

**Draft Guidelines for Transforming  
Higher Education Institutions  
into  
Multidisciplinary  
Institutions**

**Draft**



ज्ञान-विज्ञान विमुक्तये

**The University Grants Commission**  
Bahadur Shah Zafar Marg  
New Delhi – 110002

© University Grants Commission  
March, 2022

Draft

Printed and Published by : Secretary, University Grants Commission Bahadur Shah Zafar Marg,  
New Delhi- 110002

Designed and Printed by : **Deeya Media Art**  
D-41/A, Opp. Metro Pillar No. 33, Vikas Marg,  
Laxmi Nagar, Delhi-110092  
Ph. : +91 9312550335, +91 7042732332  
E-mail : infodma07@gmail.com

# Draft Guidelines for Transforming Higher Education Institutions (HEIs) into Multidisciplinary Institutions

## 1. Preamble

*Aano bhadra krtavo yantu vishwatah*  
**Let noble thoughts come from all directions**

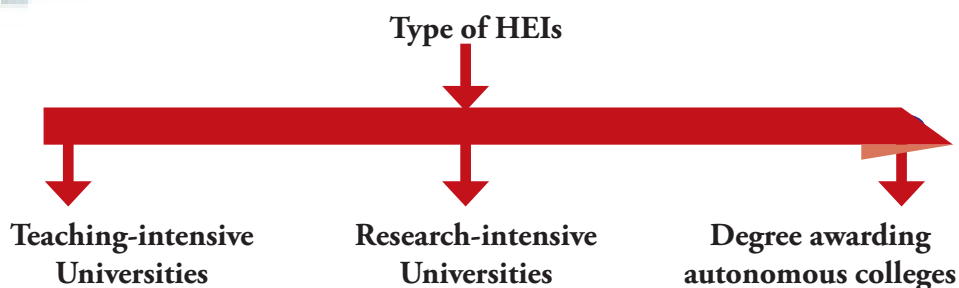
This profound concept from the Rigveda illustrates the recognition of limitless learning in the Vedic Period. India has a rich tradition of the multidisciplinary approach since ages, as exemplified by the ancient institutions such as Nalanda and Takshashila. These higher learning centres of ancient India were known for teaching every branch of knowledge, such as singing, painting, chemistry, mathematics; vocational fields such as carpentry, clothes-making; professional fields such as medicine and engineering; and soft skills such as communication discussion and debate. Over the centuries the broader learning opportunities got narrowed, and gradually, in recent years the focus moved to specialization in particular subjects resulting in the growth of single-stream institutions. To reboot the legacy of multidisciplinary education, the National Education Policy 2020 (NEP 2020), suggests several policy directions for offering multidisciplinary education.

The NEP 2020 aims to develop intellectual, aesthetic, social, physical, emotional, ethical, and moral facets of an individual in an integrated manner, thereby contributing directly to transformation of the country and making India a global knowledge superpower. What constitutes an HEI, that is, a university or a college, is also well-defined in the NEP 2020. Large multidisciplinary HEIs to be established in or near every district by 2030 is one of the most significant recommendations in the NEP 2020. A multidisciplinary institution should not only have different departments, but also imaginative and flexible curricular structures to enable creative combinations of disciplines for study. Innovative programmes of a multi- and interdisciplinary nature help widen learners' thinking and learning capability and train them to address emerging challenges. An approach to help students to follow their passion is, therefore, a key recommendation towards innovative and flexible education.

India currently has various stand-alone and domain-specific institutions and universities. Even in multidisciplinary HEIs the disciplinary boundaries are so rigid that the opportunities to learn and explore different disciplines are less explored. Internationally, the culture of establishing and sustaining a multidisciplinary university is increasing fast, thereby maximizing productivity with enhanced focus towards research and development, innovation, and incubation. It is therefore, pertinent for the higher educational system (HES) to phase out stand-alone, fragmented and domain-specific HEIs and create HEI clusters and multidisciplinary HEIs instead. Such institutions will impart education, which will turn out individuals who have strong values and skill sets. The HES will further enhance the performance of Indian institutions in terms of teaching, learning, and research to newer and greater heights.

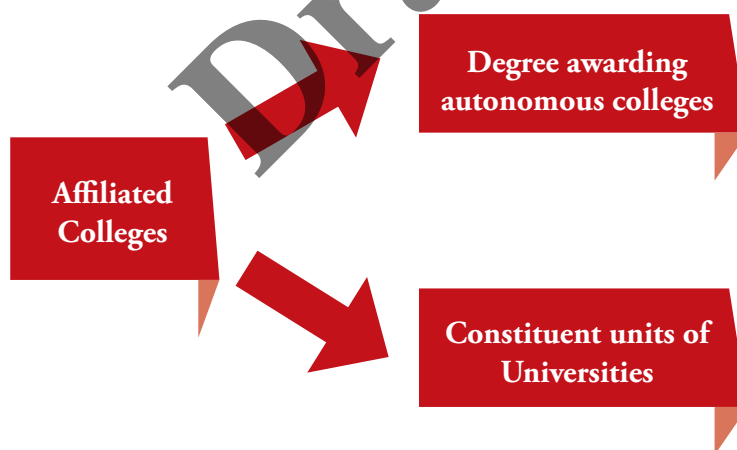
The way proposed in the NEP 2020 to end fragmentation of HE is by transforming HEIs into multidisciplinary universities, colleges and clusters, and knowledge hubs. The types of HEIs envisaged are:

- a) Multidisciplinary research-intensive universities (RUs)
- b) Multidisciplinary teaching-intensive universities (TUs)
- c) Degree-awarding multi-disciplinary autonomous colleges (smaller than a university).



The multidisciplinary TUs and RUs will be large universities with 3,000 or more students. The Institutional Development Plan (IDP) for the RU will reflect upon the programmes, faculty research profile, industry collaborations, research projects, and other research-based activities constituting the core of the university.

Given that by 2035 all affiliated colleges should become degree-awarding multidisciplinary autonomous institutions, it is necessary to develop a road map to transform all affiliated colleges to attain the status, either alone or through collaboration with nearby institutions in the form of clusters or to become a constituent part of a university as envisioned in NEP 2020. The affiliated colleges need to achieve the degree-awarding status by passing through different stages of autonomy or by completing the process of becoming part of the cluster to become a large multi-disciplinary HEI. When an HEI becomes a constituent college of the large university it may collaborate with other constituent colleges of the university or open new departments to achieve the status of multidisciplinary HEI.



The overall HE sector will be an integrated HE system, including professional and vocational education. The policy document also suggests opening departments needed for multidisciplinary subjects, including: Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation.

## 2. Objectives of Multidisciplinary HEIs

- Convert single-stream institutions into multidisciplinary HEIs, that is, large universities, and autonomous degree-awarding HEIs.

- Strengthen institutional infrastructure necessary for multidisciplinary education and research.

### 3. Approaches Towards the Setting Up of Multidisciplinary HEIs

- Academic collaboration between institutions, through HEI clusters, leading to multidisciplinary education and research in different modes.
- Merger of single-stream institutions with other multidisciplinary institutions under the same management or different managements.
- Strengthening of institutions by adding departments in subjects such as: Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other subjects as needed for a multidisciplinary institution.

### 4. Features of a Multidisciplinary HEI

HEIs in India are opening their portals for students to experience multidisciplinary education and get a chance to take courses from other disciplines. The blend of core subjects and interdisciplinary topics will help students to shape their career options. To offer multidisciplinary programmes successfully, HEIs are expected to have student-induction programmes to apprise students of various career opportunities; register in the Academic Bank of Credit (ABC); and adopt SWAYAM courses, in addition to other collaboration with other HEIs, to offer the programmes with a strong interdisciplinary flavour.

#### a) Orientation about new opportunities

The University Grants Commission (UGC) has initiated a Student Induction Programme (SIP) with the purpose to help students acclimatize with the new surroundings, develop bonds with fellow students and teachers, sensitivity towards various issues of social relevance, and imbibe values so as to become responsible citizens. With the NEP 2020 bringing in a series of reforms such as multidisciplinary education, multiple entry and exit, storing of credits in the Academic Bank of Credits (ABC), students entering the portals of HE need to be oriented about the available opportunities. Ensuring a well-designed induction programme with adequate exposure to all these reforms will help students to set the pace of their academic journey.

#### b) Mobility of credits between institutions

For credit mobility between partnering institutions, the National e-Governance Division (NeGD) of the Ministry of Electronics and Information Technology (MeitY) has developed the ABC platform under a Digilocker Framework. The ABC shall provide the facility and functionality for a student to open an academic account and to get on board of eligible HEIs. The ABC will digitally store the academic credits the students earn from HEIs registered with the Bank and supply appropriate data for the HEIs to award degrees, diplomas, / PG diplomas and certificates as merited by the students, over a period of time.. The ABC will also ensure the opening, closing, and validation of Academic Bank Accounts and Credit verification, credit accumulation, and credit transfer or redemption for students. All HEIs will need to register in the ABC to enable credit mobility.

c) **Online and ODL mode of education**

NEP 2020 has set the ambitious target of achieving 50 per cent GER by 2035. To achieve this target, HE needs to be imparted in multiple ways. Online learning is one of the ways. In spite of connectivity difficulties in remote areas, online education is gaining acceptance and popularity. Hundreds of courses hosted in the SWAYAM portal can provide an ideal platform to enable multidisciplinary education. The UGC credit framework for online learning courses through Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) Regulations, 2021 facilitates an institution to allow its students to learn up to 40 per cent of the total courses being offered in a particular programme in a semester.

## 5. General Conditions

- The standards prescribed by the UGC or by the concerned Statutory or Regulatory bodies, such as: All India Council for Technical Education (AICTE), Medical Council of India (MCI), Dental Council of India (DCI), National Council for Teachers Education (NCTE), Bar Council of India (BCI), and Indian Nursing Council (INC), etc. with reference to maintaining the standards in terms of academic and physical infrastructure, qualification of teachers, duration of a programme, intake, eligibility, admission procedures, fees, curriculum and programme implementation, assessment and evaluation, among other conditions are applicable.
- The degree programme to be offered as a result of collaboration between institutions must conform to the nomenclature and duration of the degrees as specified in section 22 (3) of the UGC Act, 1956 and shall also conform to the minimum eligibility and other norms and standards to offer such degree programmes. Capacity-building for faculty to teach, train, and to do research in multidisciplinary academic programmes has to be focused on. Multidisciplinary degree programmes punctuated with internship, community service, and engagement and skill courses need substantial orientation for teachers. The overall requirement of quality in terms of Human Resources (HR) is very large. Initiatives like Annual Refresher Programme in Teaching (ARPIT), and Leadership for Academicians Programme (LEAP) need to be utilized for additional capacity-building.
- Institutional structures have to be expanded to support the strengthening capacity of faculty to use effective pedagogical approaches and design learning assessment methods and tools.
- To satisfy the statutory/regulatory body's requirements, necessary equipment, books and journals commensurate with the programmes have to be offered in collaboration with the institution..
- As per the UGC and Statutory Council(s) norms, there has to be adequately qualified faculty to support the collaboration.
- The academic requirements and other details of the programme(s) of study to be offered under collaborative arrangements shall be displayed prominently on the collaborating institutions' website before the commencement of any programmes.

- An appropriate mechanism has to be put in place to make available counselling services in all HEIs. Each HEI will encourage students through placement assistance and career guidance to help them to decide on their occupational choices, facilitate processes to identify employment opportunities, and set up interactions with potential employers. An efficient mechanism for grievance-handling and or redressal will have to be created or upgraded.
- HEIs shall need the appropriate educational infrastructure in terms of audio-visual facilities, e-resources, virtual classrooms and studios, and specifically, high bandwidth Internet connectivity to support Online Distance Learning (ODL) or On-line courses or programmes, to provide electronic access to journals, books and other learning materials and other infrastructural facilities for face-to-face theory or practical, or training courses as specified, from time-to-time, under the relevant UGC Regulations and/or Statutes or Ordinances of HEIs.
- HEIs shall obtain approval from their respective statutory authorities such as the Governing or Executive Council or Syndicate or Board of Management or Academic Council, to apply for registration with the ABC.
- Registration in ABC will enable the accumulation, transfer, and redemption of credits earned as per the UGC (Establishment and Operation of Academic Bank of Credits) Regulations, 2021. The earned credits shall be deposited in the ABC and shall be valid for not exceeding seven years as specified by the credit-awarding institutions and subject to its acceptance by the registered HEI awarding the academic qualifications, for the purpose of commutation of credits and for awarding any degree, diploma, or certificate.
- The reservation policy will be as per the Central and State governments norms.

## **6. Academic Collaboration between Institutions Leading to Multidisciplinary Education and Research.**

Colleges, which are the bedrock of the Indian HES are connected with universities through an “Affiliating System”, where universities design the syllabi, conduct examination and award degrees, while teaching is done in colleges. The structure of this affiliating system has changed very little over the years thus having a debilitating or limiting effect on the evolution of research and innovation at both the university and college levels. UGC’s attempt to cross the traditional divide between universities and colleges was the scheme of, “Autonomous Colleges”. However, the effort to bring more colleges into the fold of academic autonomy was only partly successful. With NEP 2020 recommending transformation of all HEIs into large multidisciplinary degree-awarding autonomous institutions, the challenge lies in bringing the affiliated colleges on to the track of progressive autonomy where the institutions pass through several stages of academic freedom leading to a degree-awarding institution and finally into an university as envisioned in the NEP 2020. Consolidation of existing HEIs into multidisciplinary degree-granting autonomous colleges through cooperation and collaboration among institutions is outlined in these guidelines.

Many industries now look for graduates with sound knowledge of different disciplines. In sync with the market demand, majority of students aspire to acquire multiple skills. Although there are many

single-stream institutions in subjects such as Education, Engineering, Management, and Law in close proximity, rigid disciplinary boundaries and lack of collaboration between institutions deprive students the opportunities of multidisciplinary learning. In light of NEP 2020 it is essential to capitalize on the proximity of HEIs in offering multidisciplinary programmes.. Collaboration and cooperation in offering degree programmes in innovative ways is in the larger interests of aspiring students, parents, industry, government, and the nation..

## 1) Institutional collaboration leading to the award of dual-major degrees

### a) Eligibility criteria

Under the collaborative arrangement, the single-stream institutions can integrate their programmes with those of nearby multidisciplinary institutions to enhance what they can offer with their programmes. The multidisciplinary HEIs may also seek collaboration in case they are willing to expand further by adding more programmes. Such a new and novel educational architecture will help and strengthen the structure of multidisciplinary education and achieve what has been envisioned in the NEP 2020. As an example, a B.Ed. course, integrated with a B.A. gives the Integrated Teacher Education Programme (ITEP), and combination of B.A.-B.Ed.

#### Example



### b) Approval process

The approval process and degree-awarding is under the purview of the Affiliating universities. The colleges and universities must get the Concerned Professional Council(s) to start the degree programmes. This will be applicable either in discipline-specific degree or dual degree.

Proposals to offer a four-year dual-major Bachelor's programme have to be submitted by the HEIs to the regulatory body concerned for recognition. Following the selection procedure, the concerned regulatory bodies will recognize institutions to offer the integrated dual major programmes.

### c) Operational requirements

- The Academic Council(s) of institution(s) or affiliating universities will need to approve the dual major degree programme. The physical proximity of the institutions should be such that they can share physical and human resources and ensure easier student and faculty mobility. Collaborative dual-major degree programmes, wherever possible and required, should be offered with the idea of bringing flexibility and interdisciplinarity for the students. The collaborative dual-major degree programme should be naturally feasible and should open new career and



employment opportunities for the students. The institution will have to enter into a written Memorandum of Association (MoA) with its partner institution(s) for collaboration. The MoA must include the purposes and related provisions of collaboration, nature and extent of partnership among partnering institutions, and the modalities for the functioning of the institutions in offering dual major programmes. The partnership plan for awarding dual major degree and/or collaborative programmes must include planning the expansion in the infrastructure, number of students, departments involved, administration, academic functions, and research activities. The student's tuition fee may be charged only for the residential period in the concerned HEIs. The college where a student takes admission will issue the transcript or degree indicating the courses the student taken by at the partner institution.

## 2) **Collaboration between two institutions for the award of dual degree**

Under this arrangement, students enrolled in an HEI can take up the first degree at the host institution and the second degree at the partnering institution leading to dual degree.

### **Example:**

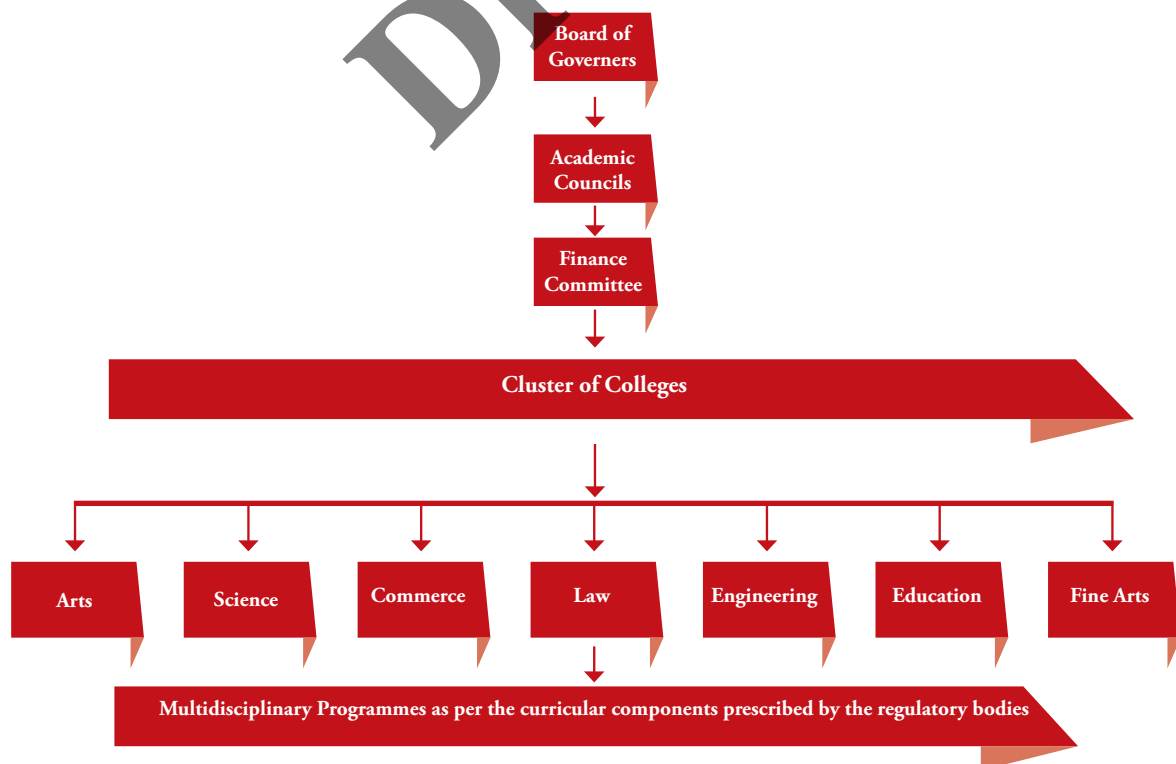


- An MoU may be signed between the partnering institutions to offer the dual degree with the approval of the university, the State government, and/or the regulatory bodies, covering all aspects such as the number of seats, modalities of transition from one institution to another, and awarding the degree. In accordance to the norms of regulatory bodies, the Central and/or State governments, should manage and regulate the joint seat allocation for dual degree programmes. Eligibility to the dual degree programme will be as per the eligibility criteria in terms of qualifying examinations, minimum marks, and any other factors as set for the programme by the partnering institutions. Once admitted, the students will be able to complete the first degree at the host institution and the second degree at the partnering institution, without going through the admission process again. Fees will be applicable as per the host institute for the first degree; and for the second degree the fee structure of the partnering institution will be applicable. Partnering institutions will provide hostel facilities, wherever possible, for students while they are pursuing degrees in the particular institution. Students who complete the programme successfully

will be awarded the dual degree jointly by the partnering HEIs in the case of universities. In case of collaboration between two colleges of the same university, the affiliating university will award the degree. The students of the dual degree programmes will take up courses as per approved by the Academic Council of the HEIs. A certain percentage of seats may be earmarked by the partnering institutions for the dual degree programme. Admission over and above the sanctioned intake is feasible only with the prior approval of the university, the State government, and/or the regulatory bodies concerned.

### 3) Cluster of colleges

Single-stream institutions and multidisciplinary institutions with poor enrollment, due to lack of employment-oriented innovative multidisciplinary courses and lack of financial resources to maintain and manage the institutions can improve enrolment by becoming members of clusters and by offering multidisciplinary programmes. The lack of such resources has also proven to be a hurdle for securing good grades in NAAC accreditation. As NEP 2020 has recommended, by transforming all HEIs into large multidisciplinary institutions, the existing colleges operating in the same campus or in close proximity can form a cluster. This will ensure that colleges with poor enrollment and fewer resources can offer multidisciplinary programmes and can have access to better facilities for the benefit of all. The cluster colleges shall aim at making the courses more dynamic through collaboration with other universities, prestigious government institutions, and reputed industrial houses and also avail of the courses offered in the online and ODL mode. In the case of private colleges forming a cluster the trust, or society, or company which runs the college must charitable, and not-for-profit bodies.



The cluster colleges will have the following characteristics:

- Students can take up the study programme partly in the parent institution and partly in the partnering institution(s) in the cluster.
- There shall be an Academic Council and Finance Committee for the academic and finance related matters of the cluster colleges.
- The cluster colleges will continue to be affiliated to the university concerned. Admission, examination, result, and degree will be awarded as per the rules and regulations of the affiliating university.
- Financial resources will be pooled to ensure that money is utilized for the holistic growth of students.
- All facilities under the colleges, such as housekeeping, security services, library, sports, laboratories, parking, ground, and classes will come under the umbrella of a common pool, which will again benefit all students on the campus.
- Facilities in individual colleges can be put to optimum utilization for the overall benefit of students in the cluster. This will also ensure that the expenditure on separate resources is curtailed and a common pool can benefit all the students.
- Through the clusters, restructured degree programmes with skill courses, internships, and community service, among others, will become easier and will increase the students' job-oriented skills.
- The existing colleges will continue to function as per prevailing norms.
- There will be no changes in the recruitment, appointment, allowances, service rules, and pension schemes of the teaching and non-teaching staff of the colleges.

For the smooth functioning of cluster colleges there shall be a Board of Directors as per the following composition:

**i) For cluster of government colleges:**

1	Highly reputed persons from government, academic, industry or public administration. (nominated by the State government)	Chairman
2	Commissioner or director of HE or his or her nominee	Director
3	Vice-Chancellor of the affiliating university or nominee	Director
4	Principals from the cluster of colleges (Two)	Directors
5	Academicians as external experts, as nominated by the Board (Two)	Directors
6	One expert from the Industry, as nominated by the Board	Director
7	One principal from the cluster of colleges, as nominated by the government	Director

**Term:** Five years

**ii) For cluster of private colleges:**

1	One representative from the management	Chairman
2	Highly reputed person from government, academic, industry or public administration (nominated by the management)	Director
3	Three representatives from the management	Director
4	Nominee of the State government	Director
5	Vice-Chancellor of the affiliating university or nominee	Director
6	Principals from the cluster of colleges (Two)	Director
7	Academicians as external experts, as nominated by the Board (Two)	Director
8	One expert from the industry, as nominated by the Board	Director
9	One principal from the cluster of colleges, as nominated by the government	Director

**Term:** Five years

**Composition of the Academic Council:**

1. The Director nominated at no. 7(Govt. Colleges) and 9 (Pvt. Colleges) above will be the Chairman
2. Principals of all the colleges in the cluster
3. Heads of departments - 5
4. Senior faculty members – 3 (one to be nominated as Member Secretary by the Director)

Not less than four experts and/or academicians from outside the cluster of colleges representing such areas as Industry, Commerce, Law, Education, Medicine, Engineering, Sciences as nominated by the Board of Governors.

**Composition of the Finance Committee:**

1. The Director nominated at no. 7(Govt. Colleges) and 9 (Pvt. Colleges) above will be the Chairman
2. Nominee of the Board of Governors
3. Finance officer of the affiliating university
4. The senior-most teacher of the college (nominated by the Director).

The Board of Governors provides overall direction and coordination of the cluster of colleges. The Academic Council works closely with the departments to develop new programmes and a research agenda, and review the progress of research.

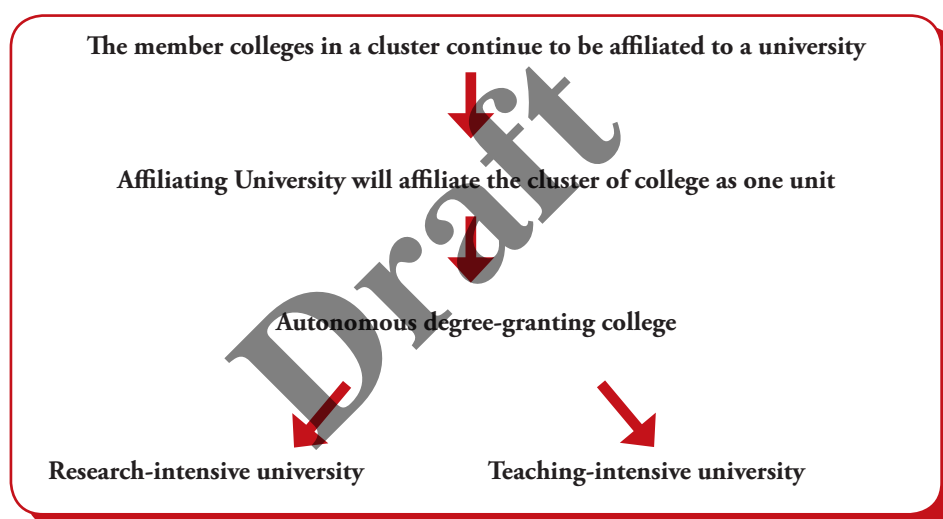
**a) Approval process**

The norms and standards set by the concerned regulatory bodies as applicable are: the duration of the programme; intake, eligibility, admission procedure, fees, curricula and programme implementation; assessment and evaluation; staff and faculty, qualification, infrastructural facilities, and instructional facilities.

Proposals by institutions to offer the multidisciplinary programme in a cluster mode are to be approved by the statutory bodies of a university in accordance with the regulations and/or guidelines set by the regulatory bodies concerned. The regulatory bodies, following the selection procedure, identify the institutions that can offer the multidisciplinary programme.

### ***Consolidation of the cluster of colleges***

The member colleges in a cluster will continue to function as affiliated colleges under the university in the initial phase with the Board of Governors, Academic Council, Finance Committee, and Curriculum Development Committee governing the academic, financial, and administrative matters. During this phase, the member colleges may share their resources to offer multidisciplinary programmes, and guide student research projects. After the initial years, the affiliating university may affiliate the cluster of colleges as a single unit. During this transformation phase, the cluster passes through different stages of graded autonomy before developing into an autonomous degree-granting cluster of college. With appropriate accreditations, autonomous degree-granting colleges can further evolve into RUs or TUs university, if they so aspire.



#### **b) Operational requirements**

- The institution shall have to enter into a written MoU with its partner institution(s) for collaboration. The MoA must categorically include the purposes and related provisions of collaboration, nature and extent of relationship among partnering institutions, and the modalities for the functioning of the cluster.
- To avoid scheduling clashes, the timetable must be set in consultation with partner institutions in a manner that students associated with different programmes can easily register for courses without having to deal with any timetable clashes for the semesters they are attending.
- An action plan is needed to upgrade academic facilities and infrastructures, including technology-enabled, and assisted learning ecosystem, in each identified

HEI, which will include: video-based classes, infrastructure for blended learning modes, and online learning; other academic infrastructure such as library and laboratories; infrastructure for the differently-abled students; facilities and infrastructure for faculty; facilities and infrastructure for promoting sports and wellness, and the arts.

- The information related to collaborative programmes to be disclosed in the mandatory public disclosure, and it has to also be part of the Institutional Development Plan (IDP) of the collaborating institutions.
- The academic requirements and other details of the programme(s) of study offered under the collaborative arrangements shall be made public by displaying prominently on the collaborating institutions' websites before such programmes are scheduled to commence.
- A well-equipped Curriculum Development Council (CDC) needs to be constituted with its members having a blend of experience in industry, academia, and professional associations, to revise and review curricula within the broad framework for course components as suggested by the UGC and the concerned Statutory Councils.
- The course tuition fee charged to the students should only pertain to the courses taught by the HEI.
- The institution where the student takes admission will issue the transcript or degree indicating the courses taken by the student at the partner institutions, in the initial phase. Later, the degree will be awarded as per the status of the cluster of colleges.

## 7. Merger of HEIs

### a) Merger of institutions under the same management

Managements with both single-stream institutions and multidisciplinary institutions can convert them by promoting collaboration with their sister single-disciplinary and/or multidisciplinary institutions.

The managing trust or society of the institutions should submit an undertaking to the effect that the institutions under its management will merge in accordance to the rules of the State government, affiliating university and/or the regulatory body.

### b) Merger of institutions run by different managements

A private institution desirous of merging with a multidisciplinary institution of another registered society or trust, may apply, with the approval of the affiliating university, to the society or trust of the institution to be merged with and become a part of it as per the procedure of the Societies Registration Act or Trust Act, as the case may be.

## 8. Adding New Departments

### a) In stand-alone Teacher Education Institutes (TEIs):

A holistic education to help develop well rounded individuals is possible by exposing students to multiple disciplines. Only a multidisciplinary institution with no disciplinary boundaries, enabling free flow of ideas, can aspire for and ensure holistic education. To this effect, the NEP 2020 has recommended opening various departments needed for a multidisciplinary institution including: Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects. HEIs may open such departments in a phased manner.

All existing stand-alone TEIs must aim to become multidisciplinary HEIs. This will bring about a major transformation in the preparation of appropriately qualified teachers by ensuring high-quality training and exposure to teacher trainees for multidisciplinary education.

Because teacher education requires multidisciplinary inputs, all programmes for the initial preparation of professionally trained teachers will be moved into multi-disciplinary HEIs in a phased manner. Currently, most TEIs are stand-alone institutions. This has led to the intellectual and professional isolation of teacher education and their faculty from the rest of the disciplines.

**b) Establish education departments in multidisciplinary universities and colleges**

Multidisciplinary universities and multidisciplinary colleges must also aim to establish departments in education, which aside from carrying out teaching and research, can also offer four-year integrated programmes, in collaboration with other departments such as Psychology, Philosophy, Sociology, Neuroscience, Indian languages, Arts, History, Literature, Science, and Mathematics. If the Act, Regulations, MoA (in the case of deemed-to-be universities) do not permit adding departments in Education, the same needs to be amended. With the approval of the concerned regulatory body and Academic Council HEIs can establish departments in Education..

## **9. Constituent Colleges in Universities**

NEP 2020 suggests a stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, it is envisaged that every college will either develop into an autonomous degree-granting college or become a constituent college of a university. In the latter case, it would be a part of the university in its entirety.

Colleges willing to become part of a university as a constituent college should submit a proposal to the concerned university giving reasons for joining. The necessary terms and conditions shall be decided mutually by both institutions in accordance with the provisions of the Act and or regulations governing the State university or Central University, or deemed-to-be university, or private university.

## **10. Multidisciplinary Research (MDR) in HEI Clusters**

Over the past decades there has been increased growth in MDR in HE. The high level of diversity, such as different disciplinary experts, and the rapid sharing of information and resources involved in MDR

enables the synthesis of new knowledge, increased production of original, creative work, innovations, and patents. MDR, therefore, plays a crucial role in finding solutions to the challenges currently facing society. As the trend towards multidisciplinary-based research collaboration grows, it is imperative to train a new generation of teacher-researchers in the MDR areas.

MDR also wrestles with several challenges due to the organizational, logistical, and location diversity involved. For MDR to thrive in HEI clusters, a Multidisciplinary Research Committee (MRC) comprising members from collaborating institutions may be formed to: (a) share the scarce resource in an optimum way among collaborating institutions, and (b) identify core learning and research activities in the collaborating HEIs and the development of multidisciplinary thinking approach.

**1) Capacity building in MDR**

The four-year undergraduate programme with the research component and different designs of the Master's programme, are likely to increase research activities, which calls for enhancing the research capacity in HEIs. Students and faculty should be encouraged to do research in areas that are locally, regionally, and nationally relevant. To encourage high quality research in multidisciplinary areas in HEIs a research ecosystem is needed where ample opportunity on how to design research proposals, write research articles, publish and patent findings, are available for young scholars and faculty. These opportunities are likely to be high in HEI clusters with the availability of faculty with different disciplinary backgrounds, collective resources and a greater number of students engaging in research.

**2) Collaboration between HEIs in student projects**

NEP 2020 aims for holistic education to develop well-rounded individuals. The four-year undergraduate programme has been proposed for students to experience a holistic education, with the fourth year of the programme including the research component. Faculty with backgrounds of different disciplines will provide the perfect opportunity in guiding students pursuing UG (R) and Master's programmes. Multidisciplinary projects can provide students with the valuable training required to assume multidisciplinary roles.

Faculty from different institutions of a cluster can be encouraged to design multidisciplinary projects in areas of National priority and supervise students interested in multidisciplinary research through the MRC. The MRC should work out the modalities of collaboration between institutions in enabling faculty members to supervise UG and PG students in research.

**3) Collaboration of HEI clusters with industries and/or government and non-government organizations**

Most industries in the manufacturing sector in India are in the micro, small, and medium category and they largely lack the capacity, in terms of R&D strengths, to face global challenges. In this backdrop, it is important that graduates assume multidisciplinary roles. With their contribution in providing employment and to the Gross Domestic Product (GDP), and thus they form an important part of the National economy. However, the Small and Medium Enterprise (SME) sector, in general, is characterized by



very low investment in R&D, and as a consequence, the research activities in the sector are always low key. In collaboration with HEI clusters, industries can invest to develop technological competencies. Analysis of the growth, trend, and patterns will be helpful in drawing up the policy and strengthening the vital SME sector.

Similarly, students and faculty may be encouraged to undertake projects on issues that local communities face or for the welfare of local artisans and crafts persons.

## **11. Roles of University and Government**

### **1) Role of the parent university**

To identify potentials of colleges and to encourage them by providing timely approval to their proposals and help to nominate representatives in various committees for the proper functioning of cluster colleges.

### **2) Role of the State government**

Given the size of our HES and the variety of HEIs with many single-stream institutions, it may not be viable to introduce multidisciplinary education in all HEIs simultaneously. Therefore, for all HEIs to plan to become multidisciplinary institutions by 2030, the implementation modality will include adopting the hub-and-spoke model where a certain number of HEIs will be identified as the hub institutions and transform them into multidisciplinary institutions. These 'hub' HEIs can, in turn, develop a specified number of 'spoke' institutions. Over some time, they will have a rapid multiplier effect so that by 2030 there will be at least one large multidisciplinary HEI in or near every district. The State governments will continue to provide the same funds to government-aided colleges as they had been doing before the cluster formation.

## **12. Grievance Redressal Mechanism Required for Collaborating HEIs**

- Institutions entering into academic collaboration shall address matters relating to the grievances of students and legal matters relating to the collaboration.
- The Commission could, either Suo moto or based on any complaint from any quarter may initiate an inquiry, including physical inspection, of the collaborative arrangements. After giving the opportunity of representation and hearing to the collaborating institutions and after being convinced that the collaborating institution(s) is/are not functioning according to the guidelines, the Commission may rescind the approval for collaboration. However, the students who have already enrolled for such courses or programmes will be permitted to continue till they acquire the requisite qualification.

Draft