DAYALBAGH EDUCATIONAL INSTITUTE
(Deemed to be University)
DAYALBAGH, AGRA-282005

MINUTES of the online meeting of the Academic Council of the Dayalbagh Educational Institute (Deemed to be University) held at 11.00 a.m. on 24/27 May, 2022 in the Seminar Hall Complex of the Institute.

Members Present	Members present in on-line mode
1. **Prof. P.K. Kalra, Director– In the Chair**	22 Prof. Pramod Kumar Saxena
2. Prof. Nandita Satsangee	23 Prof. Sharmila Saxena
3. Prof. V. Soami Das	24 Prof. V. Soami Das
4. Prof. Sant Prakash	25 Prof. Agam Kulshrestha
5. Prof. Bandana Gaur	26 Prof. Swami Prakash Srivastava
6. Prof. Gur Saran	27 Prof. K. Shanti Swarup
7. Prof. J.K. Verma	28 Prof. K. Soami Daya
8. Prof. C. Patvardhan	29 Prof. Savita Srivastava
9. Prof. N.P.S. Chandel	30 Prof. Gunjan Agarwal
10. Prof. V.K. Gangal	31 Prof. Ravi Kumar Bhatnagar
11. Prof. A.K. Saxena	32 Prof. V.B. Gupta
12. Prof. D.K. Chaturvedi	33 Dr. Satendra Kumar Soni
13. Prof. Sukhdev Roy	34 Dr. Madhulika Gautam
14. Prof. Rohit Shrivastav	35 Dr. Meenakshi Thakur
15. Prof. Sanjeev Swami	36 Dr. Namasya
16. Prof. Sona Ahuja	37 Dr. Arvind Kumar
17. Dr. Rajiv Ranjan	38 Dr. Deepti Sharma
18. Prof. Pravin Saxena	39 Shri Huzur Saran
19. Shri V.P. Malhotra	40 Shri Kumar Ratnakar
20 Dr. Mala Bal	41 Prof. P.K. Kalra, IIT Delhi
21. Dr. A.K. Dwivedi	42 Shri Prem Srivastava
	43 Shri Rajiv Sinha, New Delhi
	44 Shri Prem Prakash Srivastava

Special Invitees present	Special Invitees present in on-line mode
1. Prof. Bhupendra Singh, IARI, PUSA, New Delhi	15. Prof. C. Tara Satyavathi ICAR, Jodhpur
2. Prof. K. Usha, IARI, Pusa, New Delhi	16. Prof. C. Bhardwaj, IARI, Pusa, New Delhi
3. Smt. Sneh Bijlani	17. Dr. Agam Prasad Tyagi
4. Prof. Satya Prakash	18. Prof. Alka Prakash
5. Prof. Sanjay Bhushan	19. Prof. D. Bhagwan Das
6. Dr. Prem Sewak Sudhish	20. Dr. Brijraj Singh
7. Dr. Ashok Yadav	21. Prof. C.M. Markan
8. Prof. Sandeep Paul	22. Prof. D.G. Rao
9. Dr. Raj Kamal Bhatnagar, ICGEB, New Delhi	23. Dr. Sona Dixit
10. Dr. Preeti Manani	24. Dr. Gaurav Pratap Rana
11. Dr. Akbar Ali	25. Prof. Sunita Malhotra
12. Shri Vinit Kumar	26. Prof. G.P. Jandial
13. Shri Gursewak Singh	27. Shri Ravi Sinha
14. Shri Hans Kumar Khanna	

Prof. Anand Mohan, Registrar   -   Secretary

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The Members expressed appreciation for the valuable services rendered by the following outgoing members of the Academic Council of the Institute and welcomed the new Members in their place:-

S.N.	New Members	Outgoing Members
1	Prof. Rohit Shrivastav Head, Department of Chemistry Faculty of Science	Prof. Sahab Das Ex-Head, Department of Chemistry Faculty of Science
1	Prof. Gunjan Agarwal Head, Department of Mathematics Faculty of Science	Prof. S.P. Singh Ex-Head, Department of Mathematics Faculty of Science
3	Prof. Bandana Gaur Head, Department of Sociology & Political Science & Dean, Faculty of Social Sciences	Prof. Poornima Jain Ex-Head, Department of Sociology & Political Science & Ex-Dean, Faculty of Social Sciences

1.   The minutes of the last meeting of the Academic Council of the Dayalbagh Educational Institute (Deemed to be University) held on 09.2.2022 were confirmed.

Backdrop of National Education Policy 2020 and Related Issues

The DEI Vision 2031 and the Strategic Plan 2018-2032 cover the aims and objects of the DEI Education Policy, which is distilled into three major themes of education, viz., Agroecology, Consciousness and Entrepreneurial Education.

The National Education Policy 2020 (NEP 2020) proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. Prof. Prem K. Kalra, Director, Dayalbagh Educational Institute is a member of three expert committees constituted by the University Grants Commission (UGC), New Delhi, to cover specific aspects of implementation of NEP 2020. These are:

I.   *A). Twinning, Joint Degree and Dual Degree: New Regulations for Academic Collaboration between Indian and Foreign Higher Educational Institutions*.
B). Establishment of Off-Shore Campus(es) By State Universities / State Private Universities: Draft UGC Regulations

II.   *Guidelines for Credit Based Courses and Opportunities for Internship with local Industry, Business, Artists, Crafts Persons etc.* It may be noted here that we must provide Gender-Free opportunities for all Living Human Beings, along with Art, Science, Engineering and Other Affiliates. Engineering has been the origin of the whole concept of Liaison with Workplace for Training and Job Placements.

III.   *A review of the Evaluation Reforms Document in Light of the Recommendations of NEP-2020*. The review contains a section on the 10-point grading system where it is recommended that grade points must be expressed numerically up to three decimal places. This section is also summarized here.
These committees have now submitted their reports and are under consideration by the UGC.

Further, also in light of NEP 2020, the following proposals were presented:
• *Four-Year Undergraduate Degree Program*
• *Four Year Integrated Teacher Education Programme (ITEP)*

By 2050 the world will be populated by approximately 11 billion people. This means that we will need to be able to feed 3 billion additional humans every year. The solution to this is to adopt Lacto-Vegetarianism, throw less food away, Aquaponics, Vertical farming and improve crop production worldwide.

Research is proposed in adopting Dayalbagh way of life to feed 11 Billion People World Wide. The objectives of this research are

- To determine the optimum level of organic agriculture and inorganic agriculture so to feed the population of 11 billion.

- To examine the contribution of Dayalbagh to Lacto-Vegetarians.

- To develop a model which shows the relationship between Food, Nutrition and Fitness.

- To validate the model developed, by simulations, like different food combinations resulting in various nutrition levels and enhanced fitness.

- To propose a model of better worldliness by including micro and macro units.
- To propose the theory of minimalism which explains decrease in food intake with high levels of nutrition and fitness.

- To examine the state of food, nutrition and fitness (FNF) in women.

It was unanimously adopted that the research in the final year of the proposed 4-year degree program will cater to the socially relevant broad theme of "Feeding 11 billion people through lacto-vegetarian agroecology approach". This futuristic theme prepares the young students to find solutions to the challenges foreseen a few decades ahead, with a focus on health, nutrition and fitness.

2. Considered for implementing the Regulations of University Grants Commission (Establishment and operation of Academic Bank of Credits in Higher Education) Regulations 2021 published in the Gazette of Indian on 28.7.2021 and University Grants Commission (Establishment and operation of Academic Bank of Credits in Higher Education) Higher Education (First Amendment) Regulations 2021 published in the Gazzete of India on 28.12.2021. To implement the aforesaid regulations in an effective manner, following committee was constituted for critically analysing all the aspects of ABC (Academic Bank of Credits):-

(i) Prof. Pramod Kumar, Dean, Faculty of Commerce - Chairman
(ii) Prof. Sant Prakash, Dean, Faculty of Science
(iii) Prof. Sharmila Saxena, Dean, Faculty of Arts
(iv) Prof. Ajay Kumar Saxena, Head, Dept. of Electrical Engineering
(v) Prof. Narendra Pal Singh Chandel, Head, M.Ed./Ph.D. Programme
(vi) Prof. Sandeep Paul, Dept. of Physics & Computer Science
(vii) Shri Prakash Swaroop Satsangi, Administrator, I.T., Dayalbagh
(viii) Shri Hans Kumar Khanna, Administrative Officer (Computers)
(ix) Shri Gur Sewak Singh, Assistant Registrar (Examination)
(x) Prof. Sanjeev Swami, Head, Dept. of Management - Convener

Members were apprised that-

Major steps for the implementation of ABC process include: Registration of the HEI Institution, Students Registration, Provision of course credit by an outside HEI student, and Provision of the HEI student taking course credit from an outside institution. The committee has taken necessary action for the DEI registration on the ABC portal. Students' registration will be completed through committees at the department/faculty level.

For an outside DEI student who wishes to take a DEI course, each department/faculty shall gradually open a pool of courses on the portal. Such courses should take advantage of online technology already available for many DEI courses. Likewise, a DEI student taking outside courses (i.e. other HEIs, NPTEL, Swayam, etc.), there would be Departmental Advisory Committee advising the student on content and credit equivalence. Storing the student data on the ABC portal has to be carefully examined. NAD is a prominent agency to carry out this task.

Resolved that the proposal be and is hereby approved.

Resolved further that deliberation of the Committee be apprised to the members of the Academic Council from time to time.

3. Considered the proposal to change the computation methodology of Grade Point Scale of Semester Grade Point Average and Cumulative Grade Point Average taking into account the decimal upto three places which is presently being computed upto the two decimal places shall now be computed upto three decimal places and implemented from the currently on-going all the even semesters and corresponding modules.

A detailed presentation before the committee members was made by Prof. Gur Saran. The salient features of the Grade Point Scale are summarised below:-

The 10-Point Grading System

The 'Single' Grade Point Average (SGPA) computed for one Quarter/ Trimester/ Semester/ Module and even <u>Sandwich System</u> with multiple degrees of variety (Degrees of Freedom/ Independence) and Cumulative Grade Point Average (CGPA) are the measures of performance of students for the work done in a Quarter/ Trimester/ Semester/ Module and across all Quarters/ Trimesters/ Semesters/ Modules, respectively. **Numerically, it should be expressed up to three decimal places.** This will ensure
* Greater precision in assigning credit to student's academic achievements
* Greater precision in discerning differences in achievement
* More precision in conversions from one format to another

A 10-Point grading mechanism is in fact the union of two 5-point grading schemes already in vogue at Banaras Hindu University (now BHU-IIT) and other IITs, notably IIT Delhi. Corresponding letter grading is essentially at the levels, i.e., A, B, C, D and E (Extension) in place of F (Failure). Increasing the granularity of letter grades, i.e., to A+, A-, etc. is permissible and can be decided by the respective Academic Council of universities/ IITs. A Super/ Honours Grade A++ can also be assigned to reflect extraordinary achievements. For non-credit courses, only 'Audit' rather than 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade. All letter grades after D grade should indicate a 'Extension' rather than 'Fail' only. However, a 'Extension' rather than 'Fail' grade can also have levels of attendance, for instance, 'Extension' Grade with greater than or equal to 60% attendance and performance in a course can be allowed to register for courses that have this course as a prerequisite. Here, performance implies that the student gets at least 60% marks, but receives an 'E' in relative grading.

External evaluation is no longer in currency in Recognized Advanced Institutes like IITs, which may also be referred to as HEIs of stipulated quality (Please refer to Annexure 1 for ambrosial remarks by The Chairman, ACE).

Resolved that the proposal be and is hereby approved.

4.   Considered the request of the Dean, Faculty of Education for submitting the proposal to National Council for Teacher Education (NCTE) for Four Year Integrated Teacher Education Programme (ITEP) from the session 2023-24, which is a part of the mandate of National Educational Policy 2020.   (Appendix-I)

Members were apprised through a detailed presentation by Prof. N.P.S. Chandel. The noteworthy attributes of the Four Year Integrated Teacher Education Programme (ITEP) are encapsulated below:-

The 4 Year ITEP is a milestone achievement in fulfilling one of the major mandates of National Education Policy 2020. The course will contribute substantially to the revitalization of the whole teacher education sector. The prospective teachers passing out of this course through a multi-disciplinary environment, grounded in Indian values and traditions will be instilled with the needs of 21st century on global standards, and hence will be largely helpful in shaping the future of New India.

The four-year ITEP will be available for all students who choose teaching as a profession after secondary, by choice. This integrated course will benefit students since they will save one year by finishing it in four years rather than the customary five years required by the present B.Ed. The admission will be carried out by NCTE with the help of National Testing Agency (NTA) through the National Common Entrance Test.

*This is a specialised course with intrinsic integration of pedagogy and content, along with sustained engagement with liberal disciplines of knowledge and field of educati*on.

The ITEP aims at the dual purpose of providing student teachers disciplinary knowledge along with the professional knowledge in an integrated manner. Since the program will be equivalent to an Undergraduate Degree (B.Sc./B.A./ B.Com.) and Teacher Education Degree, the curriculum of this program includes different courses and activities essential for both the degrees.

The last date for submission is 31.05.2022. Faculty of Education is applying for 3 units
*   One unit of ITEP Science Stream: B. Sc. B.Ed. (Middle Level Level)
*   One unit of ITEP Arts Stream: B. A. B.Ed. (Foundation Level)
*   One unit of ITEP Commerce Stream: B. Com. B.Ed. (Secondary Level)

        Resolved that the proposal be submitted to NCTE for Four Year Integrated Teacher Education Programme.

5.   Considered the proposal to adopt the University Grants Commission (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, joint Degree and Dual Degree Programmes) Regulations, 2022 in the Institute.   (Appendix-II)

A detailed presentation was made by Dr. Prem Sewak Sudhish. Significant aspects related to Twinning, Joint Degree and Dual Degree: New Regulations for Academic Collaboration between Indian and Foreign Higher Educational Institutions are summarized up below:-

Introduction

The University Grants Commission (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022 that have been notified in the official Gazette dated 02 May 2022 were presented.

It was noted that Dayalbagh Educational Institute and several of its existing collaborating international partners already fulfill the eligibility criteria for Indian and foreign Institutions, as laid down in the Regulations.

Categories of Academic Collaborative Programs

In particular, the Regulations envisage three broad categories of collaborative academic programmes:

i)   Twinning Programme: A collaborative arrangement whereby students enrolled with an Indian Higher Educational Institution may undertake their programme of study partly in India, complying with relevant UGC Regulations, and partly in the Foreign Higher Educational Institution (up to 30% of the total credits). The Degree shall be awarded by Indian Higher Educational Institution.

ii)   Joint Degree Programme: The curriculum shall be designed jointly by the collaborating Indian and Foreign Higher Educational Institutions (with at least 30% of the total credits from each of the Indian and Foreign Higher Educational Institutions.) and, upon completion of the programme, the Degree is awarded by the Indian Higher Educational Institution and the collaborating Foreign Higher Educational Institution with a single Certificate.

iii)   Dual Degree Programme: The programme shall be designed jointly and offered by the Indian and Foreign Higher Educational Institutions in the same disciplines/subject areas and in the same level. The degrees for such programme shall be conferred by the Indian and Foreign Higher Educational Institutions, separately and simultaneously, upon completion of degree requirements of both the institutions. This shall not in any way be construed as two-degree programmes in separate disciplines/subject areas and/or levels being pursued simultaneously.

Conclusion

The University Grants Commission (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022 were accepted and adopted, with the advice that the academic programs developed with the Foreign Higher Education Institutions may, as far as possible, be based on the principle of reciprocity, to enable the vast majority of students at DEI from economically disadvantaged sections to also derive benefits from these programs.

Resolved that the proposal be and is hereby approved.

6.   Considered a presentation about the UGC Draft "Curriculum Framework and Credit System for the Four-Year Undergraduate Programme" in alignment with the NEP, 2020 by the Convener of the committee constituted by the Director, as under:-

Prof. Sanjeev Swami	Head, Dept. of Management - Convener
Dr. Brijraj Singh	Faculty of Arts
Prof. Pravin Saxena	Faculty of Commerce
Dr. Sona Dixit	Faculty of Education
Dr. Gaurav Rana	Faculty of Engineering
Prof. Rohit Srivastava	Faculty of Science
Prof. Sunita Malhotra	Faculty of Social Sciences

A presentation was made by Prof. Sanjeev Swami which was followed by extensive discussion by the members.

Analysis from DEI's Perspective on the Four-Year Undergraduate Degree Program is outlined below:-

Introduction: The basic principles of the DEI educational system are firmly rooted in the DEI Educational Policy 1975, Interpretive Structural Model (ISM) of Higher Education System, and the Total Quality Management (TQM) model. The DEI Education Policy was formulated in 1975 with a focus on the development of all three dimensions of a human being, i.e., physical, mental and spiritual, which can be achieved by undertaking intellectual, physical and social activities. The Institute has successfully implemented a unique scheme of innovative, comprehensive, inter-disciplinary, flexible and value-based education, based on total quality management that fosters academic excellence along with holistic development, from pre-school to university level. A comprehensive higher education policy has been developed by *Revered Professor P.S. Satsangi*, Chairman Advisory Committee on Education, Dayalbagh Educational Institutions, in the form of the Interpretive Structural Model (ISM) of Higher Education System, with the mission objective of a well-rounded person (Complete Man). The TQM model of higher education comprises of the cornerstones of innovation, initiative, creativity and excellence. It is noteworthy to see that the above far-reaching frameworks are only now being reflected in the National Educational Policy (NEP) 2020.

Reference to National Education Policy (NEP2020): According to the NEP2020, the purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. The guiding principles of NEP2020 are: Fostering the unique capabilities of each student, Flexibility, No hard separations between 'arts' and 'sciences', between 'curricular' and 'extra- curricular' activities, between 'vocational' and 'academic streams', etc., Multidisciplinarity and a holistic education, Emphasis on conceptual understanding rather than rote learning, life skills such as communication, cooperation, teamwork, and resilience; Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, Respect for diversity and respect for the local context in all curricula, pedagogy, and policy; Full equity and inclusion, A rootedness and pride in India.

Four-Year undergraduate program (FYUP): The FYUP envisages undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and re-entry options within this period, with appropriate certifications such as:
▪ a certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
▪ a diploma after 2 years (4 semesters) of study,
▪ a bachelor's degree after a 3-year (6 semesters) programme of study,
▪ a bachelor's degree with honours after a 4-year (eight semesters) programme of study or a bachelor's degree with research after a 4-year (eight semesters) programme of study if the student completes a rigorous research project in their major area(s) of study.

Further, it provides flexibility in the designs and lengths/duration of the PG degree programmes such as:
▪ A 2-year master's degree programme with the second year devoted entirely to research for those who have completed the 3-year bachelor's degree programme;
▪ a 1-year master's degree programme for students who have completed a 4-year Bachelor's degree programme with research.

▪ Undertaking a doctoral programme of study is expected to require either a master's degree or a 4-year bachelor's degree with Research.

Structure of FYUP: The final year of the FYUP matches with the Level 8 of National Higher Education Qualification Framework (NHEQF). The entire programme requires a minimum of 160 credits across the four years of the FYUP. For entry in fourth year of the undergraduate programme leading to the bachelor's degree (Honours/Research) a candidate should have -- completed all requirements of the relevant 3-year Bachelor's degree; minimum CGPA of 7.5; cleared entrance requirements in the programme admission regulations; and assessment and certification of prior learning with provisions for lateral entry. The Semesters 1, 2 & 3 of FYUP seeks to develop basic understanding and appreciation among students of all major areas such as the Natural Sciences, the Social Sciences, the Humanities, Mathematical and computational thinking and analysis, creative expressions, and vocational education, through a set of common courses. In Semesters 4, 5 & 6, each student will choose a disciplinary or an interdisciplinary area of learning for specialization ("Major"), and may also choose a disciplinary/interdisciplinary "Minor". In Semesters 7 & 8, a research project in advanced disciplinary/interdisciplinary courses and research methodology courses will be undertaken with substantial overlap with the major area. The normal duration of the FYUP is 4 years; the maximum duration with re-entry option is 7 years; and beyond 7 years, in specific cases, the university may provide re-entry based on validation of prior learning outcomes.

Curricular components of FYUP: The curricular components of FYUP along with its minimum credit requirements are as follows: Common courses, including relevant practicum (24 credits); Introductory courses relating to Natural Sciences, Humanities, and Social Sciences (18 credits); Introductory courses relating to vocational studies (6 credits); Disciplinary/interdisciplinary Major (48 credits); Disciplinary/interdisciplinary Minor (36 credits); Advanced courses required for taking up research, research methodology courses , research internship, and a research project in the chosen 'major' area of study (18 credits); Field immersion (3 credits); Internships with local industry, businesses, artists, crafts persons, etc. (12 credits); and Community engagement and service (3 credits).

A General Credit Framework for FYUP: A structure was developed at DEI based on the principles of 'complete' education. The various courses of the above categories were divided as : Core Courses [Discipline Specific (DSC), Holistic Value Based (HVBC)], Elective [Discipline Specific (DSE), Generic (GE)], Ability Enhancement [Compulsory (AECC), Skill Enhancement (SEC)], Practical [Internship, Apprenticeship, Tutorial, Project], Research [Dissertation, Thesis], and Non-credit [Audit] courses. Accordingly, a credit distribution structure across these courses was developed with Certificate after 1 year and 56 credits, a Diploma after two years and total 110 credits, a Degree after three years and 164 credits, and an Honours/Research degree after four years and 194 credits.

Conclusions: It was observed that all the provisions of the FYUP framework are already being practiced and adequately existing in the DEI educational system. Some points for further consideration are as follows: Departmental Committees would have to be formed for all the departments in DEI, which will be responsible for mapping their curriculum with the FYUP framework, and developing a roadmap for implementation of FYUP. The committee would also have to integrate the same with the flexible scheme of Academic Bank of Credits (ABC). The role of counselling the students was emphasised for the FYUP implementation.

Resolved that the Curriculum Framework & Credit System for four year UG programme be and is hereby approved for implementation from the session 2022-23.

7.   Considered the proposal to review of the Evaluation Reforms Document in the light of the Recommendations of NEP-2020.

A comprehensive presentation was made by Prof. Sanjay Bhushan. Review of the Evaluation Reforms Document in Light of the Recommendations of NEP-2020 is summarized below:-

With respect to evaluation reforms, The NEP2020 provides a framework whose elements are clearly advocated in the Higher Education Policy and TQM framework developed by the Chairman, Advisory Committee on Education, Dayalbagh Educational Institutions and former Director, Dayalbagh Educational Institute (Deemed to be University), Agra 282005, Uttar Pradesh, India. Inspired and derived from it, a detailed mechanism of evaluation framework is implemented in DEI under which, every student undertakes an academic journey that progresses through different stages which mark the evolutionary growth and development of a student in academics, in society and in spiritualism and of his/ her Innovation, quality, values and attributes. These stages are identified and mapped to the NHEQF levels and to the NEP2020 stages. Furthermore, each stage also indicates expected outcomes, activities to meet expected outcomes and the criterion-based evaluation methods that must be applied. The above outlined stages identify an integrated and systemic framework of education that when implemented as per the Higher Education Qualification Framework and the Total Quality Management Framework, will result in the development of a well-rounded complete persons who possess the characteristic attributes and capability of giving a fuller response to emergent social, economic and environmental challenges of today and tomorrow. Apart from this, a detailed structure of timelining of continuous assessments for students at all levels of their academic journey including various innovative practices such as students' clubs, Projects and activity groups have also been elaborated. The utility of on-line education leveraging ICT tools and the unique Superman evolutionary scheme as implemented in DEI have further been highlighted in the document presentation.

Resolved that the evaluation reforms aligning with the NEP-2020 be and is hereby approved.

8.   Considered the proposal to make guidelines for Credit Based Courses and Opportunities for Internship with local Industry, Business, Artists, Crafts Persons etc.

An illustrative presentation was made by Dr. Preeti Manani which was followed by extended discussions by the Committee members.

Salient Features of Credit Based Courses and Opportunities for Internship with local Industry, Business, Artists, Crafts Persons etc. are summarised below:-

Education must be made relevant in terms of providing employment opportunities. Although the Government of India has undertaken various academic initiatives to enable youth to gain meaningful employment, for most students, especially those with non-professional degrees, getting employed still remains a challenge. The competencies demanded by the industry need to be embedded in the curriculum. The proposed guidelines define opportunities for internships/ cooperative education and other forms of practical training in the credit system to integrate theory with practice and industry with academics.

Section I of the document focusses on *Co-operative Education*. Co-operative education is a structured method of combining classroom-based education with practical work experience in the industry. Dayalbagh Educational Institute (DEI) is one of the few Universities in India which has started the "Cooperative Education" model so as to provide a solution to the current problem. Under this model, students are placed with Industry for 5 to 7 months of internship.

In the proposed structure of the undergraduate degree programme coop model, which is applicable to any 4-year undergraduate degree programme, the first industrial training is conducted after the completion of the first year of the undergraduate programme. This training is primarily observational in nature, preferably at a local industry. This training could be from 15 days to 1 month duration, and may be given 4 to 8 credits by the Institute.

The second industrial training will be conducted after the completion of the second year of the undergraduate programme. This training would be more immersive in nature and would be based on an identified project. This training could be from 1 month to 2 months duration, and may be given 8 to 16 credits by the Institute.

The third, and the most crucial industrial training, will be conducted after the completion of the third year of the undergraduate programme. This training, designated internship, would be longer in duration and would require the Institute to create a curriculum schedule in such a way that the Co-op duration is "sandwiched" between the third and fourth years. This training could be from 5 months to 6 months duration, and may be given 24 to 36 credits by the Institute. There should be provision for 1-2 online courses by the Institute.

In the post-graduate degree programme coop model which is applicable to any 2-year postgraduate degree programme, the training related credits turn out to be about 25% of the total credits. Dissertation work is carried throughout the programme and is of about 24 credits and Coop internship takes place after the first year and is of 16 credits. This makes a total of 40 credits.

Section II of the Document describes a General Credit Framework for a Four-Year Undergraduate Degree Programme with Embedded/ Appended Apprenticeship/ Internship. Based on the UGC instructional Template courses are divided into Core Courses (Departmental and Holistic Value-Based), Elective Courses, Ability Enhancement Courses, Skill Enhancement Courses, Non-Credit Courses and Practical Training Courses which includes dissertation, project, internship, apprenticeship, tutorials and self-study.

As per the NEP recommendations, in a Four-Year Undergraduate Degree Programme, the student has an exit option after each year, i.e, the student can exit with a Certificate after the first year completing a minimum of 56 credits, Diploma after the second year completing a minimum of 110 credits, UG Honours Degree after the third year completing a minimum of 164 credits and UG Honours Degree with Research after the fourth year. A candidate shall be required to complete a minimum total of 194 credits to receive a 4 year UG degree with Research. There is a particular emphasis on Practical Courses which are the focus of these Guidelines.

In line with the Draft National Higher Education Qualifications Framework (NHEQF) proposed by the UGC, the successful completion of the each of the first three years (two semesters each) of the undergraduate programme of 44/ 46 credits also requires an additional 10 credit internship/ apprenticeship training each year. One of the two models of implementation can be followed here, i.e., the Appended Model or the Embedded Model. In the Appended model, the 10 credit internship/ apprenticeship training must be completed in the Summer Term that must last at least two months. In the Embedded Model, the internship/ apprenticeship is spread through the semester. This would be particularly useful if a student has to work with local artisans or in a local Kutir Udyog or in a local manufacturing industry or with local startups.

In Postgraduation, it is proposed that each PG Degree student must complete average 80 credits in 2 years. Each department must come up with a set of course requirements for each diploma/ degree course with the provision of Choice Based Credit System. A candidate shall be required to earn 44 credits to receive

PG Diploma and 80 credits to receive Degree out of which 02 credits are suggested for Holistic Value-Based Courses.

Section III describes a programme for working students. This envisages a scheme to provide opportunities for students to decide the pace of achieving academic milestones based on financial conditions and academic interest. It permits students with or without 'apriori experience' for an entry-level career in semi-skilled/ unskilled occupations with progression to highly skilled and specialist professions through an operational arrangement between Institute and the Industry. It attempts to create pathways for Class 8 pass students to move from industry to institute in a graded fashion to a Four-Year Undergraduate Program and beyond as per NEP 2020 requirements. Individuals who are interested in pursuing highly skilled careers may be encouraged to start first move from industry to institute in a graded fashion. For instance, to start with, one spends 80 percent of the time in the industry and 20 percent at the university and finally, the student achieves 80 percent time with university and 20 percent with Industry and continues to move upwards from a routine job to a specialized job and ultimately acquiring a Doctoral Degree. Thus by earning a certificate/ diploma/ degree at an entry level, they can progress to higher academic qualifications and achievements.

As the programme is for students with a job experience, such students may be exempted from undergoing internship programmes in completing a Four Year Undergraduate Degree Programme. Thirty Five percent (68 credits- HVBC, Ability enhancement, and Skill-based courses) must be completed in offline mode. The industrial expertise is worth about 15 percent (30 credits). By enrolling in online courses, one can earn 40% of credits (78 credits). The students may be granted the freedom to select 10% (18 credits) of the courses based on interest and the chosen career path, which they would have to take in offline mode.

Section IV of the document discusses five different models on how conventional courses may be vocationalized. These are the embedded model, integrated model, major and minor model in which the student majors in one conventional stream and takes a minor vocational stream, the apprenticeship model and the blended model which integrates aspects of the first four models.

The document also presents in detail all the *assumptions behind the Choice Based Credit System* proposed by the UGC.

In conclusion, the document presents a comprehensive structure, with alternatives, for a Four-Year Undergraduate Degree Program and the Post Graduate Degree programme specifying a minimum credit system with internship/ apprenticeship.

Resolved that the proposal for Credit Based Courses and Opportunities for Internship with local Industry, Business, Artists, Crafts Persons etc. be and is hereby approved.

9.   The Academic Council noted that Dayalbagh Educational Institute (Deemed to be University) has been shortlisted for grant of Rs.2.5 crores under (Atal Innovation Mission) for setting up a Atal Community Incubation Centre (ACIC) from NITI Ayog.

ACIC-DEI Proposal on *Multi-Skilled Innovation & Incubation Centres for Community Development*

The proposal submitted by DEI has been qualified/ shortlisted for Grant-in-Aid. The total project cost is INR 7.25 Crore, where approx. Rs. 2.5 Crore will be provided by the NITI Ayog and matching grant of INR 2.5 Crore is to be provided by DEI and INR 2.25 crore has to arranged from other sources.

Background of Atal Innovation Mission
Atal Innovation Mission (AIM) at NITI Aayog is mandated to promote a culture of innovation and entrepreneurship in India.

Entrepreneurship promotion: Wherein innovators would be supported and mentored to become successful entrepreneurs at Incubation Centres.

Innovation promotion: To provide a platform where innovative ideas are generated and supported to develop innovative technological solutions.
ACIC especially aims to provide scalable solutions to societal problems in underserved areas of India by targeting Sustainable Development Goals (SGDs).

The focus area of the proposed incubator would be
i.   Cultivation of high revenue crops
ii. Smart Green House
iii. IoT and AI based Technology Development platforms
iv. Knowledge and Skills Building of farmers
v.   Power Production

The budget will be used as:

S. No.	Particulars	Maximum Expenditure percentage of AIM Grant-in-Aid
1	Capital Expenditure	**18%**
2	Work Force and Salary Expenditure	**20%**
3	Core Activities of ACIC (Awareness, Workshops, Ideation, Hackathons, Fellowships	**56%**
4	Utility & Maintenance, Domestic Travel etc.	**6%**

Resolved that the proposal be and is hereby approved.

10. The Academic Council noted the Common University Entrance Test (CUET (UG) - 2022) has been introduced for admission for UG Programmes in all Central Universities and other Participating Institutions from academic session 2022-23. CUET will provide a common platform, equal opportunities and wide outreach to candidates across the country. The National Testing Agency (NTA) will conduct the CUET (UG)- 2022 admissions for the Academic Year 2022-23 in the first fortnight of July 2022 (https://cuet.samarth.ac.in). Dayalbagh Educational Institute (Deemed to be University) has agreed to participate in CUET (UG) – 2022 for the Undergraduate Programmes for the session 2022-23. In event of non-availability of candidates with adequate score of the aforesaid national level test, the remaining vacant seats shall be filled up by the Institute itself according to the admission process as already notified on Institute's website: www.dei.ac.in.

11.   For the remaining items on the agenda, the Deans of the Faculties/Principals/Heads of the Departments and Coordinators of the various programmes were requested to review their curriculum in accordance with the UGC Draft Curriculam Framework and credit system for four year under graduate programme in alignment with the National Education Policy 2020. It may be mentioned here that while re-structuring the curriculum the DEI Education Policy 1975 should always be kept in mind.

All remaining items on the agenda will be taken-up in the next meeting of the Academic Council scheduled for 24/25 June, 2022.

The meeting ended with a vote of thanks to the Chair.

Dated: 24/27 May, 2022   (Prof. Anand Mohan)
                                                                                    REGISTRAR

Note: The appendices referred in these minutes relate to the Agenda. Annexure-1 to item no.3 is enclosed.