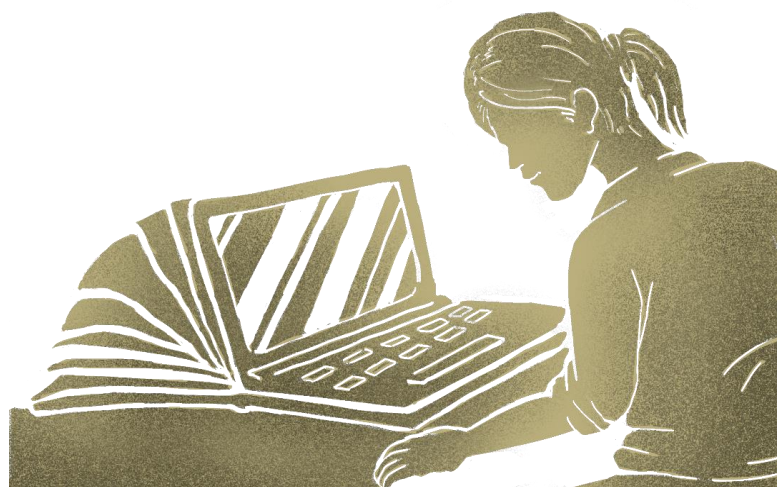# Adapting NEP-2020

Vartak Annasaheb Patil (VAP) University is a renowned institution offering undergraduate and postgraduate programs across various disciplines. It has a strong emphasis on traditional academic disciplines and has been seeking ways to modernize its curriculum and pedagogy to align with the changing needs of the industry and society. With the introduction of NEP-2020 at the national level by the Cabinet, GoI, the university recognized the need to align its education system with the proposed reforms and enhance the overall learning experience for students. VAP University aims to implement the key changes suggested by the NEP-2020 through a comprehensive systems approach. The university forms a task force consisting of senior administrators, faculty members, and student representatives for overseeing the implementation of NEP-2020 recommendations, coordinating with various departments, and ensuring effective communication and collaboration; conducts an assessment of the current state, and develops a detailed implementation plan that outlines specific actions, timelines, and responsibilities. However, several obstacles may arise during this implementation process, including resistance to change, resource constraints, need for faculty development, redesigning curricula and cultural shifts. To address these challenges, the university plans to focus on effective communication, resource optimization, comprehensive training programs, stakeholder engagement, and cultural transformation. A timeline for 8-10 months was proposed, covering activities such as infrastructure upgrades, faculty training, curriculum

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redesign, establishment of research ecosystem and international collaborations.

The curricula of VAP University were revised to incorporate social sciences, liberal arts, and vocational education. The goal was to create a flexible educational system that would let students pursue their academic passions and boost enthusiasm and involvement in the teaching and learning process. To promote practical skills and social responsibility, experiential learning elements were incorporated into the curricula, including internships, industry projects, and community service. Effective counselling and support services were necessary for the development of a flexible educational system so that students could make educated decisions. Programs for career counselling and mentoring were planned to be developed as it would help students explore interdisciplinary career options and match their educational objectives with their interests. To support comprehensive learning, the institution designed and developed interdisciplinary programmes and promoted cross-departmental faculty collaboration. Training and upskilling faculty members to embrace innovative teaching methodologies and multidisciplinary approaches were the biggest issues VAP University faced. To address these issues, a number of faculty development activities were set up, including workshops and seminars, to improve the faculty members' capacity to provide a holistic and diversified education. Teachers were provided with extensive training on how to use digital educational tools effectively.

Since learning management systems (LMS) would enable students to access course materials and participate in discussions outside of the traditional classroom setting, the institution made investments in modern infrastructures. The University adopted blended learning and online learning approaches as part of its technology integration strategy. The improvement of the

university's infrastructure, including computer labs, high-speed internet, and audio-visual capabilities, was necessary to adopt technology-integrated learning.

Despite the initial financial challenges, efforts were made to raise the necessary funds through alumni donations, industry partnerships, and government grants. It was necessary to provide teachers and students with incentives and opportunity to participate in research activities in order to establish a research-oriented ecosystem. Research clusters and innovation centres were formed in order to encourage a research culture and interdisciplinary collaboration among teachers and students. The university also established alliances with businesses and research institutions to advance cooperative research initiatives and information sharing.

This case study serves as an example of how higher education institutions can adapt to NEP-2020 policy changes and transform their educational systems to provide a more holistic and quality education to students.