. programme in Systems Biology.
    b. No objection to any additional institution-wide course requirements for students.
    c. Students should acquire sufficient skills in scientific writing and reporting in English. If interested to pursue their career in scientific reporting in Indian languages, there should be scope within the framework of the program's first and second years to choose relevant training in Indian languages of their choice.
    d. Students will be encouraged to go for internship and earn extra credits, over and above the credits required for four-year B.Sc. (Hons) in Biology.
    e. School is in favour of offering the one-year Master's option to those coming with a four-year B.Sc. (Hons) degree. But this would not be as a stand-alone programme, but more as an exit option. The current two-year M.Sc. programme will continue for some time, with no certification (e.g. Diploma) if they exit after the first year.
    f. B.Sc. (Hons) students to be permitted to take admission in Ph.D. and if they exit after the first year, either on their own or if they have not met the requirements for proceeding to a Ph.D. programme, an M.Sc. degree may be awarded.
    g. Departments are in favour of starting exclusive Certificate and Diploma courses in areas that have potential for employment, viz., mushroom culture/epiculture, biowaste management, etc. Preparation of biodegradable natural fibers for preparation of carry bags, etc., to replace recalcitrant toxic plastic bags. But, this

may be considered in Phase-2 of NEP implementation at UoH. Such courses could be introduced for semi-skilled rural unemployed and for deprived sections, with minimum contact in hybrid mode.

2. After a long discussion, the Dean has agreed to re-visit the proposal to replace the current 5-year I.M.Sc. programme with a 4-year B.Sc. (Hons). One of the points raised was that as primarily a PG university, it may not be appropriate for any unit to drop a Master's programme and offer an undergraduate one in its place.

3. On point f in the Dean's presentation, it was clarified that those with a B.Sc. (Hons) could enroll for the integrated M.Sc.-Ph.D. programme directly.

4. On the issue of multiple exits, it was explained that the course structure does not permit for a meaningful certificate to be issued in Life Sciences.

5. It was suggested that at least 60% of the credits would be department-centric within Life Sciences.

6. The School is open to the idea of their students being required to do a course on science communication or something on science, technology and society if something on those lines could be offered by Social Sciences or Communication.

7. On mandatory internships, the School was concerned that it would be difficult to find industry internships for that many students. After a brief discussion, the faculty were willing to explore the option if some innovative internship options are designed and support is provided institutionally.

8. The School is concerned about additional infrastructure that would be required to cater to greater student intake and for all new initiatives proposed under NEP, apart from financial resources needed to offer research projects to all Life Sciences students.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of School of Engineering Sciences & Technology, November 25, 2021

<u>Sub-Group members present</u>:
Prof. Vinod Pavarala (Chair)
Prof. Chakravarthy Bhagvati
Prof. Krishnaveni Mishra
Prof. Lalitha Guruprasad

<u>Participants</u>
6 faculty members, including the Dean of the School, Prof. Dibakar Das participated (list appended).

1. The Dean informed that SEST currently offers 3 M.Tech. programmes in Materials Engineering; Nano Science and Technology; and Manufacturing Science & Engineering, and 2 Ph.D. programmes in Materials Engineering; and Nano Science and Technology. It was also mentioned that the School had only recently restructured their courses to make them OBE-compliant.

2. It was explained that as per AICTE norms, M.Tech programmes have course work for the first year and project work in the second year. The students currently do about 46 credits of course work in the first two semesters, almost all of it within the School, with the exception of one manufacturing course offered in the School of Management Studies. These can be seen as multidisciplinary courses as they cut across various fields of engineering sciences.

3. SEST currently offers two foundation courses to other students of UoH: Materials and Society: Concepts of Nano Science and Technology. After a detailed discussion with the visiting members of the NEP Committee, faculty members of the School felt that courses such as Science, Technology & Society, and Science & Technology Communication, if they can be offered by other Schools, could be made a requirement for their students. This is apart from any UoH-wide requirements in areas like Indian language, environment, ethics, etc. It would make it easier for students to complete such requirements if they are offered in online mode and even asynchronously.

   On the issue of multiple exits and entries, the School said they could offer a PG Diploma if a student wants to leave the M.Tech programme after the first year. On lateral entry of students from outside UoH, there was some discussion on whether there would be compatibility with the orientation to engineering sciences and technology given at UoH. There was discussion also on the feasibility of lateral entry for outside students in the second year for doing their project work at UoH. In

general, it was felt that as SEST does not offer any UG programs, the Multiple Entry Multiple Exit options may not apply to the programmes offered by the School.

4. On mandatory internships, the SEST faculty said many of their students do internships, but not for credits (as per AICTE norms).

5. The Dean mentioned that if the faculty strength is reinforced to raise it to its full sanctioned number (from the current 8 to 17), it would give the School more leverage to offer a greater range of courses. Also, it was felt that Ph.D. students could be used more effectively to teach basic courses as well as for tutoring.

6. The School has some ideas for introducing a short-term certificate courses, with vocational or skill orientation. This list of possible courses would be shared with the NEP Committee when the School submits the initial plans by mid-December.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of Sarojini Naidu School of Arts & Communication (SNS), November 26, 2021

<u>Sub-Group members present</u>:
Prof. Vinod Pavarala (Chair)
Prof. B. Rajashekhar
Prof. Krishnaveni Mishra
Prof. Nagaraju G.

<u>Participants</u>:
16 faculty members, including the Dean, Prof. Vasuki Belavadi attended the meeting (list appended).

1. Faculty members of performing arts and fine arts departments of the School expressed their concerns about the admission process. The departments of Dance, Theatre, Music, and Fine Arts currently have a practical test and/or evaluation of portfolio for shortlisted students after the entrance exam. They wanted to know, if admissions are to be conducted centrally through NTA for all Central Universities, how will this practical assessment be conducted at the department level. The Department of Communication also conducts a short writing test for candidates shortlisted at the entrance exam, followed by a personal interview. Whether the counselling process envisaged in the common entrance exam allows for this kind of testing needs to be clarified. Further, some of the departments in SN School have specific eligibility criteria to apply to their programmes, which are different from those mentioned by other universities.

2. The students joining Fine Arts for MFA typically come with a four-year BFA offered in fine arts colleges and universities across the country. They suggest that for such students, an exit option could be given after the first year of MFA, awarding them a PG Diploma. The four-year BFA is comparable to professional degrees of similar duration. For instituting any further exits or entries, the department would like to await detailed guidelines from UGC.

3. The Department of Theatre Arts currently offers a three-year Master's in Performing Arts (MPA), which is unique in the country, with almost everyone else offering a two-year MPA. There is an exit option after the first year in the programme being run now, with a diploma being awarded to those who wish to leave. Whether to offer an exit option after the second year is still under consideration.

4. As there are few undergraduate programmes in dance, the Department of Dance currently has more eclectic admission requirements. The MPA in Dance is awarded with specialisations in specific dance forms (Kuchipudi/Bharatanatyam) and it is unclear whether an exit after the first year of MPA can earn students any meaningful certification. It is not therefore under consideration at present.

5. The Department of Music, with its limited human resources (only 3 faculty members), currently offers two two-year MPA (Music) programmes in Carnatic and Hindustani

music, respectively. Courses in these programmes will be revised and restructured to make them more comprehensive, in line with the NEP guidelines. The department is willing to consider awarding a diploma/PG diploma if students exit the two-year programme after the first year.

6. Some of the departments are interested in floating short-term courses, either in online/blended/offline mode. It was suggested that they coordinate with CDLTR and, where relevant, the Office of International Affairs (OIA) to explore leveraging funds from IoE to develop such online courses. The Department of Communication has received proposals from the Media and Entertainment Skills Council for a partnership to offer short-term skill-based courses in areas such as script writing, animation, etc. The same will explored in due course of time. The Department of Music is considering offering two short-term certificate courses in Appreciation of Carnatic Music and Appreciation of Hindustani Music, respectively.

7. Apart from foundation courses currently being offered for students across the University by various departments of the school, offering more electives such as in areas like art appreciation could be considered. Similarly, the Department of Communication could explore the possibility of starting a course on science communication for Science students, which could be offered even online and asynchronously.

8. The Department of Communication will continue to offer the current two-year Master's programmes in Communication in Media Studies and Media Practice, respectively. In both the programmes, the department is prepared to award a diploma if any students want to exit after the first year. As and when there are enough graduates coming through 4-year BA programmes, with a major in Communication, the department is open to creating a one-year Master's programme for such students. The department will mandate a minimum number of courses to be taken from other disciplines, preferably in the humanities, social sciences, economics, management, public health, and S N School in order to make its programmes more multi-disciplinary. In addition, the department will mandate that all its students fulfill an Indian language requirement, a basic statistics literacy course, and a basic IT/coding course.

9. The Department of Communication proposes to offer a practice-based/practice-led PhD programme in communication & media studies. A department committee is in the process of formulating the guidelines for the same. The committee is working on the issue of equivalence, course work requirements, and eligibility of supervisor, etc., which would be placed before statutory bodies of UoH for approval. This will be in addition to the existing PhD programme.

10. The Department of Communication already has a mandatory internship requirement for its students. The other departments of the School were unsure about making internship mandatory as there is less scope in their respective fields.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of the School of Social Sciences (SSS), November 29, 2021

Sub-Group members present:
Prof. Vinod Pavarala (Chair)
Prof. B.V.Sharma
Prof. Nagaraju G.
Prof. E. Venkatesu
Dr. Madhusudan JV
Prof. Chakravarthy B

Participants:
20 faculty members, including the Dean, Prof. Arun K. Patnaik attended the meeting (list appended).

1. After the Dean's welcome, the Chair of the Committee shared some of the main features of NEP-2020 that are under discussion for implementation at University of Hyderabad.
2. Faculty members had a long discussion on the degrees to be awarded if students exit after the third year of the 5-year I.M.A. programme being offered at UoH. While such students are currently being given a B.A. in the discipline concerned (e.g. Sociology, History, etc.), it was pointed out that such degrees must be in line with the 2014 UGC notification on specification of degrees. Many participants suggested that the degree awarded needs to identify the three main streams of social sciences in which they take courses, as in the standard B.A. programmes everywhere in the country. Those who continue to the fourth year and exit after that can be awarded a B.A. (Hons) degree in the discipline in which they major. The faculty, however, sought clarifications on whether the fourth year must necessarily be research-based; they wanted to know if it could be made optional.
3. Representatives of all departments who were present at the meeting were positive about offering a one-year M.A. programme for those coming with a 4-year Hons degree in the subject concerned.
4. The Department of Anthropology circulated a proposal that suggested provision of multiple exits. They proposed that those who choose to exit after two years could be awarded a diploma in a thematic area, such as heritage studies (with course requirement from a basket offered by Anthropology and History). There was a discussion on whether such a thematic diploma could be worked out in other areas such as development studies, gender studies, etc.
5. The Department of Sociology expressed its opinion that exits after the first and second years of the I.M.A programme are 'meaningless' and 'not credible'. They are fine with exits after the third and fourth years as per NEP.
6. The Centre for Women's Studies does not have an integrated MA programme. They have recently started a two-year M.A programme in Gender Studies. Without many four-year undergraduate programmes in Women's Studies or Gender Studies, they are

unsure how to offer a one-year M.A. degree. They mooted the possibility of floating a four-year interdisciplinary undergraduate programme in gender studies, leading to a one-year M.A. programme. Shortage of faculty in the Centre is also a critical issue.

7. On mandatory internships, most departments were of the opinion that these are hard to come by for social science students and the burden would fall on the departments to find every student an internship. There was some discussion on whether other alternatives such as community engagement, experiential learning, and fieldwork, etc could be considered to fulfil this requirement.

8. The Department of Education and Education Technology informed about the recent announcement by the Ministry about starting dual degree teacher education programmes (e.g. B.A./B.Sc.-B.Ed) in about 50 selected institutions. While half such initiatives may be in the private sector, central universities may get priority for this programme. The department is having internal discussions to restructure its teacher education training more multi-disciplinary.

9. The Chairperson of the Committee shared with the participants the possibility of creating a set of institution-wide mandatory courses, such as language competence, statistical literacy, IT skills, and environment. He requested Sociology, Women's Studies, and CSSEIP (Social Exclusion & Inclusive Policies) to offer such mandatory inputs on Gender and Diversity & Inclusion for all students of the University.

10. After some discussion on the need for School-wide coordination on these issues, the Dean suggested that a School-level coordination committee could be set up for the purpose.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of the School of Mathematics & Statistics, December 1, 2021

Sub-Group members present:
Prof. Vinod Pavarala (Chair)
Prof. Chakravarthy B
Prof. Krishnaveni Mishra
Prof. Lalitha Guruprasad
Prof. Phanindra Goyari

Participants:
12 faculty members, including the Dean, Prof. R. Radha attended the meeting (list appended).

1. After the Dean's welcome, the Chair of the Committee shared some of the main features of NEP-2020 that are under discussion for implementation at University of Hyderabad.
2. The School currently offers: 5-year Integrated M.Sc. Mathematical Sciences; 2-year M.Sc. Mathematics; 2-year M.Sc. Applied Mathematics; 2-year M.Sc. Statistics; Ph.D. Mathematics; Ph.D. Applied Mathematics; and Ph.D. Statistics.
3. The Dean shared a document containing the School's plans for restructuring course requirements in the 5-year Integrated Master's programme. Some of the key points included the following:
   a) Specification of courses from the third year of I.M.Sc to those students who wish to obtain an Integrated M.Sc. degree in Mathematics/Applied Mathematics/Statistics.
   b) At the end of the 4th year, those students in mathematics and statistics with a CGPA of 7.5 and above may be allowed to do a project of 8 credits in the 10th semester, in lieu of two electives. In this regard committee suggested that the students of Applied Mathematics in their X-semester may be allowed to do a project of 8 credits in the 10th semester subject to the availability of the faculty to supervise, in lieu of two electives to comply with NEP 2020.
   c) Those exiting at the end of the first year of I.MSc programme can be awarded a certificate provided they fulfill certain course requirements of the School; similarly, a diploma may be awarded to those who wish to exit at the end of the second year, and a B.Sc. degree (as being done currently) to those leaving after three years. A B.Sc. Hons in Mathematics or Statistics can be awarded to those who wish to leave after the fourth year on the condition that they have fulfilled course requirements specified by the School. Students who continue into the fifth year will obtain a I.M.Sc degree as per current practice.
   d) Further, those students who seek lateral entry into the programme must fulfill certain mandatory course requirements specified by the School.
4. There was a detailed discussion on whether the degree at the end of the three years should be in General Science or in Mathematics/Statistics. The former option depends on the offering of adequate number of courses during the first three years by Chemistry

and Physics. The School will re-assess these options and finalize their plan for NEP implementation.

5. Regarding final year project, it was felt that it would be difficult to find that many projects for students to do. One suggestion was that in the second year of 2-year M.Sc. or in the 5th year of I. M.Sc., one semester could be devoted to advanced level courses in preparation for research project to be taken up in the final semester.

6. As and when 4-year B.Sc. (Hons) students start applying to the M.Sc. programmes offered by the School, they could be allowed to do a one-year M.Sc. degree.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with the College of Integrated Studies, December 2, 2021

Sub-Group members present:

Prof. Vinod Pavarala (Chair)
Prof. Rajashekhar B.
Prof. Chakravarthy B
Prof. Krishnaveni M
Prof. Phanindra Goyari
Prof. Venkatesu E

Participants:

Director of CIS, Prof. B.V. Sharma and Associate Director, Prof. Salman Abdul Moiz participated in the meeting.

1. The Chair opened the meeting by saying that the Integrated Programmes of study administered by CIS were crucial to successful implementation of NEP-2020 at UoH. It is in these programmes that the University already implements an exit option and offers multidisciplinary courses.
2. At the outset, it was clarified that CIS was only a facilitating mechanism, with all academic decisions being taken by the various academic units.
3. It was pointed out that in the current I.M.Sc. and I.M.A. programmes administered by CIS, students could exit after the third year with a B.Sc. or B.A. in the relevant subject in which they took admission. In the I.M.A. programme, students have a lot of choice, while in the I.M.Sc. programme, almost everything is mandatory.
4. The question that the academic units will have to resolve, in consultation with CIS, is whether the B.A. or B.Sc. should be more generic, with three identified subject streams, or in the subject concerned in which students major, with other minors. The generic exit degrees could be in General Science or Liberal Arts.
5. All University-wide mandatory courses must be offered online to the extent possible and on a regular basis so that students can complete those requirements at their own time and pace before their graduation.
6. CIS assigns staff members to each batch of Integrated students to track their progress through the programme. With expanded student intake, there will be a need to increase the number of these staff members.
7. The lab facilities that are currently located in CIS must be expanded and strengthened to accommodate additional students.
8. Currently, CIS designates a few tutors to work with the Integrated students, by paying them from the Maintenance budget. However, there is a need to strengthen the tutoring system by mobilizing more JRFs and PMRFs to give about 6-8 hours per week towards teaching and tutoring.
9. The current support system available for visually challenged students on campus must be strengthened, both in terms of infrastructure as well as human resources. The HRDC could work with eye-care experts at institutions such as LVPEI and sensitise and train faculty members to cater more effectively to the needs of such students.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of the School of Physics, December 3, 2021

<u>Sub-Group members present</u>:
Prof. Vinod Pavarala (Chair)
Prof. B. Rajashekhar
Prof. Chakravarthy B
Prof. Krishnaveni M
Prof. Lalitha Guruprasad
Prof. Phanindra Goyari

<u>Participants</u>:
24 faculty members, including the Dean, Prof. James Raju attended the meeting (list appended).

1. After the Dean's welcome, the Chair of the Committee shared some of the main features of NEP-2020 that are under discussion for implementation at University of Hyderabad.
2. The School currently offers the following programmes:
   M.Sc. Physics
   I.M.Sc. (2 years at CIS, third year bridge, and merge with M.Sc.)
   M.Tech Integrated Circuits Technology (ICT) -- CASEST
   M.Tech Micro Electronics & VLSI -- CASEST
   Ph.D. Physics
   Ph.D. Electronics Science & Engineering -- CASEST
   I.M.Sc. Applied Geology – two years common with other CIS students -- CEOAS
   M.Sc. Ocean and Atmospheric Sciences -- CEOAS
   Ph.D. Earth Sciences – CEOAS
3. The Head of CASEST explained the plans for the M.Tech programmes being offered currently.
   a. Students in the M.Tech MVLSI programme will be permitted to exit after one year with a PG Diploma in (MVLSI). As this programme is still awaiting AICTE approval and is, therefore, not bound by AICTE guidelines. In the other AICTE approved M.Tech in ICT, it would be difficult to implement the exit as the students leaving the programme mid-way are required to return the GATE fellowship. Unless AICTE changes this rule, it will not be possible to implement the exit for this programme. Those who leave with a diploma will be required to return within 3 years to complete the one-year project requirement. They will be permitted to return to M.Tech only upon surrendering their diploma certificate.
   b. CASEST will offer one-year projects to MTech students from other institutions in areas relevant to the expertise of the faculty members. The intake will depend on interest and vacancies available with faculty members. In order to generate revenue, it is proposed to charge a fee of Rs. 1.00 lakhs for the project out of which it is

suggested that 20% be added to the PDF of the faculty member, 50% to the maintenance grant of CASEST and 30% maybe retained by the University. The number of credits assigned to the project will be less than 50% of the total credits required to obtain the MTech degree so that the external student cannot claim the right to obtain an MTech degree from UoH. The number of credits for the two-semester project will be the same for external and internal students. An exercise in re-organizing the course structure and credits will be carried out before AY2022-23.

   c. A new skill development programme in Sensor Materials, Applications, Realization and Testing (SMART) will be offered by the Centre. The duration of this programme will be 12 months, leading to a Diploma. The course structure for SMART has already been approved by the CASEST-Board of studies and will most likely be offered from AY 2022-23, subject to availability of teachers and infrastructure.

   d. All MTech programmes of UoH need to have a uniform course structure in terms of core and elective courses and total number of credits to enable credit portability across units (Deans and Heads need to discuss this).

   e. Skill development in other topics on which diploma/certificate can be offered are: a) Microelectronic devices and b) Engineering Business management (to train young engineers in skills for establishing a start-up: from idea to market in collaboration with School of Management Studies)

4. In the I.MSc. programme in Physics, faculty members felt, it would be difficult to let students exit after the first and second years. Regarding multidisciplinary courses, some faculty were concerned that in the name of flexibility rigorous training in physics should not be compromised.

5. The faculty were open to any mandatory institution-wide course requirements for students joining the School of Physics in various programmes, subject to AICTE guidelines for M.Tech.

6. Committee members were informed that the School is working on offering a new M.Sc. programme in Applied Physics as part of IoE. This, however, may not be ready in time for the 2022-23 academic year.

7. The Dean, heads of centres, and faculty members of the School made a plea for reinforcing infrastructure requirements and enhancing human resources (additional faculty) to meet the expanded vision of NEP-2020 more effectively.

8. On introduction of short-term courses, one of the faculty members cautioned that it would be a mistake to offer a flurry of certificate courses at UoH without taking into consideration the employment potential of each. We could also consider these courses as providing formal certification to those already employed.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of School of Medical Sciences, December 6, 2021

<u>Sub-Group members present</u>:
Prof. Vinod Pavarala (Chair)
Prof. Krishnaveni Mishra
Prof. Lalitha Guruprasad
Prof. Chakravarthy Bhagvati
Prof. Sailaja Pingali

<u>Participants</u>:
18 faculty members, including the Dean, Prof. Prakash Babu attended the meeting (list appended)

1. After the Dean formally welcomed the Committee, the Chair reviewed the key points of NEP-2020 and the UoH agenda for Phase-I implementation.

2. The 5-year Integrated Master of Science in Optometry offered by the School has been made into a 6-year programme as per guidelines of The National Commission for Allied and Healthcare Professions Act, 2021 (https://egazette.nic.in/WriteReadData/2021/226213.pdf). While the School is unclear about exits in the first three years, the current exit provision in the fourth year gets students a Bachelors in Optometry degree. Students are engaged in clinical practice in the 5th and 6th years. In terms of internships, the students already work with the industry in the final years. They are yet to make a decision on whether a certificate could be awarded to those who exit in the first year. Lateral entry into the 5th and 6th years will be implemented from AY 2022. It was impressed to the committee that harmonization with the professional council that regulates the School's academic program is other than directly UGC regulated and this will happen in course of time.

3. In the area of public health, the School currently offers a two-year Master's in Public Health (MPH). There are only a few Bachelor's programmes in public health in the country and none that are four-year programmes. A PG Diploma in Public Health for those exiting the programme after the first year is under discussion by the School. A one-year Master's degree in PH is currently not being considered also because it is a two-year programme in MPH that is recommended by the model curriculum of the Ministry of Health & Family Welfare. (https://main.mohfw.gov.in/sites/default/files/MPHModel%20Course%20Curriculum.pdf)

4. The Centre for Health Psychology (CHP) offers a 5-year I.M.Sc. in Health Psychology and currently students exiting after three years, get a B.Sc. in Psychology. The Centre could consider incorporating a fourth-year exit by awarding a B.Sc. Hons in Psychology or Health Psychology. In addition, CHP runs a two-year M.Sc. in Health Psychology, with

which the integrated students merge after their first three years. Fieldwork and internship are mandatory for students.

5. The Center for Neural and Cognitive Sciences (CNCS) offers a two-year M.Sc. in neural and cognitive sciences. There are few Bachelor's programmes in the area in the country and most of them offer three-year degrees. With no four-year bachelor's programmes, CNCS is not considering at present a one-year Master's programme. However, a diploma could be awarded to those who wish to exit after the first year. Lateral entry of students would be a bit challenging as there are not many comparable programmes in the country.

6. On multidisciplinary courses for students of the School, it was explained that the public health, health psychology, and neural and cognitive sciences programmes already encourage students to take courses elsewhere, although mostly in related areas such as Sociology of Health, Gender Studies, Health Economics, and Project Management. Programmes like optometry have little flexibility because of the mandatory requirements of the common minimum optometry curriculum (https://main.mohfw.gov.in/sites/default/files/Model_Curriculum_Handbook_Optome. pdf)

7. Faculty have expressed their openness to any institution-mandated courses to provide wider exposure to all students. They could preferably be offered in the online, asynchronous mode so that the time spent on the core programmes and scheduling are not adversely affected. It was also informed that the School is proposing to offer Basic Life Support as a foundation course and Advanced Life Support as an advanced course for all students of UoH. Similarly, the CNCS courses are open to students outside the School. There was a discussion on the possibility of putting in a common basket of options, basic statistics courses offered by the public health programme as well as health psychology to fulfil statistical literacy requirement for all students of UoH.

8. A number of short-term courses have been mentioned by the faculty of the School, either currently running or soon to be launched:
   a. Diploma in Infection Prevention and Control (DIPC) is already being offered through CDVL for capacity building of infection preventionists, in collaboration with the Infection Control Academy of India (IFCAI).
   b. A Certificate Course in Critical Care in collaboration with Apollo Medskills has been launched through CDVL. Two more Advanced Certificate programs, which were already approved are in pipeline (Cardiac Care and Emergency Care) for introducing in the consecutive admissions through CDVL.
   c. An online certificate course in Antimicrobial Resistance (AMR) is also on the anvil through UoH's CDLTR.
   d. A Diploma in Community Eye Health is being launched soon in collaboration with LVPEI-GPR-ICARE (Gullapalli Pratibha Rao International Centre for Advancement of Rural Eye Care).

  e. An MoU is under process to be signed with ACCESS Health International and this may culminate in courses related to Digital Health, Health Financing and also Health Professional Education.

  f. Two more certificate courses for which AC approval has been secured are Certificate Course in Cardiac Care Nursing and Emergency Care.

  g. A Certificate Course in Contact Lens, Optical Dispensing is to be further extended to a 1-year Diploma course through CDVL.

  h. The Center for Neural and Cognitive Sciences proposes to start a 1 semester (6 months) certificate course in Neural and Cognitive Sciences.

9. The Committee noted that the faculty members were concerned about enhanced institutional support in the form of faculty members and infrastructure in order to implement NEP effectively.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of School of Economics, December 7, 2021

Sub-Group members present:

Prof. Vinod Pavarala (Chair)
Prof. B. Rajashekhar
Prof. Chakravarthi Bhagvati
Prof. Nagaraju G
Prof. Phanindra Goyari
Prof. Sailaja P

Participants

15 faculty members, including the Dean of the School, Prof. R.V. Ramana Murthy participated (list appended).

1. The School of Economics currently offers: I.M.A. Economics, where, after 3 years, the students merge with the two-year M.A. programme, and those who exit get a B.A. in Economics; a two-year M.A. (General) Economics; a two-year M.A. Financial Economics; and, a Ph.D. in Economics.

2. In his opening remarks, the Dean said that any change must be gradual and emphasised the need to take a long view. He read out from the minutes of a faculty meeting held by the School in March 2021. At that meeting, the School, among other things, a) stated its opposition to a common entrance exam conducted by NTA; b) expressed its reluctance to start a 4-year BA programme; c) was sceptical about the multiple exits mentioned in NEP-2020, especially at the end of first and second years of the Integrated MA programme in Economics; d) showed interest in continuing the M.Phil programme; e) opposed any dual degree programmes as well as transfer of credits earned at other institutions.

3. In his response, the Chair of the Committee mentioned that some of the above points are moot now, with the Ministry and UGC releasing more Gazette notifications and guidelines and UoH formally scrapping the M.Phil. programme since the Economics faculty meeting in March. He clarified that the agenda circulated by the Committee was meant for facilitating internal discussions within academic units and enabling them to formulate their strategy. The purpose of this interaction was to elicit the faculty's views and concerns about the implementation of NEP at UoH in a phased manner. He shared the institutional goal to get the first phase plans to be brought to the Academic Council in March for approval.

4. On multidisciplinary courses, some faculty members were of the opinion that the I.M.A. programme already has an interdisciplinary orientation, although students typically take 14 economics courses in the first three years of the five-year I.M.A. programme. There was a discussion about increasing the choice of students to take courses outside the School even in the two-year M.A. programme. It was explained that at present 90% of the optional courses offered are within the School. Of the 16 courses offered, 10 are mandatory and 6 are optional. The Chair of the Committee suggested that the School may want to review its current course structure and see if the curriculum can be made a bit more flexible for students, permitting them to take a few more courses outside the School.

5. Some faculty shared their apprehension that lateral entry of students from a range of institutions may pose academic challenges and also burden the system more

administratively. The Committee members clarified that, as per current guidelines made available by UGC, only students from the top-100 NIRF-ranked institutions would be permitted credit portability. Further, UoH may decide on a ceiling of, say, not more than 10% of sanctioned intake as supernumerary seats to facilitate lateral entry of students.

6. The faculty were also apprehensive about mandatory internships or projects for students of Economics as there would be a number of practical challenges in procuring and administering internships for a large number of students.

7. Prof. K. Laxminarayana expressed his general opposition to NEP-2020 as an authoritarian imposition on the whole country. He was concerned that NEP will usher in too much centralisation and standardisation of norms and curricula, eroding the autonomy of academic institutions. On multiple exits, he said, it was unclear what tangible learning outcomes there would be for students when they exit after the first or second year of their 5-year Integrated programme. He expressed his concern that the provision of multiple exits may encourage greater number of dropouts, especially among women students and those from other marginalized backgrounds. He was also critical that the NEP document was silent on additional funding or recruitment of new faculty (and filling of old vacancies) to enable institutions to implement the policy.

8. While endorsing much of what Prof. Laxminarayana said, Dr. G. Vijay was of the opinion that standardisation through centralised admissions was especially problematic for 'heterodox' disciplines such as the Social Sciences.

9. Acknowledging the critical points raised by the above faculty members, the Chair of the Committee requested Prof. Laxminarayana to suggest any institutional measures that UoH can put in place to prevent dropouts of students.

10. The meeting ended, with the Dean promising to hold a thorough discussion with faculty members and formulate a 'minimalist' strategy for implementation of NEP by the School of Economics, which could include, among other things: provision of exit after 4 years in the 5-year I.M.A.programme; re-examine the curriculum to make it more multidisciplinary; work out a one-year M.A. in Economics for those coming in with a four-year B.A. Hons in Economics; and identify any specific areas of Economics in which short-term courses could be offered, preferably through distance education or digital learning centres.

Prof. Vinod Pavarala
Chair, UoH NEP Implementation Committee

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with faculty members of School of Management Studies, December 8, 2021

<u>Sub-Group members present</u>:

Prof. Vinod Pavarala (Chair)
Prof. B. Rajashekhar
Prof. E. Venkatesu
Prof. Phanindra Goyari
Prof. Lalitha G.

<u>Participants</u>

13 faculty members, including the Dean of the School, Prof. Mary Jessica participated in the meeting (list appended).

1. It was noted that the School of Management Studies (SMS) currently offers the following progammes: MBA; MBA Healthcare & Hospital Management; MBA Business Analytics; MBA Executive; and Ph.D.
2. The Dean, while sharing a note on NEP prepared by the School, informed that there are 17 faculty members (plus 3 vacancies) in the School, with 280 PG students and about 100 doctoral students. Admission to the general MBA programme is being done through CAT and admissions to the other programmes are through the UoH Entrance Exam.
3. The Dean and faculty members pointed out that the School's faculty come with eclectic academic backgrounds. The course itself is multidisciplinary, drawing heavily from areas such as economics, public administration, communication, psychology, statistics, operations research; and the legal environment, etc. The curriculum for MBA programmes (a total of 102 credits) is bound by AICTE regulations that leave little room for giving any further flexibility to students, especially in the first year.
4. It was mentioned that all the MBA programmes already have a mandatory internship requirement as well as project work.
5. On multidisciplinary courses, the faculty were of the opinion that while there is potential for collaboration with disciplines such as economics, medical sciences, computer science, statistics, and communication, they found the courses offered in these programmes are not tuned to the requirements of management students. The NEP Committee members emphasized the need to give management students the freedom to take a greater number of courses outside the School, breaking academic silos.
6. The Dean mentioned that the School was exploring the possibility of starting a new integrated B.Tech-M.B.A. programme, in collaboration with the School of Computer & Information Sciences.
7. The School currently has no plans to offer a 5-year Integrated MBA programme. However, the faculty are open to offering courses to Integrated students in other

disciplines, provided some kind of workload rationalisation can be done for faculty teaching across disciplines.

8. The School is willing to consider admission to the MBA programme for those coming with 4-year undergraduate degrees in management or commerce. Admission to the second year of MBA would be possible for those coming with one year of MBA from one of the recognised institutions. While lateral entry for B.Tech students could be considered, the prerequisites for such entry need to be worked out carefully. On lateral entry of students into the MBA programme, the faculty felt about 5% of the regular intake could be created as super-numerary seats, while the NEP Committee suggested that the number could be 10%. The faculty also wondered whether lateral entry could be confined to students who took their admission through CAT.

9. The School offers a couple of short-term programmes in distance mode through the University's CDVL. The MBA in Business Analytics is a fully skill-based programme.

10. It was decided that the School of Management Studies will submit its final proposal for Phase-I implementation of NEP by December 20.

Prof. Vinod Pavarala
Chair, UoH NEP Implemenation Committee

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with the Human Resource Development Centre (HRDC), December 10, 2021

<u>Sub-Group members present</u>:

Prof. Vinod Pavarala (Chair)
Prof. Rajashekhar B.
Prof. Sailaja P
Prof. Phanindra Goyari
Prof. Lalitha Guruprasad

<u>Participants</u>:

The meeting was held with the Director of HRDC, Prof. Y. Narsimhulu.

1. Prof. Narsimhulu explained the history and work of the Centre. Formerly known as Academic Staff College, it was established in 1987 and caters to the capacity-building needs of teachers in higher education institutions across the country. The Centre conducts orientation and refresher courses, besides short-term courses and faculty induction programme. It is recognized as a National Resource Centre.
2. The Director shared that for the last decade or so, the Centre has also been training faculty members in online and technology-based instruction. Three days of the four-week orientation programme are usually dedicated to use of educational technologies, especially on design, development, and delivery of online educational resources (OERs). After the three-day training, the Centre provides handholding support for another 30 days.
3. Prof. Narsimhulu offered the services of the HRDC to train UoH faculty in blended teaching methods. This could be devised as a one-week workshop. Additionally, he also said HRDC could organize a one-day session for all heads and deans of the University on NEP-2020.
4. Committee members pointed out that the NEP-2020 document says that "in-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives." In that context, they said, the potential for contribution of the HRDC in the professional development of faculty at UoH is immense.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with the Students' Union and other student groups, December 13, 2021

Sub-Group members present:

Prof. Vinod Pavarala (Chair)
Prof. Rajashekhar B.
Prof. B.V. Sharma
Prof. Nagaraju G
Prof. Krishnaveni M.
Prof. Lalitha Guruprasad

Participants

Representatives of the Students' Union were followed by members of other student groups including: ABVP, SFI, ASA, NSUI, YISS, AIOBCSA, MSF, Fraternity Movement, and TSF. Total of 17 students participated.

1. The Students' Union representatives voiced their opposition to NEP-2020 saying that it would adversely alter the nature of public universities. Their written submission, more specifically, highlighted the following:
   a. The proposed Higher Education Commission of India (HECI), they said, would amount to 'surrender of academic freedom'.
   b. The suggested increase in online teaching in higher education, according to them, would further widen the digital divide, to the detriment of students from marginalized backgrounds.
   c. They expressed concern over the NEP document being 'silent' about reservations.
   d. They demanded that any new programmes offered by UoH under NEP should be at an affordable fee structure.
   e. They opposed the proposal to have admissions through a common entrance exam to be conducted by NTA, which, they said, would be blind to the uniqueness of different programmes across the country and also promotes the coaching centre culture.
2. The representatives of ABVP expressed their happiness about the University appointing a committee to implement NEP-2020. They welcomed the NEP-2020, which, they said, is transformative for higher education. It would bring in greater freedom of choice and design in selection for students. Among the specific suggestions made by them in a written submission include:
   a. Implementation of multiple entry and multiple exit options;
   b. Bringing together the various interdisciplinary centres of UoH into a new School of Interdisciplinary Studies; similarly, a School of Languages may be created out of the current School of Humanities;
   c. Endorsed the CUCET for admissions as it would reduce the burden of writing multiple entrance tests and minimises dropouts as results would be declared at the same time for all institutions;
   d. By rearranging credit weightage, UoH should consider awarding interdisciplinary Master's programmes.
3. While endorsing most of the points raised by the Students' Union, the ASA representatives reiterated the concern about any efforts to undermine the reservation policy. There should be no self-financed courses introduced at UoH and the current public university fee

structure must be continued. They also opposed the common entrance exam through NTA on the grounds that online exams would pose an infrastructural problem to rural and marginalised students.

4. Seconding most of the points raised by the Students' Union, one representative of SFI submitted that the multiple exit provision under NEP would adversely affect girl students and encourage dropouts from among their population.

5. One of the representatives of YISS wanted UoH to carefully consider market demand before floating new courses hastily.

6. NSUI representatives, while agreeing with others opposing certain aspects of the NEP, expressed their opposition to CUCET and to using NET scores for Ph.D. admissions.

7. Members of the Committee clarified some of the points raised by student groups. They assured that UoH would not do anything to disturb the constitutional obligation to provide reservations in admissions. Even for lateral entry of students from outside the University, UoH could come up with some formula for reserving seats.

8. Committee members also explained that in order to foster a more holistic, multidisciplinary education, students may be expected to mandatorily obtain credits in such areas as gender and diversity, environment, Indian language competency, values and ethics, statistical literacy, etc.

9. The Chair concluded the meeting by thanking the DSW for facilitating the interaction with various student groups. He also invited all the student groups to submit in writing any other suggestions and concerns they may have for the NEP Implementation Committee.

Prof. Vinod Pavarala
Chairperson

Minutes of the Meeting of the Sub-Group of UoH NEP Implementation Committee with the Office of International Affairs, February 4, 2022

<u>Sub-Group members present</u>:

Prof. Vinod Pavarala (Chair)

Prof. Chakravarthy Bhagvati
Prof. Lalitha Guruprasad
Prof. G. Nagaraju

<u>Participants</u>

Prof. N. Siva Kumar, Director, OIA

Prof. Aparna Rayaprol, Associate Director, OIA

Dr. S. Shaji, Member, Management Committee, OIA

Dr. Salah Punathil, Member, Management Committee, OIA

1. OIA representatives briefed the Committee about the history and background of internationalisation at UoH, which has the following objectives:
   a. To internationalize the campus
   b. To provide international students opportunity to experience an Indian academic environment
   c. To offer interdisciplinary perspectives on history, politics, development, and socio-cultural changes in contemporary India
   d. To go beyond the framework of 'exotic' India
2. The Committee was also briefed about the successful Study-in-India Program (SIP), launched in 1998, which became a pioneering effort in the country and brought hundreds of undergraduate students over the years from the US universities for semester-length programmes, apart from shorter-duration programmes for both the US and Nordic institutions. However, Covid-related travel restrictions disrupted the programme and needs to be revived.
3. In addition, UoH has been admitting international students, mostly from the Global South, for full degree programmes at the University. While these numbers have been modest over the years, with more pro-active coordination with ICCR (Indian Council for Cultural Relations), in 2021, UoH received more than 1500 applications and admitted 28 students from 18 different countries.
4. In 2021, SIP and OIA were merged to form a single unit to be called Office of Global Education (OGE), with a slightly different governance structure. The nomenclature of the new merged entity is, however, still under discussion as the UGC may want to retain the name, Office of International Affairs.
5. In terms of intensifying internationalization efforts at UoH, under NEP-2020, some of the ideas that were presented during the meeting included:

a. Leverage the increased allowance of 30% supernumerary seats for international students given to IoE institutions;
b. Strategically, explore taking advantage of a) the academic networks of UoH faculty members, b) the government/diplomatic divisions, including embassies and consulates, and c) partnerships with international education consultants to increase the intake of international students at UoH.
c. Refurbish the website of OIA/SIP to reflect more dynamic information, including testimonial videos of international alumni.
d. Reach out to old institutional partners of SIP to find ways of reviving the semester-length and other programmes. This could include ways of repackaging UoH course offerings as subject clusters (Business/Economics, Society/Culture, Arts & Media, Politics & Governance, etc.), and offering certain courses, such as Indian languages, online.
e. Enhance South-South cooperation by deepening linkages with institutions in the Global South (including South Asia and Anglophone Africa).

Prof. Vinod Pavarala
Chairperson

Minutes of the meeting held to discuss UoH-wide NEP courses

February 09, 2022

The list of faculty members who attended the meeting is enclosed.

Prof. Chakravarthy Bhagawati briefed the meeting about the requirement of UoH-wide courses as stipulated by the NEP. The NEP committee, as part of putting together its recommendations was looking at courses in:

- English Language/ Literature
- Indian Language (Hindi/ Urdu/ Telugu/ Sanskrit)
- Environment
- Gender, Diversity & Inclusion
- Ethics & Values
- IT Skills
- Science, Technology & Society
- Philosophy of Scientific Inquiry
- Global Citizenship

He explained that 12 credits for languages and the remaining 24-28 credits could come from the courses from the other disciplines.

Discussion points:

- If such courses were to be offered online in an asynchronous mode, the university would have to examine if the University Academic Ordinances may need any amendments.
- A short internship with NGOs or similar organisations/ Pravasiya Diwas (for Global Citizenship) could also cover the skill component.
- The university may also have to examine the possibility of asking research students to assist the teachers in administering these courses.
- The system of TAs needs to be formalised in the university to help administer the courses.
- Some of the courses/ broad topics listed above may need funding from the university to develop the course/s.
- Some courses being offered currently could be repurposed for this purpose.
- Some of the suggestions to broaden the number of courses include Theatre/ Music/ Dance since those departments already exist. Academic Writing could also be another course.
- The university could explore if such courses may initially be approved by BoS/ SB as applicable and reported in the subsequent AC.
- Some of the courses could be developed/ taught by faculty members from multiple academic units.
- The NEP Committee could also issue a call to faculty members to float courses.

ANNEXURE 5

Proposal for Phase-I implementation of NEP 2020

Inputs from School of Chemistry:

1. Multiple exits during the 5-year Integrated M.Sc. (Chemistry) programme -- with a certificate (after the 1st year), a diploma (after the 2nd year), a B.Sc. (after the 3rd year, as is being done at present): These certificate/diploma/ UG degree should be awarded by CIS.

2. B.Sc. (Hons) degree in Chemistry will be awarded by the School (SoC) to the students exiting after the 4th year of I.M.Sc. programme.

3. The four years BSc (Research) program student will undertake research in the fourth year along with additional taught courses and the degree will be awarded by the School (SoC). This program will be considered for implementation in future based on infrastructure, funding and manpower. The required CGPA criteria (CGPA>7.5) has to be met at four years UG programme.

4. A student leaving MSc (2-yr) course at the end of first year will be awarded a PG Diploma.

5. Students with a four years B.Sc. (Hons), four years B.Sc. (Research) and a M.Sc. (2-yr) degrees are eligible for admission to Ph.D. in Chemistry. The B.Sc. (Hons/Research) students will have to undergo rigorous coursework of one year. If any student wishes to exit after the first year, they will be awarded a M.Sc. degree as per one-year Master's plan in the NEP-2020.

6. About 10-20% of the course requirements may be met by the students taking online courses on platforms such as NPTEL and SWAYAM. These courses can only be elective courses (in order to maintain the quality of core courses) and pre-approved by the School.

7. The super-numerary seats for lateral entry (as per ABC regulations of UGC) may be limited to 10 % of the strength of the regular intake to a course provided the student has completed the pre-requisite courses already. Entry norms for such students, including provision of reservations, must be sorted out at the University level.

8. The course curriculum will be restructured in such a way that the course content preceding each designated exit point would be appropriate for a certificate or diploma or Bachelors, etc. such that the learning would be a whole unit at the end of each academic year.

9. The School would restructure the current foundation courses to be offered as multidisciplinary courses.

10. The School will coordinate with the other Science Schools for coherent implementation of major and minor courses.

11. The School will offer a basket of short-term skill-based courses on various techniques and methods (currently offered as summer and winter Schools). Some of the advanced lab courses would also be considered as skill-based courses for the I.M.Sc. and M.Sc. (2-yr) students.

12. University is requested to ensure additional infrastructure, funds and manpower are provided to effectively implement NEP.

13. In order to implement NEP, the admission process should be closed before the classes start. The left over vacancies can be used for lateral entry in following year along with the additional (10 %) designated vacancies for lateral entry.

Prof. Lalitha Guruprasad

Chairperson SoC NEP Committee and

Member of University NEP Committee

Forwarded by Dean, School of Chemistry

Prof. Ashwini Kumar Nangia

Dated 6th January 2022

NEP 2020 – IMPLEMENTATION ROAD PLAN
SCHOOL OF COMPUTER AND INFORMATION SCIENCES

The School waited for directions from AICTE as all the programs – MCA, M. Tech and Integrated M. Tech – are subject to AICTE regulations. Some of these suggestions from AICTE webinars are given below.

1. Credit distribution:
   a) Core Subjects (including Foundation Courses)   60% (from the same institute
      or one with equal/higher
      ranking)
   b) Program electives   20%
   c) Open electives   20%
2. Core subjects include *community service, soft skills, leadership excellence* (?)
3. Delivery modes: a mix of face-to-face, online and blended) based on maturity of students
4. Immediate revision of course curriculum and addition of bridge courses
5. B. Tech to be a minimum of 4 years and M. Tech, minimum of 2 years (Dr. Manu K. Vora, NEP 2020 Implementation Committee, AICTE)
6. Exit options are not applicable to professional courses (Secretary (HE), Ministry of Education on 28 December)

Given the above points, the School presents the following roadmap for implementing the various aspects of NEP 2020 during Phase – I beginning in the academic year 2022 – 2023.

- **Multiple Entry – Multiple Exits:**
  ◦ The School shall allow students of the Integrated M. Tech program to exit at the end of the 4th year with a B. Tech degree in Computer Science.
  ◦ The modalities and requirements for the 4th year exit are being worked out.
  ◦ There will be **no other intermediate exits** from any of the programs run by the School.
  ◦ There will be a **lateral entry for Diploma holders** (diploma in a relevant subject) into the **second year** of the Integrated M. Tech program.
  ◦ The criteria and prerequisites for such lateral entry will be defined in the next month.
  ◦ The curriculum for Integrated M. Tech will be revised in the next few months as per the AICTE guidelines (2), (3) and (4) above.
  ◦ The curriculum for Integrated M. Tech will be fine-tuned to allow students to take part in the overall course structure proposed by the NEP Committee of the university.
  ◦ The curriculum revision for years 1 and 2 of the Integrated M. Tech program will be completed by March 2022 (in time for the Academic Council).

- **University-wide Courses:**

- ◦ The School plans to convert the current IT-101 and IT-201 courses offered to the CIS into university-wide courses. These two courses shall be called, "Information Technology for Social Scientists" and "Essential Programming for Scientists and Engineers".
- ◦ The School also plans to open certain elective courses related to Machine Learning and Artificial Intelligence to any university student with necessary mathematical background. The prerequisites will be defined as part of the detailed road map by March 2022.
- ◦ The School wishes that the university offer soft skills and language skills courses to its students.

- **Outreach as part of the ABC Scheme:**
  - ◦ The School will define and offer baskets of courses (12 – 18 credits) for B. Tech students (from outside the university), Integrated M. Tech and Integrated M. Sc students (of our university). These may be used to earn credits under ABC or get a Minor/Honours specialisation in their primary degree.
    In the first phase, this basket may be offered to those institutions with whom the School/University has an MOU. Later it will be extended to other institutions as per AICTE guidelines.
  - ◦ Currently, three baskets are defined: Artificial Intelligence, Computer Vision and Image Processing and Cybersecurity.

- **Internship and Research Components:**
  - ◦ The School already requires its Integrated M. Tech students to do a summer internship during their 3rd or 4th years.
  - ◦ AICTE requres the students to do a 1-year project in the Final year of their M. Tech program and this is already implemented in the School.
  - ◦ The School will allow a limited number of interns from other institutions for a maximum duration of 8-weeks to work on research projects being carried out by the faculty. The School will not have any financial obligations in this context.

- **Multidisciplinary Program (new):**
  - ◦ The School is collaborating with CMSD to offer a multidisciplinary Masters program: M. Tech (Modeling and Simulation) comprising students from various science disciplines.
  - ◦ The program is unique in that the focus will be on strengthening the *computational* skills of students in the different science disciplines.
  - ◦ The program has all the necessary approvals and will start in the academic year 2022-2023 with an intake of 36 students based on GATE scores through CCMT.

UNIVERSITY OF HYDERABAD
SCHOOL OF HUMANITIES

Minutes of the Dean's meeting with the HODs regarding
Implementation of the N.E.P. held on 20-12-2021

Present:

1)	Prof. V. Krsihna	…..	Dean & Chairperson
2)	Prof. P. Sailaja	…..	HOD, CELS
3)	Prof. Anna Kurian	…..	HOD, English
4)	Prof. Gajendra Kumar Pathak	…..	HOD, Hindi
5)	Prof. Bhimrao Panda Bhosale	…..	HOD, CALTS
6)	Prof. JSR Prasad	…..	HOD, Sanskrit Studies
7)	Prof. AM Syed Fazlullah	…..	HOD, Urdu
8)	Prof. CA Tomy	…..	HOD, Philosophy
9)	Prof. Sowmya Dechamma	…..	HOD, CCL
10)	Prof. Vishnu Sarwade	…..	HOD, CDAST
11)	Prof. Pammi Pavan Kumar	…..	HOD, CELMTS & Representing Telugu Dept.

At the outset the Dean welcomed all the members to the meeting. The Dean informed the members that the meeting was convened to discuss the points mentioned by Prof. Vinod Pavarala, Chairperson, UoH NEP Implementation Committee, in his email dated December 11, 2021. He requested Prof. P. Sailaja, HOD, CELS who is also a member of the NEP Implementation Committee to give a brief about the points and accordingly she briefed the HODs.

Then, the Dean put up the points in question for discussion and also requested the individual HODs to express the views of their Departments/ Centres.

S. No.	Points put forth for discussion by Prof. Vinod Pavarala vide email dated Dec 11, 2011	Views of the HODs of the SoH
1.	The possibility of a Liberal Arts degree for students who exit after 3 years in Social Sciences and Humanities.	1) Head, CELS outlined the problem of insufficient credits in the IMA programme as of now, for a department to be able to give a degree in their discipline. 2) Each Head presented the point of view of their department. 3) The HOD, Philosophy felt that it should not be a *kichidi* (mixed) degree in Humanities

		without specifying the focus. He felt that what Social Sciences considers apt, may not be suitable for Humanities and that there are several Exit issues to be discussed. He further felt that the students have to decide in which direction they have to study. During further discussions, he expressed his concern about what the students can learn in one year and what the use of a certificate is. He also expressed his concern about the availability of the seats and other logistics if the students wish to come back to study after some years of the exit. He felt that Humanities and Social Sciences together can offer the degree. 4) Head, CCL expressed the view that they are very much willing to contribute for the Liberal Arts degree but it is not possible for them to offer any extra courses unless the faculty strength is increased. 5) The HOD, English was concerned that a Major and a Minor in Liberal Arts may be problematic for the English Department. 6) Head, CELMTS, expressed his concern over multiple entry and multiple exit. He felt that it is too early to design a new programme, as more details are required from the UGC/NEP committee regarding the number of credits the students should do. 7) The Heads of Hindi and Urdu were concerned about the medium of instruction and as to how they could participate in such a programme. 8) The Dean felt that the Departments of Philosophy, English, and Indian Languages could contribute to the Liberal Arts degree and the details have to be worked out. 9) Head, CELS also raised the problem of who owns and confers the degree of Liberal Arts. This matter needs to be resolved.

		10) Head, CELS also stated that other Schools such as SN School should contribute to the programme as also Science Schools so as to make it truly broad based.
	Overall Decision: • **In Principle, all the Departments and Centres are in favour of a 3-year exit Liberal Arts degree.** • **The members also suggested that a structure of some kind for the proposed Integrated Masters programme be presented to the School for greater clarity and one with which the Departments and Centres could work.** • **The matter of who confers the degree should be sorted out.** • **SN School and Science Schools also should contribute the programme.**	
2.	IMA programmes: exits after the first and second years. On the possibility of awarding a thematic diploma (e.g. heritage studies) if students exit after the second year.	It was felt that the idea of awarding thematic diploma after the 2nd year exit is not relevant to the SoH. But it was felt that the Language Departments and Social Sciences could offer thematic degree.
	Overall Decision: The proposed idea is not relevant to the School of Humanities.	
3.	Mandatory internships and/ or projects.	Internship should be managed centrally with guidance to students at various stages. Each department should also specify what constitutes Internship.
	Overall Decision: There should be a Cell at the University Level to coordinate the Internships.	
4.	2-year MA programmes to become more multidisciplinary.	The Dean informed that the IoE is also asking for multi-disciplinarity and requested the Department of Philosophy to take a lead in the matter actively. Prof Sailaja expressed the concern that the NEP document suggests that the 2-year MA programme should be a research degree. She stated that more clarity is required on this matter.

| | | Philosophy and CCL Heads stated that they are already enabling many electives in their Masters programmes. |
| | | **Overall Decision: In principle, all the Departments and Centres have agreed for multidisciplinary courses.** |

DEAN
SCHOOL OF HUMANITIES

OPINION OF THE SCHOOL OF LIFE SCIENCES ON MSC AND PHD PROGRAMS UNDER NEP INITIATIVE

1) Five-year integrated MSc:
   a. The School will offer the following 5-year Integrated M. Sc. programs:
      i. Biochemistry
      ii. Biotechnology
      iii. Animal Biology
      iv. Plant Biology
      v. Systems Biology
      vi. Bioinformatics
      vii. Microbiology and Immunology
   b. Entry points:
      - The students will enter the program through a common entrance examination conducted by the sciences schools after completing the 10+2 curriculums
      - The next entry point will be after the completion of 3-years BSc in Biology or any related subjects in Life Sciences
      - The final entry point will be after the completion of 4-years BSc-Honours in Biology or any related subjects in Life Sciences
   c. Exit points:
      - The School does not agree with the idea of an exit from the program after 2-years with a certificate/diploma in any specialization in Biology
      - The students may leave at the end of 3rd year with a BSc degree in Biology. At this point there could be a lateral entry to B. Ed. program
      - The student may leave at the end of 4th year with a BSc-Honours degree in Biochemistry/ Biotechnology/ Animal Biology/ Plant Biology/ Systems Biology/ Bioinformatics/ Microbiology and Immunology
      - The final exit will be at the end of 5th year with an integrated BSc-MSc degree in Biochemistry/ Biotechnology/ Animal Biology/ Plant Biology/ Systems Biology/ Bioinformatics/ Microbiology and Immunology

   d. Intake: The initial intake at the 1st entry point will be 100 students.
      The number of students entering into the program at the 4th year or 5th year will be set at 10% supernumerary intakes.
   e. Research component: Each students will undertake a research project from the beginning of the 8th semester and must complete the project at the end of the 10th semester. In addition to this there will be advanced elective courses during these semesters.
   f. In the 5-years integrated program out of the total credits the students should earn at least 60-70% credits from the University of Hyderabad. Out of which 40-50% credits must be from the core disciplines offered within the School of Life Sciences
   g. The course-structure and the syllabus will be framed by the members of the SLS NEP committee, constituted by the Dean, School of Life Sciences.
2) The existing two year MSc offered by various departments: The departments will run the existing programs with the current intake until 2024 admission. From 2025 onwards the intake will be set at a dynamic number depending on the number of students continuing in the 5-year integrate MSc program.
3) Integrated MSc-PhD in Biochemistry and Molecular Biology/ Bioinformatics/ Animal Biology: The departments will continue these existing programs with the current intake. The syllabus will be updated periodically keeping the advances in the field.
4) PhD in Biochemistry/ Biotechnology and Bioinformatics/ Animal Biology/ Plant Biology/ Systems Biology/ Molecular Microbiology: The departments will continue the existing programs with a dynamic intake, which has been the practice for long time.

Plans of implementing NEP/existing NEP practices in SEST

SEST currently offers only Masters (M. Tech.) and PhD programs. No undergraduate program is offered by SEST as of now. There are already several NEP practices at place at SEST. In order to exercise/implement more NEP practices the school plans the following:

Flexible curriculum: SEST currently offers 3 M. Tech programs, Materials Engineering (ME), Nanoscience and Technology (NST) and Manufacturing Science and Engineering (MF). Core course such as Seminar I and Comprehensive viva and elective course such as Surface Engineering cut across ME, NST and MF. Core courses such as Materials Characterization I and II and Materials Modeling cut across ME and NST. A core course in MF at SEST, "Industrial Management" is offered by School of Management Studies (SMS). So, there are already multidisciplinary courses cut across various fields of engineering sciences and technology. The school can plan other such multidisciplinary courses upon availability of newer faculties with new specializations.

Minimum subject related credits: Since the current M. Tech. programs of the school is AICTE approved, the minimum credit requirements as mandated by AICTE is followed and will continue to follow unless new guidelines are issued by the regulatory bodies (AICTE/MoE). In addition to this, students will be encouraged to attend courses such as Science, Technology & Society and Science and Technology Communication etc. offered by other schools and centers in the university.

Courses offered for students from other schools or centers: SEST currently offers two foundation courses, Materials and Society and Nanoscience and Technology for students across the discipline in the university. These courses may suitably be modified to make them elective courses for students from other science schools to make them interdisciplinary in nature.

Exit/entry option: The current curriculum of the existing M. Tech. programs require a mandatory two semesters of course work in the first year and the entire 2nd year (3rd and 4th semester) is research project for dissertation thesis work. The school do not have any objection in offering a PG Diploma degree at the end of one year provided it complies with the regulatory guidelines. As a lateral entry option the faculties of the school may supervise research projects for M. Tech. program for students from other HEIs provided the interest of the students and the expertise of the faculties matches well.

Short term/skill based courses/programs: The school plans to offer short term skill based courses/programs on entrepreneurship development, renewable energies etc. in collaboration with other schools (such as SoM) and technical/professional organizations upon availability of newer faculties in the school.

CONSOLIDATED SN SCHOOL PLANS FOR PHASE-I IMPLEMENTATION OF NEP-2020

Department	(i) Multi-disciplinary curriculum	(ii) Multiple entry/ multiple exits	(iii) One-year Master's Programme	(iv) Short-term/ Skill-based courses	New programmes, if any (not in iv)
1. Communication	1. Minimum of 50% courses should be from the discipline. A minimum number of courses must come from the humanities, social sciences, economics, management, public health, and SN School. 2. Apart from any UoH requirements, the department will require Communication students to acquire: a) basic literacy in any Indian language b) Basic knowledge in statistics c) Basic IT/coding skills These could be in F2F/online/blended mode. 3. Department has no plans to start an I.M.A. programme of its own.	1. Exits after the 1st year in 2-year M.A. Communication (Media Studies) and M.A. Communication (Media Practice), with a PG Diploma in Communication & Media Studies.	1. One-year MA for students coming with 4-year BA (Hons) degree in communication and journalism. They may seek entry into the 2nd year of M.A. 2. Students with any 4-year undergraduate degree + a PG Diploma in communication and journalism from a recognised institution may also apply for a one-year MA programme. 3. Possible lateral entry to practitioners into the 2nd year of M.A. for a one-year Master's degree.	Two online certificate courses (through CDLTR) on a) Agriculture Journalism (collaboration with MANAGE) b) Communication for Social Change (IoE project) from 2023.	1. A practice-based/ practice-led PhD programme in communication & media studies. Details are being worked out. This will be in addition to the existing PhD programme.

	But will contribute 3 courses to the Liberal Arts programme being formulated for an exit undergraduate degree in the ongoing 5-year I.M.A. programme. 4. Mandatory internship (4 credits) for both MA programmes will continue.				
2. Dance	1. Department will continue to offer M.P.A. with two specializations in Bharatanatyam and Kuchipudi. 2. 75% of courses must be from Dance to get the M.P.A. degree. The remaining courses can be from Humanities, Management, Social Sciences, Medical Sciences, and S N School. 3. The department will contribute 3 courses over the first three years of I.M.A. towards an exit degree of B.A. Liberal Arts.	1. Lateral entry for students from other institutions after the 1st year of their Master's in Dance. They can be admitted to 2nd year of MPA Dance on the following conditions: a) they are from other central universities; b) should have had Bharatanatyam and/or Kuchipudi as their specialisations; and c) should come through any test/interview to be prescribed by the department; and	1. Once 4-year dance undergraduate programmes become widely available in the country, the department will permit such eligible students to join the second year of M.P.A. Dance (Kuchipudi/ Bharatanatyam) for a one-year MPA.	The department plans to offer short-term courses in a phased manner in the areas of Dance Appreciation, Understanding Kuchipudi, Dance treatises, Dance Music, and Choreography. Details are being worked out.	

	They could be the following: a) Introduction to Indian dance; b) Kuchipudi- I; c) Kuchipudi - II. 4. The number of courses offered in a semester will be increased to give more options to students in the department and outside.	d) final degree will be awarded by the parent university (accordingly, credits offered at UoH will be under 50% of total credits).			
3. Theatre Arts	1. The department will continue to offer a 3-year M.P.A. in Theatre Arts. 2. Open to students taking more elective courses from outside the department. 3. The department will offer 3 courses across the first 3 years of I.M.A. towards an exit degree of BA Liberal Arts.	1. Admissions to 3-year MPA cannot be through CUCET as it is a unique programme. 2. Exit after the 1st year of 3-year MPA, with a Diploma in TA. 3. Exit after the 2nd year of 3-year MPA, with a PG Dip or Adv. Dip in TA. 4. Those who exit must return within a specified time if they want to complete requirements for MPA. 5. Lateral entry	1. One-year Master's degree is possible only when there are credible and widely available 4-year undergraduate programmes in Theatre.	Short-term courses in self-financing mode under consideration include: i)Fundamentals of acting ii)Advanced course in Acting iii)Realistic Acting iv)Theory and practice of design v)Theory and practice of direction vi)Children's theatre vii)Theatre in education	Exploring an undergraduate programme in Theatre.

		norms for theatre students from other institutions yet to be worked out.			
4. Fine Arts	1. Propose to change Master's degree from Fine Arts to Visual Arts – MVA. 2. Propose to start a new Master's stream – Contemporary Art Practice – to add to the existing four. 3. If the admissions are to be done through CUCET, the department would like to retain 50% weightage to portfolio and interview. 4. Students must do at least 65% of core and optional core courses in the department. The remaining credits could be earned from courses offered within the department or outside either as professional or open electives.	1. Exit after the 1st year of two-year MVA, with PG Diploma in Visual Arts. Minimum 36 credits required.	With additional faculty and infrastructure support, a one-year Master's programme in Visual Arts could be offered.	Short-term certificate courses are possible in specialised aspects of art making and arts appreciation.	

	5. The department will contribute about 3 courses across the first 3 years of the 5-year IMA programme as part of the liberal arts curriculum.				
5. Music	1. As the first batch of M.P.A. is yet to graduate, no changes in the current curriculum are being proposed. The number of courses per semester may be increased to allow students to opt from a range of courses. 2. A minimum of 75% courses shall be from the Music department, with the remaining 25% coming from within the department or outside (to be pre-approved). These will be in addition to any UoH mandated course requirements. 3. The department currently offers two foundation courses in	1. Exit after the 1st year of 2-year MPA Music programme, with a PG Diploma in Music.	1. Once 4-year music undergraduate programmes become widely available in the country, the department will permit such eligible students to join the second year of M.P.A. Music (Carnatic/ Hindustani) for a one-year MPA. 2. Students who exit after one year of Master's in Music from another institution, with a PG Diploma, would also be eligible to join the second year of MPA for a one-year MPA degree.	Short-term courses planned in: a) Appreciation of Carnatic music b) Appreciation of Hindustani music	

	Carnatic and Hindustani music, respectively. These two will be added, along with one more course to the Liberal Arts basket for the I.M.A. programme.				

Prof. Vinod Pavarala
Dean i/c

January 12, 2022

UNIVERSITY OF HYDERABAD
SCHOOL OF SOCIAL SCIENCES

MINUTES OF THE 2ⁿᵈ MEETING OF THE NEP SCHOOL LEVEL COMMITTEE, SCHOOL OF SOCIAL SCIENCES HELD ON 7ᵗʰ JANUARY, 2022 AT 3.00 p.m.

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Members present:

01.	Prof. B.V. Sharma, Head, Dept. of Anthropology	Chairman
02.	Prof. Manjari Katju, Dept. of Political Science	Member
03.	Prof. Bhangya Bhukya, Head, Dept. of History	Member
04.	Prof. C. Raghava Reddy, Head, Dept. of Sociology & Head, CKCIS	Member
05.	Dr. J.V. Madhusudhan, Head, DEET	Member
06.	Prof. K. Suneetha Rani, Head, CWS	Member
07.	Prof. Ajailiu Niumai, Head, CSSEIP	Member
08.	Dr. Ajaya Kumar Sahoo, Head, CSID	Member
09.	Dr. Jolly Puthussery, Centre for Folk Culture Studies	Member
10.	Dr. Arvind S. Susarla, CRS	Member

The members after considerable deliberations agreed to recommend the following:

🞢 **Agree to continue with 5-year IMA (Social Sciences) programme with the following exit options:**

- After 2ⁿᵈ year - a **Diploma** in a thematic area (conditional; with extra courses)
- After 3ʳᵈ year - a **Degree** with options of a) Simple B.A (Pass); b) B.A (with mention of Major & Minor subjects; if the student has taken electives majorly from amongst the electives offered by the Departments/Centers of SSS) c)Liberal Arts (if the student has subjects majorly from outside the school of SSS)
- *Only candidates with minimum prescribed CGPA to slide to 4ᵗʰ year Honours programme;*
- *Academic units to decide on minimum number of credits to be earned by the candidates in the first three years in the specific discipline and also on minimum credits from courses offered by the other participating departments/Centers of SSS in the 5-Year Integrated programme.*
- 4ᵗʰ year - B.A (Hons) Degree based on Research; Academic Units to specify what constitutes 'research' component.
- 5ᵗʰ year - M.A Degree

🞢 **It is also agreed to recommend the following regarding lateral entries:**
- Follow all rules of reservation at every entry level; Admit candidates based on a written test.
- The number of admissions to be restricted to:
- After one year (seats vacated + 10% of original intake)
- After second year (seats vacated + 10% of original intake)
- After third year (seats vacated + 10% of original intake)
- After fourth year (seats vacated + 10% of original intake)

The members deliberated on the 2-year and 1 year MA programmes and resolved to recommend the following:

- Admit candidates with B.A Degree to first year of 2-year M.A programme
- Admit candidates with B.A (Hons) candidates who fulfil the minimum eligibility conditions specified by the respective academic units to the second year of 2-year M.A programme
- In case of students enrolled for the M.ATwo-year programme, the academic units may decide on taught courses for the first 2 semesters (minimum 40 credits) &the Research component in the second year.
- In case of students enrolled for the M.A One- year programme, the academic units may decide on the Research component in the second year keeping in mind the minimum credit requirements of 40 for the two semesters.

- While all members tentatively agreed to recommend exit after first year for those who take admission to first year of 2-year programme with a PG Diploma Degree, the HoD, History opined that the exit after the first year with a PG diploma does not fit to the Social Sciences.

- **However, the members also felt that the requirements for the M.A 2 year and 1-yearprogrammes can be decided at a later date and that can be treated as NEP- Phase II implementation.**

The members also resolved to recommend the following:

✓ Discontinue the current practice of foundation courses; some of the exiting foundation courses may be considered as university level mandatory courses if they fit to the requirements of the NEP.
✓ The Academic units can consider redesignating any Foundation course to offer as elective to the students of 5- year M.A (Social Sciences) programme.
✓ The academic units to identify courses under
  - University level mandatory courses (Environment/Gender & Diversity/Ethics & Values/ Global Citizenship (total credits of about 16 credits???)
  - Core disciplinary courses
  - Core social sciences courses
  - Elective courses of Huminites/Economics
  - Elective courses of other Science Schools

- The Academic units may also consider recommending total credits for 4-year (Hons) programme &5-year M.A Programme keeping in view the current I.M.A (Social Sciences) programme and also the credit requirements for each semester under NEP.

- The academic units may also discuss on the proportion of credits to be earned by the students under the categories of 'core discipline', 'core social sciences', 'electives from Economics/ Humanities'; 'Electives from Sciences and Other Free electives

- Internship/ project/community engagement/others for 2-3 credits during the first 3 years of the 5-year integrated programme to be mandatory.

- The members resolved NOT to recommend admission to Ph.D. for the 4- year B.A (Hons) candidates. The members felt that an M.A Degree is mandatory for Ph.D. eligibility.

- The members agreed that the operational parts on the research components for the proposed IV and V year programmes need substantive discussion in the units.

Chairman,
NEP School Level Committee
School of Social Sciences

UNIVERSITY OF HYDERABAD
SCHOOL OF MATHEMATICS AND STATISTICS

Course Structure for the proposed 5 year I.M.Sc. Programme under NEP

- First and the second year courses, i.e., I, II, III and IV semester courses of the proposed I.M.Sc. under NEP 2020, will be exactly the same as the courses in the existing I.M.Sc. programme.
- Courses in the third year, i.e., in the V and VI semesters of the proposed I.M.Sc. shall be as follows.

Courses offered for I.M.Sc. -V-Sem in Mathematics/Statistics			
Mathematics		Statistics	
Course Name	Credits	Course Name	Credits
Discrete Mathematics and Graph Theory	4	Probability and Distribution Theory	4
Matrix Algebra	4	Design of Experiments and and Sample Survey	4
Elective-1	4	Elective-1	4
Elective-2	4	Elective-2	4
Elective-3	4	Elective-3	4
Courses offered for I.M.Sc. -VI-Sem in Mathematics/Statistics			
Mathematics		Statistics	
Course Name	Credits	Course Name	Credits
Numerical Methods	4	Introduction to Regression	4
Reimann Integration and Fourier Analysis	4	Introduction to Inference	4
Elective-1	4	Elective-1	4
Elective-2	4	Elective-2	4
Elective-3	4	Elective-3	4

In the third year, in both the semesters, the two core courses shall be from the main discipline offered by School of Mathematics and Statistics as indicated above and the three elective courses shall be ancillary courses offered by the following Schools, and are to be selected by the students based on their interest and availability of the seats in the respective Schools.

- (a.) School of Mathematics and Statistics
- (b.) School of Computer Science and Information Sciences
- (c.) School of Physics
- (d.) School of Chemistry
- (e.) School of Life Sciences
- (f.) School of Economics

- Courses in the fourth and fifth years, i.e., in the VII and X semesters of the proposed I.M.Sc. in Mathematics /Applied Mathematics/Statistics shall be as follows.

Courses offered for I.M.Sc. -VII-Sem in Mathematics/Statistics

Mathematics		Statistics	
Course Name	Credits	Course Name	Credits
Real Analysis-1	4	Real Analysis-1	4
Linear Algebra	4	Linear Algebra and Matrix Theory	4
Algebra-1	4	Algebra-1	4
Elements of Probability and Statistics	4	Elements of Probability and Statistics	4
Mathematical Logic	4	Statistical Methods	4

Courses offered for I.M.Sc. -VIII-Sem in Mathematics/Statistics

Mathematics		Statistics	
Course Name	Credits	Course Name	Credits
Real Analysis-2	4	Linear Models	4
Measure and Integration	4	Theory of Sampling	4
Topology-1	4	Theory of Inference-1	4
Algebra-II	4	Probability and Measure Theory	4
Ordinary Differential Equations	4	Analyzing Data with R	4

Courses offered for I.M.Sc. -IX-Sem in Mathematics/Applied Mathematics/Statistics

Mathematics		Applied mathematics		Statistics	
Course Name	Credits	Course Name	Credits	Course Name	Credits
Complex Analysis	4	Complex Analysis	4	Multivariate Analysis	4
Functional Analysis	4	Functional Analysis	4	Stochastic Processes	4
Partial Differential equations	4	Partial Differential equations	4	Theory of Inference-II	4
Introduction to Number Theory	4	Mathematical Methods	4	Regression Theory and Analysis	4
Algebra-III	4	Numerical Analysis	4	Design and Analysis of Experiments	4

Courses offered for I.M.Sc. -X-Sem in Mathematics/Applied Mathematics/Statistics

Mathematics		Applied mathematics		Statistics	
Course Name	Credits	Course Name	Credits	Course Name	Credits
Commutative Algebra	4	Classical Mechanics	4	Elective-1	4
Elective-1	4	Fluid Dynamics	4	Elective-2	4
Elective-2	4	Elective-1	4	Elective-3	4
Elective-3	4	Elective-2	4	Elective-4	4
Elective-4	4	Elective-3	4	Elective-5	4

2/6

The students of X-semester of the proposed I.M.Sc., can choose elective courses offered by

(a.) School of Mathematics and Statistics
(b.) School of Computer Science and Information Sciences
(c.) School of Economics
(d.) School of Physics

From the third year of I.M.Sc. onwards, the students who wish to obtain an I.M.Sc. degree in Mathematics/Applied Mathematics/Statistics should opt for the courses as given in the previous tables.

However, at the end of the fourth year, the candidates in Mathematics, Applied Mathematics and Statistics with a CGPA of 7.5 and above, may be allowed to do a project of 8 credits in the 10th semester subject to the availability of the faculty to supervise, in lieu of two electives.

In addition, the following recommendations were also made by the faculty members.

- A candidate can be awarded a suitable degree by the University of Hyderabad after successful completion of the courses, with 50% of the required credits, specified by the respective academic units at University of Hyderabad.
- If a candidate wishes to exit at the end of the first year of I.M.Sc. Programme, then a Certificate degree can be awarded by University of Hyderabad, provided the candidate completes successfully the course C1 (as given in Table-1, as a part of fulfillment of 50% of the required credits) which is offered by School of Mathematics and Statistics at University of Hyderabad.
- If a candidate wishes to exit at the end of the second year of I.M.Sc. Programme, then a Diploma degree can be awarded by University of Hyderabad, provided the candidate completes successfully the courses C1, D1, D2 (as given in Table-1, as a part of fulfillment of 50% of the required credits) which are offered by School of Mathematics and Statistics at University of Hyderabad.
- If a candidate wishes to exit at the end of the third year of I.M.Sc. Programme then a B.Sc. degree (with Mathematics/Statistics as main discipline) can be awarded by University of Hyderabad, provided the candidate completes successfully (as a part of fulfillment of 50% of the required credits) the courses C1, D1, D2, B1, B2 (as given in Table-1) which are offered by School of Mathematics and Statistics at University of Hyderabad.
- If a candidate wishes to exit at the end of the fourth year of I.M.Sc. Programme, with a CGPA 7.5 and above, then a B.Sc. in Mathematics (Honours) or Statistics (Honours) degree can be awarded by University of Hyderabad, provided the candidate completes successfully (as a part of fulfillment of 50% of the required credits) the courses C1, D1, D2, B1, B2, BH1, BH2, BH3, BH4, BH5 (as given in Table-1) offered by School of Mathematics and Statistics at University of Hyderabad.
- A candidate can obtain an I.M.Sc. degree in Mathematics or Applied Mathematics or Statistics from University of Hyderabad, provided the candidate completes successfully (as a part of fulfillment of 50% of the required credits) the courses C1, D1, D2, B1, B2, BH1, BH2, BH3, BH4, BH5, MS1, MS2, MS3, MS4, MS5 (as given in Table-1) which are offered by School of Mathematics and Statistics at University of Hyderabad.

Course Structure for the proposed 2 year M.Sc. Programme under NEP

Courses offered for M.Sc. -I-Sem in Mathematics/Statistics			
Mathematics		**Statistics**	
Course Name	**Credits**	**Course Name**	**Credits**
Real Analysis-1	4	Real Analysis-1	4
Linear Algebra	4	Linear Algebra and Matrix Theory	4
Algebra-1	4	Algebra-1	4
Elements of Probability and Statistics	4	Elements of Probability and Statistics	4
Mathematical Logic	4	Statistical Methods	4

Courses offered for M.Sc. -II-Sem in Mathematics/Statistics			
Mathematics		**Statistics**	
Course Name	**Credits**	**Course Name**	**Credits**
Real Analysis-2	4	Linear Models	4
Measure and Integration	4	Theory of Sampling	4
Topology-1	4	Theory of Inference-1	4
Algebra-II	4	Probability and Measure Theory	4
Ordinary Differential Equations	4	Analyzing Data with R	4

Courses offered for M.Sc. -III-Sem in Mathematics/Applied Mathematics/Statistics					
Mathematics		**Applied mathematics**		**Statistics**	
Course Name	**Credits**	**Course Name**	**Credits**	**Course Name**	**Credits**
Complex Analysis	4	Complex Analysis	4	Multivariate Analysis	4
Functional Analysis	4	Functional Analysis	4	Stochastic Processes	4
Partial Differential equations	4	Partial Differential equations	4	Theory of Inference-II	4
Introduction to Number Theory	4	Mathematical Methods	4	Regression Theory and Analysis	4
Algebra-III	4	Numerical Analysis	4	Design and Analysis of Experiments	4

Courses offered for M.Sc. -IV-Sem in Mathematics/Applied Mathematics/Statistics					
Mathematics		**Applied mathematics**		**Statistics**	
Course Name	**Credits**	**Course Name**	**Credits**	**Course Name**	**Credits**
Commutative Algebra	4	Classical Mechanics	4	Elective-1	4
Elective-1	4	Fluid Dynamics	4	Elective-2	4
Elective-2	4	Elective-1	4	Elective-3	4
Elective-3	4	Elective-2	4	Elective-4	4
Elective-4	4	Elective-3	4	Elective-5	4

4/6

The students of IV-semester of proposed M.Sc., can choose elective courses offered by

(a.) School of Mathematics and Statistics
(b.) School of Computer Science and Information Sciences
(c.) School of Economics
(d.) School of Physics

In addition, the following recommendations were also made by the School.

- A candidate can be awarded a suitable degree by the University of Hyderabad after successful completion of the courses, with 50% of the required credits, specified by the respective academic units at University of Hyderabad
- If a candidate wishes to exit at the end of the first year of M.Sc. Programme then a Post Graduate Diploma in Mathematics/Statistics can be awarded by University of Hyderabad, provided the candidate completes successfully (as a part of fulfillment of 50% of the required credits) the courses BH1, BH2, BH3, BH4, BH5 (as given in Table-1) offered by School of Mathematics and Statistics at University of Hyderabad.
- A candidate can obtain an M.Sc. degree in Mathematics/Applied Mathematics/ Statistics from University of Hyderabad, provided the candidate completes successfully (as a part of fulfillment of 50% of the required credits) the courses BH1, BH2, BH3, BH4, BH5, MS1, MS2, MS3, MS4, MS5 (as given in Table-1) which are offered by School of Mathematics and Statistics at University of Hyderabad.

Table-1

	Mathematics	Applied Mathematics	Statistics
C1	Math-II	Math-II	Math-II
D1	Math-IIIB (Probability and Statistics)	Math-IIIB (Probability and Statistics)	Math-IIIB (Probability and Statistics)
D2	Math IVA (Analysis)	Math IVA (Analysis)	Math IVA (Analysis)
B1	Matrix Algebra	Matrix Algebra	Probability and Distribution Theory
B2	Reimann Integration and Fourier Analysis	Reimann Integration and Fourier Analysis	Introduction to Inference
BH1	Real Analysis-II	Real Analysis-II	Elements of Probability and Statistics
BH2	Algebra-I	Algebra-I	Statistical Methods
BH3	Topology-I	Topology-I	Theory of Sampling
BH4	Algebra-II	Algebra-II	Theory of Inference-1
BH5	Ordinary Differential Equations	Ordinary Differential Equations	Probability and Measure Theory
MS1	Functional Analysis	Functional Analysis	Multivariate Analysis

MS2	Partial Differential Equations	Partial Differential Equations	Stochastic Processes
MS3	Introduction to Number Theory	Mathematical Methods	Theory of Inference-II
MS4	Algebra-III	Classical Mechanics	Regression Theory and analysis
MS5	Commutative Algebra	Fluid Dynamics	Design and analysis of Experiments

27 | 12 | 2021

संकाय-अध्यक्ष / DEAN
गणित और सांख्यिकी संकाय
School of Mathematics & Statistics
हैदराबाद विश्वविद्यालय/University of Hyderabad
हैदराबाद/Hyderabad-500 046. तेलंगाना, T.S.

6/6

NEP Implementation plans
School of Physics
University of Hyderabad

At the School of Physics, a faculty meeting was held on 13/12/2021 to discuss the plans of implementing NEP from the academic year 2022-23. The following points were agreed upon.

In the existing two-year M.Sc. program, students can opt to exit after the first year. Such students will get a Post Graduate Diploma in Physics. Or they can also deposit their credits in ABC (academic bank of credits).

Also, it was felt by all the faculty that the second year of M.Sc. cannot be entirely devoted to research. It has to be noted in this context that as per the NEP guidelines drafted by UGC, though there will be a research component as in the present course structure of the M.Sc. program, the students will have to earn a significant fraction of credits through coursework in the second year.

Students who have already done a four year B.Sc. honors or one year of M.Sc. somewhere else may be admitted to the second year of M.Sc. at the School of Physics. They can deposit the credits earned in ABC. But for the time being, we will not give them any degree in Physics.

In the present I.M.Sc. program, in addition to the existing exit option in the third year, we will give an exit option in the fourth year. The students who plan to exit after fourth year need to decide at the beginning of the fourth year about the exit. The students who exit after four years of I.M.Sc. program will get a B.Sc. honors in Physics.

The School of Physics is planning to launch some skill development programs. The details are being worked out.

15.12.2021   The Dean
                                                    School of Physics

**OUTLINE OF ACTION PLAN
NEW EDUCATION POLICY – 2020
SCHOOL OF MEDICAL SCIENCES
UNIVERSITY OF HYDERABAD**

The School of Medical Sciences and the attached Centres of Health Psychology & Centre for Neural & Cognitive Sciences propose the outline action plan for initiatives under the university mandate for the New Education Policy 2020 (NEP-2020).

			SCHOOL OF MEDICAL SCIENCES	
S.No	**Program**	**Course**	**Offered by**	**Remarks**
1	Optometry	2 years M. Optom	Regular Stream - SoMS	● 6 years MOpt with exit and entry at 4 year was approved in 2017 ● Implementation of lateral entry to 2 years M Opt -from 2022 ● No of seats: 10 students ● Credits: 72
2	Public Health	One year Diploma in MPH	Regular Stream- SoMS	Under discussion
3	Public Health	MPH	Regular Stream – SoMS	Compulsory internship to be introduced for 6-8 weeks for 2021 batch Implementation : 2023 Credits: 6
4	Infection & Prevention Control	DIPC with ICFAI (1 year)	CDVL & CDLTR	Ongoing: Two programs /year in Virtual mode 2nd batch – 54 admissions Credits: 40 credits
5	Community Eye Health	DCEH with LVPEI (1 yr)	CDVL & CDLTR	Two programs /year in Virtual mode 1stbatch – 2022 subject MoU: Submitted, anticipated anytime Admission: 50 admissions Credits: 40 credits
6	Ophthalmic Dispensing	Diploma in Ophthalmic Dispensing (1 yr)	CDVL & CDLTR	Initiation: 2022/23 (subject to MoU approval) Two programs/Year Credits: 40 credits Seats: 40 MoU: In preparation
7	1.Critical Care 2. Cardiac Care 3.Emegergency Care	6 months Certificate – Medskills - Apollo	CDVL	Ongoing: 1; 2 and 3 to be implemented from 2022 Duration: 6 months Seats: 50 students Credits: 20 credits MoU In place
8	Antimicrobial Resistance & Stewardship (AMR and AMS)	E-Learning Certificates	CDLTR	Initiation: Feb-March 2022 launch Duration: 6 months Credits: 30 AC approval obtained
9	Basic Life Skills (BLS)	Foundation	University Foundation Course	EMRI 108 – Discussions in progress
10	BLS + Advanced Life Skills (ALS)	Diploma(1yr)	CDVL & CDLTR	Two programs/year Discussions in progress with EMRI 108

Apart from this MoU with ACCESS Health in the process will help MPH & MBA – HC & HM programs to access courses on Health Financing, Digital Health & Health Professional Education.

	CENTRE FOR HEALTH PSYCHOLOGY			
S.No	Program	Course	Offered by	Remarks
1	BSc Honours Psychology	BSc Honors (4 year)	Centre for Health Psychology	Under discussion

	CENTRE FOR NEURAL & COGNITIVE SCIENCES			
S.No	Program	Course	Offered by	Remarks
1	Neural and Cognitive Sciences Certificate Program	6 months Certificate course/year	Centre for Neural and Cognitive Sciences	Credits: 20 Implementation: 2022

School of Economics
University of Hyderabad

Dt.11.01.2022

Minutes of the Faculty Meeting on New Education Policy Proposal

The faculty had an online meeting on 11.01.2022 at 12.00 pm to discuss the NEP proposals from the School of Economics. The members present are:

Members Present:

1. Prof Naresh Kumar Sharma
2. Prof R V Ramana Murthy   Dean
3. Prof Debashis Acharya
4. Prof Phanindra Goyar
5. Prof K Laxminarayana
6. Prof Raja Durai
7. Dr. Alok Kumar Mishra
8. Dr Prajna Paramita Mishra
9. Mr Limakumba Walling
10. Dr K Ramachandra Rao
11. Dr Motilal Bichal
12. Dr C. Krishna Krishna Reddy

Members Absent:

1. Prof R Vijay
2. Prof N A Khan
3. Prof Nararjuna (under Quarantine)
4. Dr G Sridevi
5. Dr B Nageshwera Rao

The Faculty have unanimously resolved the following proposal of NEP

1. The faculty is favour of introducing 4-year BA (Hon) program. The modalities shall be worked out accordingly with Centre for Integrated Studies. The School is keen to introduce more courses from School of Economics for BA (Hon in Economics).
2. The faculty is favour of exit at the end of 3 years only, as exists currently, here too the School is keen to offer more economics courses for the BA (Economics) degree.
3. The faculty is in fovour of allowing lateral entry into the 4-year under Honours program, in the 4th year, the intake would be 10% of admitted strength
4. The School of Economics is favour of one Year MA program for those coming from 4-year Undergrad programs, with a research orientation. The School shall consider more streams of MA program, from the existing ones like MA Economics, MA Financial Economics, and collaborative programs
5. The One year MA program shall have skilled based programs in statistical packages and specializations

RVRamana Murthy

DEAN

School of Management Studies
University of Hyderabad

PROPOSAL FOR PHASE I IMPLEMENTATION OF NEP

1. **Lateral Entry into General MBA course**

The School will allow the lateral entry of students into its General MBA course in the second year subject to the following prerequisites:

    I.   The student should have had at-least 60% marks at the undergraduate level.

    II.   The student should have come from an institution which takes students through CAT.

    III. The student should have scored at-least 60% or its equivalent CGPA in the first year of his or her first year MBA.

    IV. The lateral entry shall be permitted for the seats remaining vacant and as the sanctioned class strength is regulated by AICTE.

2. **Encouraging Multi Disciplinarity:**

The School faculty will work out the extent and modalities for collaboration with School of Economics in order to facilitate the MBA `(Finance) students and scholars pursuing their Ph.D. in finance area to take up courses in Financial Economics and Econometrics etc.

3. **Collaboration with School of Computer and Information Sciences for Integrated B.Tech-MBA programme:**

The School shall take forward the matter with SCIS for starting new integrated B.Tech-MBA programme. If everything works out, the course could probably be offered from the Academic year 2023-24.

20/12/21

Prof. V. Mary Jessica
Dean,SMS

ANNEXURE 6

FINAL v2.0

UNIVERSITY OF HYDERABAD

Report of the Committee constituted to deliberate on the issues related to Centre for Distance and Virtual Learning (CDVL), specifically those mentioned under the terms of reference. Following are the members:

1. Prof. Arun Agarwal, PVC-1   Chairman
2. Sri Y V Krishna Rao, FO (i/c)   Member
3. Prof. Debashish Acharya, SoE   Member
4. Dr. S. Jeelani, Director, CDVL   Convener

Terms of Reference (ToR) [Orders dated 01.04.2019]

1. To make an assessment of economic viability of each course offered by CDVL and to recommend the ways and means of running the programmes on economically viable methods and augment revenues.

2. To assess overall economic profitability of the CDVL and to suggest the steps required to be taken for converting the same into a profitable centre.

3. To work out and suggest ways and means for reduction in administrative expenses.

4. To re-visit the allocation of revenues into ratios fixed for administrative expenses, development and corpus and to suggest suitable percentages.

This Report is based on Committee minutes of the meetings held on 18.04.2019 and 14.05.2019 [APPENDIX-A and B].

Background: The Centre for Distance and Virtual Learning (CDVL), earlier named as a Centre for Distance Education (CDE), is one of the oldest centres of the University Hyderabad which was officially established in the year 1994, based upon the directions received from the UGC and MHRD. The Centre initially started with two diploma programmes. Presently, it is offering 16, One year Post Graduate Diploma Programmes, which are employable, knowledge oriented and skill developing programmes. These programmes are offered through distance mode, i.e., correspondence cum contact programme. These distance programmes are also approved by the UGC-AICTE-DEC joint committee. Following are the highlight including current and future activities.

- currently, CDVL is offering 16 PG Diploma programmes approved by the UGC.

- to provide good quality skills and along with the better standards some joint programmes is taken up with Public Institutions like NAARM, BSNL and NIRD. (Under public and public collaboration)

- under Public and Private collaboration, a MoU was recently signed with Apollo MedSkills for jointly offering PG Diploma Programmes and also 6 months Certificate

FINAL v2.0

Courses with minimum fee structure of Rs. 60,000/- per student. The entire expenditure of printing of study material (soft copy and hard copy), e-learning conducting of contact classes, payment of honorarium to resource persons, advertising and marketing expenses will be met by the Apollo MedSkills. The expenditure from CDVL part is payment of monthly honorarium to coordinator and conducting of examinations. The revenue share will be 50% of the fee for each student.

- a MoU is under active consideration with Lenskart Organization for offering 6 months Certificate programme in Ophthalmic Dispensing with a fee structure of Rs. 50,000/- per student. Further MoU is under active consideration with MoU committee for jointly offering an advanced Certificate Course in Assisted Reproductive Technologies with Oasis Centre for Reproductive Medicine (OCRM). The fee structure proposed is Rs.5.00 lakhs and the revenue sharing is 50%.

- to maintain viability of a course a minimum of 50 applications are mandated to run the course. In case the minimum number is not received, the course will not be offered and student will be offered their second option.

The committee has sectionized the report based on four Terms of References and they are:

A) **ToR1:** Based on ANNEXURE-1 and after analysis of past data of 6 years [last column is accumulated value of the years 2013-14 to 2018-19] and considering on an average of 12 SOLO programmes, which were offered by UoH without collaboration with other Institutes, it is seen that for SOLO programme model the Expenditure (E) works out to be on an average of Rs 5.0 Lakhs/year/programmes. This expenditure consists of two parts:
   a. Administrative Expenditure [Variable cost for each programme]: From ANNEXURE-1 we can compute average administrative expenditure [over 6 years period], which is taken to be same for each programme.
   b. Academic Expenditure [Fixed average cost for each programme]: ANNEXURE-2 provides programme-wise academic expenditure (which is variable) based on three years data i.e. 2016-17, 2017-18, 2018-19.

ANNEXURE-3, last column shows the viability of the individual diploma programmes, which are based on the last three year data (starting from 2016-17 onwards) based on the number of candidates joining each of these programmes, both in the 1st and the 2nd semester of these programmes.

If CDVL has to be profit making unit then the assumption on Revenue (R) should be at least equal to 2E, which is very reasonable. Now, if the programme fee is N, then minimum number of students (S) admission should be equal to 2E/N.

Recommendations: [Based on Data provided in ANNEXURE-1, ANNEXURE-2 and ANNEXURE-3]:
   i. CDVL has to periodically monitor and analyze and decide the following:
      a. Stopping programmes, which were not yielding much revenue to CDVL but were subsidized by other successful programmes.

Page 2 of 13

FINAL v2.0

      b. Innovate and use ICT to its advantage.
      c. To stay in sync with expectations/demands of the time for needed courses [skill based].

ii. Following 1-year Programmes are to be closed: PGDCE, PGDENM, PGDG, PGDHR, PGDMB, PGDTC [Sl Nos: 3, 6, 7, 8, 10, 12] as they are financially not viable or fees have to be drastically increased based on average number of applications being received over the years. It was also observed that the above programmes did not fulfill the minimum requirement of 50 application for offering admission.

iii. Following 1-year Programmes are to be continued: PGDBM, PGDCAQM, PGDCJ&FS, PGDCL&IPR, PGDLAN, PGDPM [Sl Nos: 1, 2, 4, 5, 9, 11]. The most profitable programme at present is PGDPM*.

iv. Sl No 13-19 are programmes proposed to be run jointly with other Institutions. As these programmes have just started, we do not have sufficient data for analysis.

v. Need to maintain the enrollment number of 1st semester to carry on to the 2nd semester. Contact programme to be done away overtime. Starting with some programmes, experimentation may be done by introducing video courses and availability of the resource persons over Video Conferencing Facility, for online mentoring. This would also result in saving during conduct of the contact programmes.

B) **ToR2:** It is seen that CDVL has generated only Rs 2.0 crores for itself and contributed Rs 1.68 Crores to UoH Corpus over 25 years since the Centre was launched in 1994. With proper management, it was expected to generate at least twice as much, by way of:

    i. Proper and timely adoption of IT infrastructure.
    ii. Timely closing of non-performing PGD programmes
    iii. Starting more number of revenue generating PGD programmes, Skill based courses meeting the needs of changing times.
    iv. Timely cutting on administrative costs

Overall profitability of the programmes being currently run in CDVL both under SOLO mode and recently started joint programmes with few Private/Government Institutes are analysed in ANNEXURE-3. Mix of these programmes and profitability are as follows:

  a. SOLO Programmes are from S. No. 1-12 and are run by CDVL

  b. Programmes from S. No 13-19 are run jointly
    i. Government [Sl Nos 13, 14, 15, 16]
    ii. Private [17, 18]]

FINAL v2.0

    c. ANNEXURE-4 builds the model for Revenue/Expenditure, when we have heterogeneous mix of various programmes. Following inference is drawn for Net Proceeds [Profit]:

        i. SOLO => MIXED => [SOLO and only with PRIVATE] => [SOLO and only with GOVERNMENT]. [=> implies "better then"]

        ii. Overall Net Proceeds for MIXED model is $P = 0.70R - 0.68E$. [as per ANNEXURE-3 table].

Recommendations:

    i. We should run several innovative SOLO 1-year PGD programmes to make CDVL more profitable.

    ii. If joint PGD programmes are to be run than Revenue/Expenditure model needs serious discussion. With existing model of sharing, programme fees have to be increased substantially for CDVL to be a profitable venture. For example Revenue/Expenditure sharing model with Government institutions is not viable at current level of fees being charged.

    iii. Short 3-6 months certificate courses for imparting skills in advanced, innovative areas should be started and offered during evenings/weekends for working professionals.

    iv. Synergy between Centre for e-Learning, CDVL and associated School handling the PGD programme needs to be developed that would allow them to come up with innovative ways of delivering the content using ICT technologies.

        a. It is suggested that the Director, Centre for e-Learning to be made ex-officio member of the Advisory Committee, CDVL.

        b. A merger of CDVL with Centre for e-Learning can be contemplated after 5-years or sooner, if CDVL revenue growth curve shows dragging trend.

The above would also lead to better coordination for UGC's New ODL Regulations 2017, and its compliance. For ODL following should be kept in mind:

- UNIVERSITY GRANTS COMMISSION [CATEGORISATION OF UNIVERSITIES (ONLY) FOR GRANT OF GRADED AUTONOMY] REGULATIONS, 12th February, 2018. Clause 4.10: Universities may offer courses in the Open and Distance Learning mode, without approval of the Commission, provided it satisfies all the conditions laid down under UGC (Open and Distance Learning) Regulations, 2017 and amendments from time to time.

- However, UGC letter No F.No. 74-2/2018 (DEB-I), March 26, 2019, restrict HEI to start Professional courses under ODL without the prior and specific approval of the concerned Regulatory Authority. [See ANNEXURE-5].

- Some of the degree programmes that could be started inder UGC ODL regulations are:

        i. MSc (Data Sciences)

        ii. MSc (AI and Machine Learning)

        iii. MSc (Applied Actuarial Science)

FINAL v2.0

C) **ToR3:** Following suggestions and ways and means for reduction in administrative expenses are placed below:

Recommendations:

i. Coordinators/Co-Coordinators honorarium/Special Allowances to be rationalized with respect to CW, DCW, Wardens etc. It should be noted as per UGC guidelines PVCs are get Special Pay as Rs 4,000/month. Further, under net-proceeds distribution we are providing 10% to Coordinators proportionate to net proceeds that they generate for their CDVL programmes.

ii. Hardcopy of the study material should be converted into soft copy and be made available online. This would save Rs 11.0 Lakhs annually. It is observed that the provision for the soft copy option is also available to students. The expenditure for printing of Hardcopy has come down to Rs.6 Lakhs only during the year 2018-19.

iii. Advertisement cost to be limited from present average expenditure of Rs 7.0 Lakhs. It is observed in the year 2018-19 the expenditure for advt cost is less by one lakh only.

iv. Postal Charges to be reduced from present average annual expenditure of Rs 2.0 Lakhs. It is also observed that CDVL postal expenditure for the year 2018- 19 is less than 70 thousand only.

v. Contact Classes of few programmes are done away over time and replaced by mentoring through Video Conferencing etc., would result in saving of Rs 5.0 lakhs to start with, towards travelling and Taxi charges, expenditure towards conduct of contact classes.

vi. access to SWAYAM or such other platform for effective delivery of all the proposed Course or Programme of study;

vii. 'Information and Communication Technology' means the devices, tools, content, resources, forums that can be converted into or delivered through digital forms, which can be deployed for realizing the goals of teaching learning, enhancing access to and reach of resources, building of capacities, as well as management of the educational system;

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D) **ToR4:** Based on discussions at items (A), (B) and (C), and on the data made available following % Sharing Model of Net Proceeds [Profit] is.

Recommendation:

Funds	Percentage	
UoH Corpus	40%	
CDVL	30%	
SWARG	20%	
Coordinators [to FDF]	10%	//Proportional to targets achieved in each programme//

Sri Y V Krishna Rao, FO (i/c)
Member,

Prof. Debashish Acharya, School of Economics
Member

Dr. S. Jeelani, Director, CDVL
Convenor

Prof. Arun Agarwal, PVC-1
Chairman

ANNEXURE-1: EXPENDITURE STATEMENT

S.No.	Item	2016-17	2017-18	2018-19	Total
1	Admission Notification	50000	1394830	31085	4306516
2	AMC / Repairing Charges	30210	28935	14934	114642
3	Consumables	43280	81654	21010	459450
4	Contact Classes Expenses	378836	349866	400890	2737647
5	Equipment	49920	200180	38523	1100754
6	Examinations	55975	79050	77300	398567
7	Honorarium for Miscellaneous works	37550	54400	25500	351661
8	Honorarium to coordinators	567000	762000	557000	3735000
9	Honorarium to resource persons	601147	433267	412937	2438543
10	Imprest	23938	23931	26328	139146
11	Lunch	13235	39211	13968	87865
12	Miscellaneous	-57349	247869	91200	1168253
13	Postal Charges	134185	152563	77887	1209686
14	Printing	145850	87759	138128	684446
15	QP Setting & Evaluation	275355	283150	163805	1497895
16	Salary - Contract staff	1282695	1574241	1396323	8132019
17	Study Material	1018961	1164432	638892	6046615
18	Telephone Charges	70894	31738	17013	254311
19	Travelling & Car/Taxi Hire	466677	448740	276019	2721556
20	Water Bottles	321160	61250	64600	1761786
21	Corpus	2500000	2500000	2500000	14300000
	Sub total	3597351	5057494		11332357
	Sub total	1623168	2441572		4322195
	Total Expenditure	**7720519**	**9999066**	**6983342**	**52097983**

1. Last column shows expenditure statement from 2013-14 to 2018-19. In WHITE is Academic and YELLOW is Administrative (Avg 2.35L).

ANNEXURE-2: PROGRAMME WISE SUMMARY EXPENDITURE – 2016 -17

S.No	Programme	Contact-I	Contact – II	Study Material –I	Study Material - II	Examination	Coordinators Honorarium	Miscellaneous	Total
1.	PGDBM	27000	125203	77337.5	47150	64385	84000	*96950	522025.5
2.	PGDPM	63770	74599	99140	20355	55130	48000		360994
3.	PGDCL&IPR	39344	35348	122532.5	72018.75	61766	84000		415009.3
4.	PGDCJ&FS	52920	0	135037.5	48300	27195	63000		326452.5
5.	PGDCE	64600	0	52735	37907.5	24149	48000		227391.5
6.	PGDHR	37600	0	28750	13627.5	11210	36000		127187.5
7.	PGDMB	21990	0	11960	12420	15450	36000		97820
8.	PGDG	29995	0	19550	10350	7290	36000		103185
9.	PGDLAN	84211	0	45425	40250	31375	84000		285261
10.	PGDENM	56656	21300	12765	26450	9225	36000		162396
11.	PGDTC	17900	36209	23632.5	15065	7350	36000		136156.5
12.	PGDCAQM	49863	0	22540	14662.5	10989	63000		161054.5

* Common Exam Expenditure (Certificates)

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PROGRAMME WISE SUMMARY EXPENDITURE – 2017 -18

S.No	Programme	Contact-I	Contact – II	Study Material –I	Study Material –II	Examination	Coordinators Honorarium	Miscellaneous	Total
1.	PGDBM	90790	36761	117200	178350	52340	84000	*10329	569770
2.	PGDPM	37383	26900	123925	69575	48445	48000	**30649	384877
3.	PGDCL&IPR	88731	2600	75240	149385	51800	84000		581398
4.	PGDCI&FS	79324	0	120405	81880	21000	0		302609
5.	PGDCE	24056	0	69875	15195	6745	48000		163871
6.	PGDHR	25767	0	30237.5	10375	11210	48000		125589.5
7.	PGDLAN	71730	0	23835	11500	23945	84000		215010
8.	PGDTTM	0	0	0	0	10850	48000		58850
9.	PGDTMA	0	0	0	0	18030	48000		66030
10.	PGDCAQM	0	28280	15195	19550	17335	84000		164360

* Common Exam Expenditure (Certificates)
** Advisory Committee meeting

PROGRAMME WISE SUMMARY EXPENDITURE – 2018 -19

S.No	Programme	Contact-1	Contact – II	Study Material -I	Study Material -II	Examination	Coordinators Honorarium	Miscellaneous	Total
1.	PGDBM	117388	190842	139743.75	0	53105	63000	*40935	605013.8
2.	PGDPM	117072	0	92943	20355	39730	36000		306100.0
3.	PGDCL&IPR	80022	53000	194055.75	14102.5	40490	63000		444670.3
4.	PGDCI&FS	99700	0	69270	8055	24160	56000		257185
5.	PGDCE	78313	0	0	0	1750	33000		113063
6.	PGDG	12874	0	14662.5	0	0	24000		51536.5
7.	PGDLAN	95101	0	39725	11500	9200	63000		218526
8.	PGDTTM	0	0	0	0	9180	36000		45180
9.	PGDTMA	0	0	0	0	19950	36000		55950

* Common Exam Expenditure (Certificates)

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ANNEXURE-3
Data and its Computation

S.No	Programme	Profit [UoH] in lakhs	2016-17	2017-18	2018-19	2019-20	Viability of the programme is S = 2E/N. Format is S, E, N.
1	PGDBM	8.5	131/89 (110)	112/73 (92)	103/64 (84)	Y	90, 8.5L, 19000
2	PGDCAQM	4.0	47/37 (42)	28/24 (26)		Y	45, 4.0L, 18000 35, 4.0L, 23,000 (C)
3	PGDCE		109/73 (91)	75/47 (61)	52/33 (43)	Y	112, 5.0L, 9000 50, 5.0L, 20000 (R)
4	PGDCJ&FS	5.0	74/51 (63)	87/65 (76)	47/38 (43)	Y	56, 5.0L, 18000
5	PGDCL&IPR	7.5	71/53 (62)	100/78 (89)	96/68 (82)	Y	79, 7.5L, 19000
6	PGDENM		23/18 (21)			Y	53, 5.0L, 19000 25, 5.0L, 40000
7	PGDG		37/24 (31)		46/32 (40)	Y	89, 4.0L, 9000 40, 4.0L, 20000 (R)
8	PGDHR		38/25 (32)	48/34 (41)		Y	89, 4.0L,9000 40, 4.0L, 20000 (R)
9	PGDLAN	5.0	49/45 (47)	57/54 (56)	57/55 (56)	Y	67, 5.0L, 15000 55, 5.0L, 18500 (C)
10	PGDMB		39/31				
11	PGDPM	5.0	112/80 (96)	143/98 (121)	109/87 (98)	Y	53, 5.0L, 19000*
12	PGDTC		31/20				
13	PGDTMA	0.5		64/64	34/0	Y	20, 2.5L, 25000 [NAARM]
15	PGDETM [AC81, 27022018]					Y	, xx, 25000 [NAARM]
14	PGDTTM	0.6		56/44	28/0	Y	15, 3.0L, 40000 [NATF&M, BSNL]
16	DPRG&RD [AC81, 27022018]	0.6				Y	60, 3.0L, 10000** [NIRD&PR]
17	PGDHM [AC81, 27022018]	4.2				Y	20, 6.0L, 60000 [Apollo]
18	PGDHCM [AC81, 27022018]	4.2				Y	20, 6.0L, 60000 [Apllo]
19	PGDWRM [AC81, 27022018]						Not mentioned in the Prospectus for 2019-2020
		45.1					E:35+20.5 = 55.5

** Fee is grossly inadequate. For their PGDRDM they are charging Rs 1.8 Lakhs

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ANNEXURE-4
REVENUE/EXPENDITURE MODEL FOR mix of SOLO and JOINT PROGRAMMES

Based on the data made available, following are % of revenue/expenditure sharing

	PRIVATE		GOVERNMENT	
	Revenue	Expenditure	Revenue	Expenditure
UoH Share	50%	*30%	25%	**30%
Others	50%	70%	75%	70%

I) From the above table following equations follow:

1. UoH (Profit [P]) = 0.5R − *[x.xx to 0.3]E;   in case of PRIVATE
//Further Data is required//

2. UoH (Profit [P]) = 0.25R − **[0.05 to 0.3]E;   in case of GOVERNMENT
//ANNEXURE-5//

3. UoH (Profit [P]) = R − E;   in case of SOLO programmes

Following examples summarize the above equations
Example for PRIVATE
Let us say R = 2E, then P = 0.7E
If R = 0.6E, then P = 0

Example for GOVERNMENT
Let us say R = 2E, then P = 0.2E
If R = 1.2E, then P = 0

Example for SOLO
Let us say R = 2E, then P = E
If R = E, then P = 0

II) Overall PROFIT for heterogeneous model, where there are 6 SOLO programmes, joint PRIVATE are 2 in number and joint GOVERNMENT are 3 in number, is

1.0R − 0.6E
0.75R − 0.9E
6.0R − 6.0E

P = [7.75.0R − 7.5E]/11 = 0.70R − 0.68E //Further Data is needed//

(III) Various Models: It can be seen that for P=E is kept same the following inequality is satisfied, wherein we need to increase the revenue by increasing number of students OR present programme fees are to be increased. Following are the equations:

- SOLO: if P=E then R=2E
- PRIVATE: if P=E, then R=2.6E
- GOVERNMENT   if P=E then R=5.2E
- MIXED MODEL(III)   if P = E then R = 2.4E

Further, following relation is satisfied: SOLO => MIXED => PRIVATE => GOVERNMENT

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ANNEXURE-5

Post Graduate Diploma in Telecom Technology and Management (PGDTTM)

(25% of total fee is UOH Share)

Year	No. of Students	Amount Received By CDVL	Expenditure From CDVL	Profit to CDVL
2014-15	63/57	600000	46100	553900
2015-16	18/17	175000	31700	143300
2017-18	56/44	500000	58850	441150
2018-19	28/27	275000	45180	229820
		1550000	181830	1368170

Post Graduate Diploma in Technology Management in Agriculture (PGDTMA)

(28% of the total fee is UOH Share)

Year	No. of Students	Amount Received By CDVL	Expenditure From CDVL	Profit to CDVL
2014-15	51	357000	55955	301045
2015-16	61	427000	20365	406635
2017-18	64	448000	66030	381970
2018-19	34	238000	55950	182050
		1470000	198300	1271700

(BSNL/ NAAARM Expenditure Items)

Advertisement + Study Material + Admission + postal + contact classes + assignment + transport + stationery + hall ticket + joint committee meeting + revision of study material + accommodation to participants

CDVL- UOH Expenditure items only

Examinations + Coordinator Honorarium