

Annexure - 10



Registrar
Mangalayan University
Beswan, Aligarh

Implementation of National Education Policy-2020



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1. PREAMBLE

In pursuance of the vision and guiding principles of the National Education Policy (NEP) 2020, Mangalayatan University hereby adopts this University Policy for NEP Implementation to transform higher education through a holistic, flexible, multidisciplinary, and learner-centric approach.

NEP 2020 envisages higher education institutions as spaces that foster critical thinking, creativity, ethical reasoning, research orientation, and social responsibility, while ensuring access, equity, quality, affordability, and accountability. In alignment with this national vision, Mangalayatan University commits itself to restructuring its academic, administrative, and governance frameworks to respond to the evolving educational, societal, and economic needs of the country.

The University has initiated phased implementation of NEP 2020 provisions, particularly in undergraduate education, in accordance with UGC guidelines issued from time to time. This policy seeks to consolidate, formalize, and strengthen these initiatives, and to provide a comprehensive institutional framework for systematic and sustainable NEP implementation.

Vision Statement:

“To nurture students into creative, ethical, skilled, and socially responsible global citizens through value-based, multidisciplinary, and inclusive education.”

2. OBJECTIVES

The objectives of NEP 2020 implementation at Mangalayatan University shall be as follows:

1. To restructure undergraduate academic programmes in accordance with the Four-Year Undergraduate Programme (FYUGP) framework with multiple entry and exit options.
2. To promote multidisciplinary and flexible learning pathways through the Choice Based Credit System (CBCS) and the Academic Bank of Credits (ABC).
3. To integrate skill development, vocational education, research orientation, innovation, and employability into all academic programmes.
4. To adopt Outcome-Based Education (OBE) aligned with the National Higher Education Qualifications Framework (NHEQF).


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5. To strengthen digital, blended, and technology-enabled learning through MOOCs, SWAYAM, and ICT-based pedagogy.
6. To promote Indian Knowledge Systems (IKS), constitutional values, ethics, sustainability, and cultural heritage.
7. To enhance faculty capacity building, interdisciplinary teaching, research excellence, and entrepreneurship.
8. To ensure equitable access, inclusivity, student support, and quality assurance across all programmes.

3. ACADEMIC RESTRUCTURING UNDER NEP 2020

In accordance with the vision of the National Education Policy (NEP) 2020, Mangalayatan University will undertake comprehensive academic restructuring to ensure flexibility, multidisciplinary learning, academic mobility, and outcome-oriented education. This restructuring shall be implemented in a phased and systematic manner, in alignment with the guidelines issued by the University Grants Commission (UGC) and other statutory bodies from time to time.

3.1 Adoption of the Four-Year Undergraduate Programme (FYUGP)

Mangalayatan University will implement the Four-Year Undergraduate Programme (FYUGP) as the foundational framework for undergraduate education across all Schools, Departments, and Centres, except where programmes are governed by statutory professional councils such as AICTE, NCTE, BCI, PCI, or similar bodies. In such regulated programmes, NEP provisions shall be adopted to the extent permissible within the respective regulatory frameworks.

The FYUGP framework is designed to:

- Promote holistic and multidisciplinary education
- Provide flexibility in learning pathways
- Integrate skills, research, and experiential learning
- Facilitate academic mobility and lifelong learning

Under FYUGP, undergraduate education will move away from rigid, single-discipline structures towards an integrated and learner-centric academic model.

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3.2 Multiple Entry and Exit System

In alignment with the National Education Policy (NEP) 2020 and UGC guidelines on the Four-Year Undergraduate Programme (FYUG), the University implements a flexible Multiple Entry and Exit (MEE) system. This enables students to enter, exit, or re-enter undergraduate programmes at defined stages without academic penalty, fostering equity, flexibility, and lifelong learning.

Exit Options and Credit Requirements

Students may exit with recognized qualifications upon earning the minimum prescribed credits, as outlined below:

Exit Stage	Qualification	Minimum Credits Required	Duration
End of Year 1	Undergraduate Certificate	40 credits	1 year
End of Year 2	Undergraduate Diploma	80 credits	2 years
End of Year 3	Undergraduate Degree	120 credits	3 years
End of Year 4	Undergraduate Honours / Honours with Research	160 credits	4 years

- **Entry Flexibility:** Students can join at Year 1 or laterally enter higher years with equivalent prior credits via ABC transfer.
- **Credit Accumulation and Transfer:** All earned credits are stored in the Academic Bank of Credits (ABC), allowing seamless re-entry, credit transfer across UGC-recognized institutions, or resumption after breaks, subject to equivalence evaluation.

This MEE framework minimizes dropout stigma, accommodates working professionals and diverse learners, and promotes skill-based progression toward employment or higher education.

3.3 Programme Structure and Credit Framework

All undergraduate programmes shall be structured in accordance with the **Choice Based Credit System (CBCS)** and FYUGP guidelines, ensuring clarity, transparency, and flexibility in credit accumulation.

The programme structure shall comprise:

- **Major Discipline Courses** forming the core specialization.
- **Minor Discipline Courses** enabling interdisciplinary exposure.
- **Multidisciplinary Courses** introducing students to diverse knowledge domains.
- **Ability Enhancement Courses (AEC)** focusing on language, communication, and foundational skills.
- **Skill Enhancement Courses (SEC)** emphasizing practical, industry-relevant competencies.
- **Value-Added Courses (VAC)** addressing ethics, environmental awareness, and societal concerns.
- **Internships / Projects** providing real-world exposure.
- **Research Dissertation** for students opting for Honours with Research.

The detailed credit distribution and semester-wise structure shall be approved by the Academic Council based on UGC-prescribed frameworks.

3.4 Multidisciplinary and Minor Degree Framework

To promote intellectual breadth and cross-disciplinary learning, Mangalayatan University will offer Minor Disciplines alongside Major Disciplines within undergraduate programmes.

Key features include:

- Students pursuing a Major Discipline may opt for a Minor Discipline from a different academic area.
- Minor Disciplines will carry a prescribed number of credits and be completed alongside the Major.
- Inter-Faculty and Inter-Departmental coordination shall be encouraged for offering multidisciplinary combinations.

This framework shall enable students to acquire diverse competencies, enhance employability, and foster innovation by integrating knowledge from multiple domains.

3.5 Integration of Skill Development, Internships, and Experiential Learning

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Academic restructuring under NEP 2020 shall emphasize skill-based and experiential learning as integral components of undergraduate education.

Accordingly:

- **Skill Enhancement Courses (SEC)** shall be embedded in all programmes to develop professional, technical, and soft skills
- **Value-Added Courses (VAC)** shall focus on ethics, environmental sustainability, civic responsibility, and entrepreneurship
- **Mandatory internships, fieldwork, or project work** shall be incorporated to provide industry and community exposure
- Experiential learning shall be aligned with local, national, and global workforce requirements

This integration shall ensure that graduates are industry-ready, socially aware, and capable of adapting to evolving professional environments.

3.6 Research Orientation at Undergraduate Level

In order to foster a culture of inquiry and innovation, the University shall integrate research orientation into undergraduate education.

Measures shall include:

- Introduction of research methodology components
- Undergraduate research projects and dissertations for eligible students
- Faculty mentorship for student research
- Opportunities for presentation, publication, and innovation

Students opting for the Honours with Research pathway shall undertake a structured research dissertation, thereby strengthening the research ecosystem at the undergraduate level.

3.7 Curriculum Review and Academic Governance

To ensure continuous relevance and alignment with NEP 2020, the University shall adopt a robust curriculum governance mechanism.

This shall include:

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- Periodic curriculum review by Boards of Studies (BOS)
- Approval and oversight by the Academic Council
- Alignment with National Higher Education Qualifications Framework (NHEQF)
- Incorporation of feedback from industry, alumni, students, and other stakeholders

Curriculum restructuring shall be dynamic and responsive to emerging knowledge areas, societal needs, and national priorities.

3.8 Transition and Implementation Provisions

The University acknowledges that NEP 2020 implementation is phased and evolutionary. Transitional arrangements shall be made to:

- Protect the academic interests of existing students
- Ensure smooth migration to revised curricula
- Avoid disruption in teaching, learning, and assessment processes

All restructuring measures shall be implemented with due notice, clarity, and institutional preparedness.

4. TEACHING–LEARNING AND ASSESSMENT REFORMS

In alignment with the core principles of the National Education Policy (NEP) 2020, Mangalayatan University shall undertake comprehensive reforms in teaching–learning processes and assessment systems to promote learner-centricity, conceptual understanding, critical thinking, creativity, and real-world applicability of knowledge. These reforms shall be guided by Outcome-Based Education (OBE), academic flexibility, and continuous improvement.


4.1 Learner-Centric and Outcome-Based Pedagogy

The University shall adopt a learner-centric pedagogical framework that shifts the focus from rote learning to conceptual clarity, analytical reasoning, and application of knowledge.

Key features shall include:

- Adoption of Outcome-Based Education (OBE) aligned with the National Higher Education Qualifications Framework (NHEQF)

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- Clearly defined Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs)
- Alignment of teaching strategies, learning activities, and assessment methods with intended learning outcomes
- Periodic mapping and review of CO–PO attainment

Faculty members shall be encouraged to design courses that foster independent learning, inquiry, and reflective thinking.

4.2 Innovative and Experiential Teaching–Learning Methods

To enhance learning effectiveness and engagement, the University shall promote diverse and innovative pedagogical approaches, including:

- Experiential and activity-based learning
- Project-based and problem-based learning
- Case studies, and role plays
- Fieldwork, internships, and community engagement
- Laboratory-based and hands-on training
- Collaborative and peer learning

Such methods shall be integrated into course delivery wherever pedagogically appropriate and academically feasible.

4.3 Blended, Digital, and Technology-Enabled Learning

Recognizing the role of technology in modern education, Mangalayatan University shall strengthen blended and digital learning ecosystems.

This shall include:

- Use of Learning Management Systems (LMS) for content delivery, assignments, and assessment
- Integration of MOOCs, SWAYAM, and other approved online platforms in accordance with UGC norms

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- Development of digital learning resources such as recorded lectures, e-content, and virtual labs
- Adoption of ICT-enabled teaching tools
- Faculty training in digital pedagogy and instructional design

Blended learning shall complement, and not replace, face-to-face instruction.

4.4 Flexible Learning Pathways and Student Choice

In consonance with NEP 2020, the University shall provide flexibility in learning pathways by:

- Allowing students to choose elective, minor, and multidisciplinary courses
- Facilitating credit transfer through the Academic Bank of Credits (ABC)
- Enabling lateral movement across disciplines, subject to eligibility criteria
- Supporting self-paced and modular learning where feasible

This flexibility shall empower students to personalize their academic journeys in accordance with their interests, aptitudes, and career aspirations.

4.5 Continuous and Comprehensive Assessment Framework

Assessment reforms shall focus on continuous evaluation and holistic measurement of learning outcomes, moving beyond high-stakes, end-semester examinations.

The assessment framework shall include:

- Continuous Internal Evaluation (CIE)
- Formative assessments such as quizzes, assignments, presentations, and projects
- Summative assessments including end-semester examinations
- Practical, laboratory, and field-based assessments
- Evaluation of internships, projects, and research work

Assessment tools shall be designed to evaluate not only knowledge acquisition but also analytical ability, problem-solving skills, creativity, and ethical understanding.

4.6 Transparent, Fair, and Inclusive Evaluation Practices

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The University shall ensure that assessment and evaluation processes are transparent, fair, and inclusive, in compliance with UGC regulations.

Measures shall include:

- Clearly defined evaluation criteria and rubrics
- Timely declaration of results
- Mechanisms for re-evaluation and grievance redressal
- Provision for inclusive assessment practices for students with disabilities
- Adoption of bilingual question papers and responses wherever permitted

Evaluation standards shall be uniformly applied across programmes and disciplines.

4.7 Academic Integrity and Ethical Assessment

To uphold academic standards and credibility, the University shall promote academic integrity and ethical conduct in teaching and assessment.

This shall include:

- Measures to prevent unfair practices and plagiarism
- Use of plagiarism detection tools
- Sensitization of students to academic ethics
- Strict adherence to examination regulations

Ethical assessment practices shall reinforce trust, accountability, and academic excellence.

4.8 Monitoring, Review, and Continuous Improvement

The University shall establish mechanisms to monitor and continuously improve teaching-learning and assessment practices.

This shall include:

- Periodic academic audits
- Student feedback on courses and faculty
- Review by Boards of Studies (BOS) and IQAC

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Insights from monitoring processes shall inform curriculum revisions, pedagogical improvements, and policy refinement.

5. FACULTY DEVELOPMENT AND CAPACITY BUILDING

Considering the central role of faculty in NEP implementation, the University shall strengthen faculty capacity by organizing regular Faculty Development Programmes (FDPs) focused on the National Education Policy (NEP), Outcome-Based Education (OBE), Information and Communication Technology (ICT), and innovative pedagogical practices to enhance teaching-learning effectiveness. Continuous training will be provided to enable faculty members to design and deliver multidisciplinary and flexible curricula in alignment with NEP objectives. The University will also encourage academic excellence and innovation by offering incentives for quality research publications, patents, consultancy, innovation, and community outreach activities. Further, institutional support will be extended to promote interdisciplinary teaching and collaborative research through joint projects, research clusters, and partnerships with other academic and research institutions.

6. PROMOTION OF INDIAN LANGUAGES AND MULTILINGUALISM

In alignment with the National Education Policy (NEP) 2020, the University will actively promote Indian and regional languages, fostering multilingualism and cultural literacy among students. The University shall encourage the use of bilingual teaching-learning methods and materials wherever feasible, ensuring that students are able to engage with content in both English and their regional or mother tongues.

Students will also be allowed to respond in Indian languages during assessments, as per the specific programme guidelines, thereby supporting linguistic inclusivity and comfort in expression. Additionally, the University shall promote the study and appreciation of Indian literature, culture, and heritage through both curricular and co-curricular activities, including workshops, seminars, cultural festivals, and literary events. These initiatives aim to strengthen linguistic proficiency, cultural understanding, and respect for India's diverse linguistic traditions while preparing students to participate effectively in a multilingual society.

7. RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

Mangalayatan University will foster a vibrant research and innovation ecosystem by establishing and strengthening Innovation and Incubation Centre to support creative ideas, start-ups, and technology-driven initiatives. Research components will be systematically

integrated at the undergraduate and postgraduate levels to inculcate inquiry, critical thinking, and problem-solving skills among students. The University will actively promote start-ups, entrepreneurship, and problem-based research aligned with societal and industry needs, while also encouraging faculty and student participation in innovation-driven activities. Further, strategic collaborations with industry, reputed research institutions, and government agencies will be pursued to enhance research capacity, facilitate knowledge transfer, and ensure the practical relevance and impact of academic research.

8. INDIAN KNOWLEDGE SYSTEMS AND VALUE-BASED EDUCATION

The University shall integrate Indian Knowledge Systems (IKS) by embedding curriculum content rooted in Indian traditions, philosophical thought, and indigenous knowledge across relevant disciplines wherever possible. Dedicated courses and modules on ethics, environmental awareness, constitutional values, and social responsibility will be introduced to promote holistic and value-based education. In addition, the University will encourage experiential learning through yoga, community service, and cultural and heritage programmes, fostering physical well-being, ethical consciousness, cultural sensitivity, and a sense of national and social commitment among students.

9. GOVERNANCE AND IMPLEMENTATION MECHANISM

9.1 NEP Cell

A University-level NEP Cell shall be constituted under the leadership of the Hon'ble Vice Chancellor to ensure effective governance and systematic implementation of the National Education Policy (NEP). The NEP Cell shall be responsible for planning, overseeing, and periodically reviewing the implementation of NEP provisions across academic, administrative, and support units of the University. It shall act as a coordinating body to facilitate alignment among various departments, schools, and statutory bodies, ensuring smooth execution of NEP-driven reforms. The Cell shall also maintain comprehensive documentation, monitor compliance with regulatory and accreditation requirements, and prepare reports for internal review and submission to appropriate authorities, thereby ensuring transparency, accountability, and continuous improvement in NEP implementation.

9.2 Institutional Integration

The implementation of the National Education Policy (NEP) shall be institutionally integrated into the University's core governance and quality assurance mechanisms to ensure

sustainability and effectiveness. NEP-related initiatives, outcomes, and reforms shall be systematically embedded within the processes of the Internal Quality Assurance Cell (IQAC) for continuous monitoring, assessment, and improvement. The Academic Council shall regularly deliberate on NEP implementation, including curriculum reforms, pedagogical innovations, and academic regulations, to ensure policy alignment and informed decision-making.

10. STUDENT SUPPORT AND INCLUSIVITY

The University shall ensure comprehensive and inclusive student support systems aimed at promoting academic success, personal well-being, and equitable access to opportunities. Structured academic mentoring and counselling mechanisms shall be strengthened to address students' academic, psychological, and career-related needs. The University shall expand financial aid, scholarships, and fee support schemes to assist meritorious students as well as those from economically weaker sections. Special measures and targeted interventions shall be implemented to support disadvantaged and underrepresented groups, ensuring inclusivity, equal participation, and retention in higher education. Further, placement services, career guidance, entrepreneurship mentoring, and innovation support systems shall be enhanced to improve employability, foster career readiness, and encourage self-employment and start-up initiatives among students.

11. MONITORING AND EVALUATION

The Monitoring and Evaluation mechanism shall ensure effective, transparent, and outcome-oriented implementation of the National Education Policy (NEP) across the University. The Internal Quality Assurance Cell (IQAC) shall play a central role in reviewing progress, identifying gaps, and facilitating continuous improvement through evidence-based assessment.

- IQAC shall conduct annual, structured reviews of NEP implementation covering academic reforms, pedagogy, assessment practices, research initiatives, and student support systems.
- Periodic implementation and compliance reports shall be prepared and submitted to the Academic Council and other statutory bodies for review, guidance, and policy-level decisions.
- Observations and recommendations of statutory bodies shall be documented and acted upon in a time-bound manner.

- Systematic stakeholder feedback shall be collected from students, faculty, administrators, alumni, and employers to assess ground-level impact and effectiveness.
- Feedback analysis and review outcomes shall inform policy refinement, strategic planning, and corrective actions to strengthen NEP implementation on a continuous basis.

12. CONCLUSION

Mangalayatan University is fully committed to implementing the National Education Policy (NEP) 2020 in phased manner, with the goal of creating a holistic, multidisciplinary, inclusive, and globally competitive academic ecosystem. The University aims to transform teaching, learning, and research practices by emphasizing academic flexibility, skill integration, experiential learning, research orientation, and value-based education. These initiatives are designed to ensure that students receive an education that is both relevant to contemporary needs and rooted in ethical and cultural values.

Through responsive governance, robust student support systems, faculty development, and strengthened industry-academia linkages, the University seeks to create an environment conducive to innovation, critical thinking, and lifelong learning. Special attention will be given to inclusivity, ensuring equal access and opportunities for students from diverse backgrounds, as well as promoting ethical, environmental, and social consciousness across all programs.

By aligning its academic and administrative practices with NEP objectives, Mangalayatan University aspires to develop graduates who are not only competent professionals but also ethical citizens, innovative thinkers, and responsible contributors to national and global development. The University envisions its students emerging as well-rounded individuals capable of making meaningful contributions to society while upholding the values of integrity, creativity, and social responsibility.




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Standard Operating Procedure (SOP)
for
Curriculum Design and Revision



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CURRICULUM DESIGN AND REVISION

Introduction

1. The curriculum of an educational program is a document that spells out the learning envisaged in the program. It comprises of the goals and objectives of the program, list of the subjects (courses) that the program contains, including the core and student choice-based electives and their contents and evaluation scheme, learning outcomes and their respective assessment strategies, suggested pedagogical methods, and reference reading and other media materials. It also lists out the graduate attributes.
2. The world has turned into a global village where new ideas and information are flowing in a continuous stream. Therefore, there is a need to constantly review/revise the curricula and therefore the curriculum of a program should elaborate the process of development of the existing syllabi, changing its contents giving guidelines to develop students out-look, raising their competencies to meet the requirements of the changing world.
3. Mangalayan University carries on its Curriculum Development/Revision in consultation with students, alumni, subject experts both in-house and external from academia and industry. Curriculum Development/Revision is an organized and systematic process.

The Recommended Operational Process

1. Curriculum development takes place at two levels.
 - (a) Initial
 - (b) Continual
2. Initial
 - (a) Initial is based on environmental scan, a need is felt and analyzed, further a need analysis is carried out and based on analysis a decision is arrived at to launch a new program.
 - (b) The results of need analysis are handed over to institutes' / departments' curriculum committee for designing the curriculum.
3. Continual

The environment is dynamic and ever changing so there is a need to upgrade and update the curriculum on regular bases to meet the needs of the environment and stakeholders.
4. Action by Curriculum Development Committee
 - (a) Initial (New Program)

Based on need analysis to start a new program the committee will undertake the following measures

 - i. Obtain model curriculum designed by concerned regulatory authority, like, UGC, AICTE, NCTE, BCI, MCI, PCI and COA.
 - ii. Obtain curriculum of similar program of an Institute of national importance.
 - iii. Obtain curriculum of similar program of an Institute of international importance.
 - iv. Obtain feedback of industry/environment.
 - v. After studying the above, design the curriculum to meet local regional, national and International needs.
 - vi. Forward the draft curriculum to BOS.

(b) Continual (Modification)

- i. Obtain feedback from the following on the present curriculum.
 - a. Faculty
 - b. Students
 - c. Alumni
 - d. Industry
- ii. Obtain latest curriculum issued by concerned regulatory authority.
- iii. Obtain latest curriculum of Institutes of national & international importance.
- iv. Rework on old curriculum and redesign new curriculum based on above inputs.
- v. Forward the draft curriculum to BOS.

5. Action by BOS

The BOS will take the following action

- i. Deliberate and discuss the curriculum.
- ii. Make amendments if required through consensus.
- iii. If foreign external representative cannot attend then comments could be obtained through email. (This is desirable but not mandatory).
- iv. Finalize the proceedings & curriculum and forward it to Dean (Academics).

6. Action by Academic Council

- (a) Dean (Academics) will request Chairman, Academic Council for permission to convene meeting of Academic Council
- (b) Dean (Academics) will issue agenda points of the meeting to members.
- (c) Academic Council will debate and discuss issues of agenda; consisting of new programmes / curriculum development/revision.
- (d) New programmes / Curriculum (new / revised) will be approved by Academic Council with suggestions if required.
- (e) Approved proceedings will be forwarded to Executive Council for ratification through the Office of the Registrar.

7. Action by Registrar

Registrar will forward the minutes of Academic Council for ratification to Executive Council.

8. Action by Executive Council


The Executive Council will approve and ratify the proceedings of the Academic Council.

9. Every Academic Unit requires maintaining the following documentary base as proof of adherence to the above consultative process in the design and development/revision of curriculum of every program that it offers.

- i. Correspondence concerning the initial idea including environmental scan/need analysis.
- ii. Nomination of a Faculty Team by the Director of the Academic Unit to carry on with the responsibility of shaping up a proposal.
- iii. Meetings, and their minutes, of the Faculty Team to develop the initial proposal.
- iv. The scheme and instruments to elicit feedback from stakeholders and communication of the same with the targeted respondents.
- v. The feedback and its analysis.

- vi. Copies of curriculum considered of regulatory bodies / Institutes of national and international importance.
- vii. Meetings, and their minutes, of the Faculty Team and Curriculum Development Committee and BOS to deliberate and incorporate appropriately the feedback in the proposal and views on subjecting the same to curricular workshops.
- viii. Requests by Faculty Teams, and approvals by the Director of the Academic Unit, to conduct curricular workshops.
- ix. Schedules of the Curricular Workshop, identifying delegates, sending invitations and obtaining consents, and sending the proposals in advance to the invitees.
- x. The conduct details and minutes of the Curricular Workshop.
- xi. Correspondence related to incorporation of the outcomes of the curricular workshops in the proposal.
- xii. Submission of the improved proposal by the Faculty Team to the Director of the Academic Unit with a request to put up the same for discussions in the BOS.
- xiii. Correspondence with the members of BOS, firming up a date for BOS Meeting, and mailing the proposal for discussion in advance.
- xiv. Conduct details, and minutes, of the BOS Meeting.
- xv. Acting on the suggestions, if any, of BOS.
- xvi. Submission of the final proposal, after incorporating the outcomes of the BOS Meeting, to the Director of the Academic Unit with request to forward the same to the Academic Council for approval.
- xvii. Request by the Director of the Academic Unit to the affect of the item at xv above to the Registrar.
- xviii. Inclusion of the proposal in the agenda for discussions in the Academic Council by the Registrar.
- xix. Conduct details, and minutes, of the Meeting of the Academic Council.
- xx. Correspondence related to AC's suggestions, if any, on the proposal and incorporation and submission of the same, between the Registrar and the Director of the Academic Unit, and between the Director of the Academic Unit and the Faculty Team.
- xxi. Inclusion of the proposal in the agenda for discussions in the Executive Council by the Registrar.
- xxii. Conduct details, and minutes, of the Meeting of the Executive Council.
- xxiii. Correspondence related to EC's suggestions, if any, on the proposal and incorporation and submission of the same, between the Registrar and the Director of the Academic Unit, and between the Director of the Academic Unit and the Faculty Team.
- xxiv. Correspondence on the items shown at xvi-xxiii in an iterative fashion until the EC approves the proposal.
- xxv. Registrar's communication to the Director of the Academic Unit informing the permission to implement the approved curriculum or changes there upon.

The elaborate consultative process standardized above is critical to the design and development of curriculum of any educational program for its acceptance in the wider society. Mangalayatan University is committed to this process.


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