An Institutional Status Report on Implementation and Progress of NEP 2020

Netaji Subhas Open University
Centre for Internal Quality Assurance
DD-26, Sector-I, Salt Lake, Kolkata-700064
Website: www.wbnsou.ac.in

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

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National Assessment and Accreditation Council
is pleased to declare the
Netaji Subhas Open University
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Accredited
with CGPA of 3.05 on four point scale
at A grade
valid up to April 07, 2026

Date : April 08, 2021

Director

EC(SC)/63/1st Cycle/WBUNGN106777

N.B.: The validity period has been extended till three months after launch of MBGL vide letter No. NAAC/ER/BSP/A&A/Cycle-2/2026 dated 17/3/2026

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No.433-MIC/HED

29th September, 2026

Message

It gives me immense pleasure to learn that the Centre for Internal Quality Assurance (CIQA) of Netaji Subhas Open University is bringing out the publication entitled **"An Institutional Status Report on Implementation and Progress of NEP 2020"**, documenting the initiatives and progress made by the university in translating the vision of the National Education Policy (NEP) 2020 into academic and institutional practices.

NEP 2020 envisages a higher education system that is accessible, inclusive, multidisciplinary, technology-enabled and responsive to the evolving needs of learners and society. These objectives assume particular significance in the context of Open and Distance Learning where flexibility, learner support and equitable access are central to educational provision. As State-Aided Open University of West Bengal, NSOU has an important role to play in expanding opportunities for higher education among learners across diverse geographical, social and economic background. The University's extensive network of Regional Centres and Learner Support Centre further strengthen this role.

I appreciate the various initiatives undertaken by NSOU towards the implementation of NEP 2020, including the introduction of the four year Under Graduate Programme, adoption of the National Credit Framework, Promotion of the Academic Bank of Credits and Credit Mobility, Integration of multidisciplinary and skill-oriented components, technology enabled learning, vocational and employability-oriented education, research and innovation. The University's institutional mechanism including the NEP Cell, Institutional Development Plan, CIQA and other learner support

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mechanisms provide an important framework for coordinated implementation, monitoring and continuous review.

The publication also highlights the University's efforts to strengthen faculty capacity building, digital learning, academic collaboration, research and innovation and student participation. I am confident that this publication will serve as a valuable institutional document for understanding the progress, practices, challenges and future directions of NEP 2020 implementation at NSOU.

I congratulate the authorities, faculty members, officers, staff and all other stakeholders of Netaji Subhas Open University for their collective efforts in preparing this publication. I extend my best wishes for the successful organization of the workshop on **"NEP 2020 Implementation at NSOU: Reviewing Progress and Future Directions"** and for the University's continued efforts towards advancing quality, equity, inclusion, innovation and learner centred higher education.

29/09/26.

(Jagannath Chattopadhyay)

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From the Desk of the Registrar (Acting)

Greetings from Netaji Subhas Open University (NSOU)!

Established in 1997 under West Bengal Act XIX, Netaji Subhas Open University (NSOU) is the state's premier State Open University committed to **"Reaching the Unreached."** Recognized by UGC, UGC-DEB, AICTE and RCI, NSOU empowers over 4.5 lakh diverse learners across West Bengal through 247 Learner Support Centres, 03 Regional Centres and HQs. The university offers flexible UG, PG, regular Ph.D., vocational, and teacher-training programs.

I would like to extend my best wishes to the Centre for Internal Quality Assurance (CIQA) for this publication entitled "An Institutional Status Report on Implementation and Progress of NEP 2020".

The National Education Policy (NEP) 2020 has fundamentally reshaped Indian higher education, emphasizing flexibility, multidisciplinary learning, digital governance, and regional inclusivity. As the first State Open University in India to achieve a NAAC Grade 'A' accreditation in its first cycle and standing among the top-ranked Open Universities in NIRF (2024), NSOU has embraced these reforms with unwavering commitment.

Our journey towards NEP implementation is already marked by substantial progress across key operational and academic dimensions:

Flexible Academic Pathways: We have implemented the Four-Year Undergraduate Framework (FYUG) with multiple entry/exit options and seamless UGC credit transfer mechanisms.

Digital Infrastructure & ABC Integration: We have institutionalized academic credit tracking, establishing over 1.77 lakh student ABC accounts. Progress is also underway for e-SAMARTH integration.

Curricular Enhancement & Employability: We have integrated mandatory Multidisciplinary (MDC), Skill (SEC), Ability (AEC), and Value Addition Courses (VAC), alongside job-oriented vocational offerings with industry partners.

Dedicated Institutional Support: Specialized centres/ cells including our NEP Cell, Research and Development Cell, Institution's Innovation Council, Indian Knowledge Systems Centre, Mental Well-being committee, Student Services Centre - are actively propelling our progress forward.

These benchmarks clearly demonstrate our institutional resolve to implement the objectives of NEP 2020. We are keen to explore further directions necessary to widen access, elevate Gross Enrolment Ratio (GER) and overcome structural barriers in open and distance learning.

I express my sincere gratitude to the Director, CIQA, the UGC-NEP Coordinator, the NEP Cell, our Schools of Studies, administrative departments for taking the lead in the institutional collective endeavours. I encourage all faculty members and stakeholders to actively contribute towards charting out the next phase of our academic transformation.

(Smt. Ananya Mitra)
Registrar (Acting)
Netaji Subhas Open University

Kolkata
7th October, 2026

Acknowledgement

The preparation of this publication on the Status of Implementation of the National Education Policy (NEP) 2020 at Netaji Subhas Open University has been a collective endeavour reflecting the University's commitment to quality enhancement, institutional development and continuous improvement in Open and Distance Learning.

I am grateful to the duly constituted Working Committee and the University authorities for their continued support and cooperation in facilitating the preparation of this status report. I place on record my sincere appreciation to the Registrar, Directors, Heads of Departments, faculty members, officers and staff members of the University, whose valuable inputs, institutional data, documents and suggestions have contributed substantially to this publication. The participation of different academic and administrative departments has enabled the report to present a broad institutional perspective on the implementation of NEP 2020.

I particularly acknowledge the cooperation extended to the Centre for Internal Quality Assurance (CIQA) by the concerned academic and administrative departments in compiling, reviewing and documenting the various initiatives relating to curriculum restructuring for the Four-Year Undergraduate Programme, National Credit Framework, Academic Bank of Credits, credit transfer, skill and vocational education, technology-enabled learning, research and innovation, IKS, equity and inclusion, and quality assurance.

As Director, Centre for Internal Quality Assurance, I consider this publication not merely a documentation of initiatives, but an institutional reflection on NSOU's continuing journey from policy alignment towards meaningful institutional transformation. The implementation of NEP 2020 is an evolving process requiring continuous review, stakeholder participation, institutional coordination, capacity building and evidence-based improvement.

The journey towards realising the full vision of NEP 2020 is continuing. I am confident that, through sustained collective efforts, NSOU will continue to strengthen its commitment to quality, equity, inclusion, flexibility, innovation and learner-centred education, thereby contributing meaningfully to the development of a knowledge-driven and inclusive higher education system in West Bengal.

I hope that this publication will serve as a useful institutional reference for understanding the progress, emerging practices, challenges and future directions of NEP 2020 implementation at NSOU, and will also provide meaningful insights for other Open and Distance Learning institutions in India.

This publication is being brought out on the occasion of the one-day workshop on "NEP 2020 Implementation at NSOU: Reviewing Progress and Future Directions," scheduled to be held on 8 October 2026.

(Professor Anirban Ghosh)

Kolkata
October 7, 2026

Director
Centre for Internal Quality Assurance

Netaji Subhas Open University

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About the University

Netaji Subhas Open University (NSOU), established by the State Legislative Act, Government of West Bengal, is a State-aided Open University dedicated to providing accessible, flexible, inclusive and quality higher education through the Open and Distance Learning (ODL) mode. Since its inception, the University has been committed to expanding opportunities for learners who, for geographical, social, economic, professional or other reasons, may not be able to pursue higher education through the conventional mode. Over the years, NSOU has emerged as an important institution in the higher education landscape of West Bengal, contributing significantly to the expansion and democratization of higher education in the State.

The University offers a wide range of undergraduate, postgraduate, doctoral, vocational and other skill-oriented programmes through its Schools, Regional Centres and Learner Support Centres spread across different parts of the state. Its institutional framework is designed to provide learners with flexibility in terms of place, pace and mode of learning, while ensuring academic support through self-learning materials, counselling sessions, Personal Contact Programmes, digital learning resources, online platforms and other learner support services. The University has progressively integrated technology-enabled learning, MOOCs, SWAYAM and SWAYAM PRABHA resources, e-content and other digital initiatives into its academic delivery system.

NSOU has also placed considerable emphasis on quality assurance and continuous improvement in the educational programmes. The establishment and functioning of the Internal Quality Assurance mechanisms, the Centre for Internal Quality Assurance (CIQA), Boards of Studies and other academic and administrative bodies have contributed to strengthening academic standards, programme development, curriculum review and institutional effectiveness. The University has been accredited with NAAC Grade A, reflecting its continuing efforts towards quality enhancement in teaching-learning, learner support, research, governance and institutional development.

Against this backdrop, NSOU has undertaken a systematic review of the status of NEP 2020 implementation across different academic and institutional dimensions. The present publication seeks to document this journey by presenting the initiatives undertaken, the progress achieved, the emerging practices, the challenges encountered and the areas requiring further intervention. It is intended not merely as a record of compliance or activities, but as an institutional reflection on how the principles of NEP 2020 are being interpreted and translated into practice within a State Open University. The publication therefore, provides an opportunity to examine the status, progress and emerging directions of NEP 2020 implementation at NSOU.

Vision and Mission

Our VISION:

NSOU, the only State Open University in West Bengal, delivers to build up the quality human resource base of the State and, along with other Open Universities of the country, and moves towards the improvement of the quality of open distance education. It also intends to promote and develop appropriate ambience to develop an international standard distance education scenario in our country, keeping in view of the demands for education of the learners in tune with the requirements of the twenty-first century.

Our MISSION:

- To propagate quality education in flexible mode all over the State and to provide access to different skills- enhancing educational programs.
- To collaborate with other Higher Education Institutions (HEIs) for academic and research endeavours.
- To provide education in the vernacular language, i.e., Bengali and making it available at low cost to the underprivileged people.
- To provide facility of Lifelong education to the intending learners.
- To integrate technological tools in the pedagogy for facilitating the learning experiences.
- To contribute to the existing body of knowledge through research and extension activities.
- To render services for the development of the State in particular and the Nation in general in order to sensitize the learners towards a humanistic and democratic ecosystem.

Core Values

- Inculcating Social Values
- Preservation & Promotion of Human resource
- Employability through Skill Development
- Expanding learning opportunity through Technology
- Pursuit Excellence in Open Education

Accreditation and Ranking

- NAAC: Accredited by NAAC with grade A (1st Cycle)-1st State Open University in India (2021)
- NIRF: Rank 2nd in NIRF, 2024 under Open University category
- UGC 12B: Included in the list of section 12B under the UGC Act to receive the central fund

National Education Policy and the University

There is a significant philosophical convergence between NEP 2020 and the ODL model followed by the university. NEP 2020 seeks to make higher education more inclusive, flexible, multidisciplinary, technology-enabled and learner-centred. These principles are intrinsic to the philosophy of Open and Distance Learning.

The implementation of the National Education Policy (NEP) 2020 has provided a significant opportunity for NSOU to further transform its academic and institutional practices in accordance with the emerging requirements of Indian higher education. The policy's emphasis on multidisciplinary and holistic education, flexible curricular structures, multiple entry and exit options, Academic Bank of Credits, credit mobility, skill development, vocational education, technology-enabled learning, research and innovation, Indian Knowledge Systems, digital education and equitable access have important implications for Open Universities.

In response to the policy imperatives, NSOU has undertaken a series of academic, curricular, technological and institutional initiatives for implementing NEP 2020. These include the introduction and implementation of the Four-Year Undergraduate Programme (FYUGP) and revised curricular structures, incorporation of multidisciplinary and skill-oriented components, adoption of credit-based

learning and the National Credit Framework (NCrF), integration of SWAYAM courses and credit transfer mechanisms, strengthening of vocational and employability-oriented education, and progressive digitisation of academic and learner support services.

The implementation of NEP 2020 at NSOU, however, is not viewed merely as a process of introducing new academic structures. It represents a broader institutional transformation involving curriculum, pedagogy, assessment, technology, learner support, faculty development, research, skill development, quality assurance. The ODL environment also presents distinctive opportunities and challenges in translating the provisions of NEP 2020 into effective institutional practices.

In this context, the NSOU experience demonstrates that implementation of NEP 2020 is an ongoing and dynamic process. It requires continuous review, stakeholder engagement, institutional coordination, capacity building and evidence-based improvement.

The University implemented its Four-Year Undergraduate (FYUG) programmes in accordance with the following documents:

- UGC (Open and Distance Learning & Online Learning Programmes) Regulations, 2020

  https://deb.ugc.ac.in/pdf/20200906.pdf
- National Education Policy, MHRD, 2020

  https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf
- Curriculum and Credit Framework for Undergraduate Programmes, UGC, 2022

  https://www.ugc.gov.in/pdfnews/7193743_FYUGP.pdf
- National Higher Education Qualification Framework (NHEQF), UGC 2023

  https://www.ugc.gov.in/pdfnews/2990035_Final-NHEQF.pdf
- National Credit Framework (NCrF), UGC 2023

  https://www.ugc.gov.in/pdfnews/9028476_Report-of-National-Credit-Framework.pdf
- SOP for Operationalization of National Credit Framework (NCrF) in Higher Education, UGC, 2024

  https://www.ugc.gov.in/pdfnews/SOPs%20for%20implementation%20of%20NCrF%20Final.pdf
- UGC (Establishment and Operation of Academic Bank Of Credits in Higher Education) Regulations, 2021

  https://www.ugc.gov.in/pdfnews/9327451_Academic-Bank-of-Credicts-in-Higher-Education.pdf
- Pursuing Two Academic Programmes Simultaneously

  https://www.ugc.gov.in/pdfnews/5729348_Guidelines-for-pursuing-two-academic-programmes-simultaneously.pdf
- Curriculum and Credit Framework for Post Graduate Programmes, UGC, 2024

  https://www.ugc.gov.in/pdfnews/4682468_Curriculum-and-Credit-Framework-for-Postgraduate-Programmes.pdf

The adoption of NCrF curricula is expected to contribute to a better understanding of the process of policy implementation in the ODL context and may also provide useful insights for other Open and Distance Learning institutions seeking to align their academic and institutional systems with the vision of NEP 2020. The present publication tries to capture this evolving journey of NSOU and to provide

a comprehensive institutional perspective on its progress towards realizing the vision of accessible, inclusive, flexible, multidisciplinary, technology-enabled and quality higher education envisaged in NEP 2020.

Overall, NSOU's implementation of NEP 2020 represents a transition towards a more flexible, multidisciplinary, skill-oriented, learner-centric and technology-enabled model of higher education. By introducing FYUG programmes with flexible entry-exit pathways, credit-based learning, multidisciplinary courses, Indian Knowledge Systems (IKS) integration, digital learning, and vocational training, NSOU effectively adapts the core principles of NEP 2020 to the Open and Distance Learning (ODL) system. Furthermore, these efforts are supported by strengthening research and quality-assurance mechanisms.

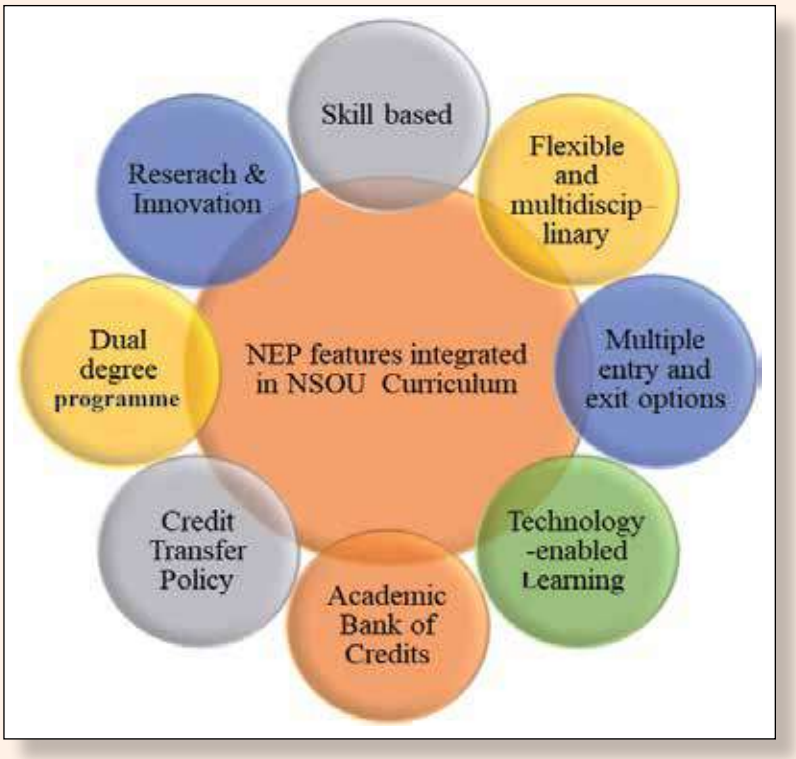


Fig-1: NEP Features

Technology-enabled/ digital Learning

Technology occupies a central position in the implementation of NEP 2020, and this is particularly significant for an Open University. NSOU has progressively expanded its use of digital platforms, online learning resources, LMS-based support, MOOCs and other technology-enabled educational initiatives. The University's website also provides information relating to SWAYAM MOOCs, while its academic activities demonstrate continuing engagement with digital and technology-mediated learning.

The University's experience during the COVID-19 period further accelerated the transition towards digital and blended learning. The university adopts technology enabled pedagogy which includes digitized SLMs, LMS, YouTube, Web TV, Web Radio-MUKTAK etc. which exhibits the changing relationship between face-to-face, digital and blended learning in the post-pandemic period and has connected these developments with the broader objectives of NEP 2020.

For ODL learners, the integration of digital technologies is not merely a technological intervention; it can strengthen access, flexibility and learner support. Digital self-learning materials, online counselling, LMS-based academic support, multimedia resources, MOOCs and other forms of open educational resources can supplement the traditional ODL system and provide learners with multiple avenues for engagement.

Fig.2: Blended pedagogy

Academic Bank of Credits and Flexibility in Learning (Lifelong Learning)

Another important dimension of NEP 2020 implementation is the movement towards a flexible and credit-based higher education system. NSOU has undertaken awareness and sensitisation activities concerning the Academic Bank of Credits (ABC). The University's CIQA organized awareness programmes on ABC and the Code of Conduct, including programmes conducted at Learner Support Centres.

The emphasis on credits, credit accumulation and mobility is particularly relevant to ODL institutions because learners frequently enter higher education with diverse educational, professional and personal circumstances. A flexible credit architecture can facilitate greater learner choice and support mobility between different programmes and institutions, subject to the applicable regulatory framework. As per the dashboard of NAD, total 3,54,818 degree awarded upto the year 2025 have been mapped with APAAR ID.

Table-1: Status of APAAR ID

Total Awards Lodged	3,54,818
Total Degree	44,620
Total Mark sheet	3,10,198
ABC Accounts Created	1,77,371
Total ABC Credit Data	2,62,357
Unique APAAR IDs seeded with Credits	78,475

Skill, Vocational and Employability Oriented Education

NEP 2020 places considerable emphasis on vocational education, skill development and the integration of education with employability and the changing requirements of the world of work. This objective has particular relevance for NSOU because of the University's experience in providing vocational, professional and skill-oriented programmes alongside conventional academic programmes.

The University's institutional structure includes initiatives directed towards vocational and lifelong learning, which offer short-term certificate and skill-oriented programmes alongside its mainstream UG and PG programmes. Such diversification supports the NEP 2020 vision of creating flexible pathways between academic education, vocational learning, skills and lifelong learning. The credit earned in

different vocational courses are uploaded in the NAD to ease the credit mobility across the country. The academic collaborations also list recent collaboration with Commonwealth of Learning-Commonwealth Educational Media Centre for Asia (COL-CEMCA) under the project "Strengthening Institutional Effectiveness for Graduate Employability" and AAOU under its Collaborative Research Project (AAOU-CRP) for technology enabled Vocational Education and Training (TeB-VET).

Research, Innovation and Academic Collaboration in the Context of NEP 2020

The National Education Policy (NEP) 2020 places strong emphasis on research, innovation, interdisciplinary knowledge creation, entrepreneurship and collaboration among higher education institutions. In alignment with these priorities, Netaji Subhas Open University has been progressively strengthening its research and innovation ecosystem while expanding academic collaborations at national and international levels. These initiatives are particularly significant for an Open University, where collaboration, knowledge sharing and technology-enabled academic practices can substantially enhance the quality of research.

The University has established a dedicated Research and Development Cell (RDC) in accordance with the relevant UGC guidelines issued in 2022. The University has a structured research framework comprising its Research Policy, Ph.D. Regulations, research proposal guidelines, recognized supervisors and doctoral research activities.

NSOU has also undertaken a number of collaborative research and development projects with national and international organisations. These include projects with the Commonwealth of Learning-Commonwealth Educational Media Centre for Asia (COL-CEMCA), Asian Association of Open Universities (AAOU) and other Open Universities on themes such as MOOCs, blended learning in higher education. Such projects demonstrate the University's orientation towards collaborative, practice-based research addressing emerging issues in ODL and higher education.

To promote the research, the university has provided research grant to the faculties from its own fund. In 2021-22, total research fund granted to 28 faculties amounting to Rs.32lakhs. In 2024-25, the research grant approved for 30 faculties amounting to Rs.35lakhs (approx.). Apart from this, the faculties mobilized research grant from external funding agencies like, ICSSR, NIEPA-GoI, COL-CEMCA, IITE-Gujarat, NBHM-Department of Atomic Energy- GoI etc.

Innovation is another important component of NSOU's response to NEP 2020. The University's Institution's Innovation Council (IIC) has undertaken activities to promote research innovation, entrepreneurship, intellectual property awareness and an innovation-oriented academic culture. Recent activities include programmes on Prerequisites for Entrepreneurship Development & Research Innovation, Innovation Ecosystem: Nurturing Talent from Campus to Corporation, and IPR: Demystifying Intellectual Property for Educators. The IIC has also organised programmes on intellectual asset protection and management, thereby creating greater awareness of innovation and intellectual property among academic stakeholders.

Academic collaboration represents one of the important strengths of NSOU's institutional development. The University has entered into MoUs and academic partnerships with a diverse range of institutions in India and abroad. These include Commonwealth of Learning (COL), Commonwealth Educational Media Centre for Asia (CEMCA), Asian Association of Open Universities (AAOU), Krishna Kanta Handique State Open University, Madhya Pradesh Bhoj Open University, Institute of Development

Studies Kolkata, National Institute of Educational Planning and Administration (NIEPA), Institute of Chartered Accountants of India (ICAI), Rehabilitation Council of India (RCI), National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD) and other organisations.

Such collaborations facilitate sharing of academic resources, expertise, self-learning materials, e-content and video resources; joint research; faculty development; curriculum development; innovation; capacity building; and professional and learner-oriented initiatives. For example, the MoU with Uttarakhand Open University provides for sharing of resources generated for teaching-learning activities, including e-resources and video tutorials, thereby illustrating how inter-university collaboration can strengthen ODL provision.

So, the initiatives in research, innovation and academic collaboration reflect an important dimension of its ongoing implementation of NEP 2020. This approach also supports NEP 2020's broader objectives of multidisciplinary learning, capacity building, technology integration, employability and societal engagement.

The university regularly publishes the following journals to promote research :

i) NSOU Open Journal (ICSSR supported, ISSN : 2581-5415)

ii) Journal of Social Sciences (ISSN : 2581-5512)

The continued strengthening of interdisciplinary research, collaborative projects, industry linkages, international partnerships, intellectual property activities and learner participation in innovation would further advance NSOU's contribution to the NEP 2020 vision of a vibrant and knowledge-driven higher education system.

NET/JRF/SET and Other Equivalent Examinations:

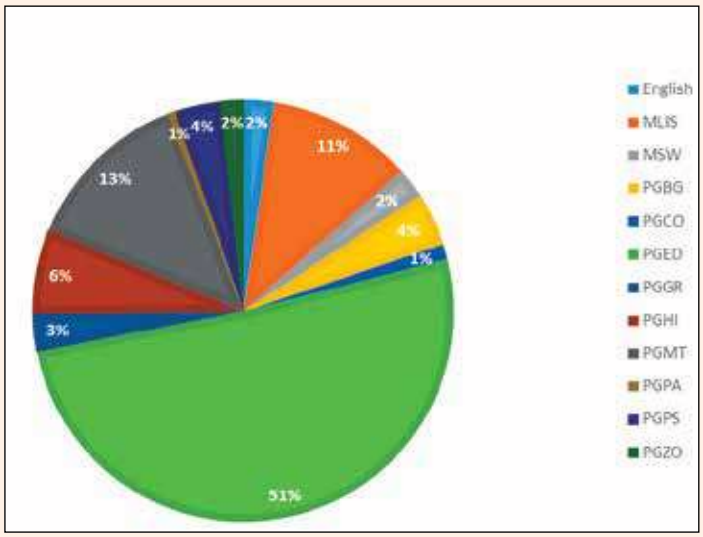


Fig.-3: Discipline-Wise Distribution of NET/JRF/SET Qualified NSOU Learners

Qualifying examinations such as UGC-NET, JRF, SET and other equivalent examinations is an important indicator of academic progression and research orientation among learners in higher education. In the Open and Distance Learning (ODL) system, maintaining a comprehensive and updated database of such achievements is a challenging task because of the large and geographically dispersed learner population. Through a recent survey, NSOU identified 171 learners across various disciplines who have qualified in national and state-level eligibility examinations, including NET, JRF, and SET etc. This achievement highlights the University's vital role in providing flexible, accessible postgraduate education that empowers students to pursue successful careers in higher education and research. Since the university has been included in the list of Section 12B of the UGC Act, the JRF scholars registered under this university are entitled to get the fellowship to pursue their research degree.

Quality Assurance and Institutional Preparedness

Effective implementation of NEP 2020 requires not only curricular restructuring but also continuous quality assurance. NSOU has an established Centre for Internal Quality Assurance (CIQA) and has undertaken a range of awareness, sensitisation and academic activities related to NEP 2020 and the

regulatory framework governing ODL education. The University also organised an awareness programme on UGC (Open and Distance and Online programme) Regulations 2020 and NEP 2020. These initiatives indicate that NEP implementation has been accompanied by institutional sensitisation and capacity-building efforts rather than being confined solely to curriculum revision.

Faculty development is an important component of the roadmap, that at least 75% of the University faculty undergo Malaviya Mission–Teacher Training Programme (MM-TTP) for NEP orientation and capacity building. The following faculties of the university have successfully completed Faculty Development Programme (FDP), Orientation Programme (OP), Awareness/ Sensitisation programme, or other NEP-related programme conducted by UGC-approved Malaviya Mission–Teachers Training Centre (MM-TTC).

Table -2: List of faculties who completed the training programme under MM-TTC of UGC

Sl. No.	Name	School	Programme Details
1	Prof. Ritu Mathur Professor of History	School of Social sciences	01.12.2023 to 09.12.2023 at MMTTC, JU
2	Dr. Anamika Das Assistant Professor of Bengali	School of Humanities	• 22.11.2023-06.12.2023 at JNU • 17.02.20226-03.03.2026 at MMTTC-Iswar Saran PG College, Prayagraj
3	Dr. Monojit Garai Assistant Professor of Social Work	School of Professional Studies	• 02.12.2024-11.12.2024 at IIT-K • 06.05.2025- 14.05.2025 at MMTTC, Mizoram University
4	Dr. Parimal Sarkar Assistant Professor of Education	School of Education	02.03.2024-15.03.2024 at MMTTC, IIT-Dhanbad
5	Dr. Biraj Kanti Mondal Assistant Professor of Geography	School of Sciences	30.12.2024-08.01.2025 at STRIDE-IGNOU
6	Dr. Manoj Kumar Halder Associate Professor of Pol. Science	School of Social sciences	08.01.2024-19.01.2024 at J.U.
7	Dr. Debajit Goswami Assistant Professor of Public Administration	School of Social Sciences	30.04.2024-08.05.2024 at MMTTC-Central University of South Bihar
8	Shri Anupam Roy Assistant Professor of Sociology	School of Social Sciences	• 08.01.2024-16.01.2024 at Kumaun University • 13.03.2024-26.03.2024 at MMTTC-University of Calicut
9	Shri Arijit Ghosh Assistant Professor of Journalism & Mass Communication	School of Humanities	18.07.2024-14.08.2024 at The University of Burdwan
10	Dr. Ushnish Sarkar Assistant Professor of Mathematics	School of Sciences	• 16.02.2024-01.03.2024, Refresher Course on Disaster, Sustainability & SDGs at NBU • 03.06.2025-12.06.2025, MTTP, NIEPA & NSOU
11	Prof. Anirban Ghosh Professor of Commerce	School of Professional Studies	05.02.2025-13.02.2025 at MMTTC, Mizoram University
12	Dr. Sudarshan Roy Assistant Professor of Commerce	School of Professional Studies	17.03.2025 – 26.03.2025 at STRIDE-IGNOU
13	Dr. Kasturi Sinha Ghosh Assistant Professor of Social Work	School of Professional Studies	17.03.2025 – 26.03.2025 at STRIDE-IGNOU

14	Mrs. Priyanthi Bagchi Assistant Professor of Economics	School of Professional Studies	05.02.2025-13.02.2025 at MMTTC, Mizoram University
15	Dr. Arun Kumar Chakraborty, Professor, DLIS	School of Professional Studies	06.05.2025- 14.05.2025 at UGC-MMTTC-Mizoram University
16	Dr. Anamika Das Associate Professor, DLIS	School of Professional Studies	06.05.2025- 14.05.2025 at UGC-MMTTC-Mizoram University
17	Dr. Barnali Roy Choudhury Associate Professor, DLIS	School of Professional Studies	04.07.2025-12.07.2025 at STRIDE-IGNOU
18	Prof. (Dr.) Ashoke Kumar Sarkar Professor of Management	School of Professional Studies	03.06.2025-11.06.2025 at MMTTC-NIEPA & NSOU
19	Shri Anupam Das Assistant Professor of Management	School of Professional Studies	03.06.2025-12.06.2025 at MMTTC-NIEPA & NSOU
20	Dr. Rituparna Acharya Assistant Professor of Management	School of Professional Studies	03.06.2025-12.06.2025 at MMTTC-NIEPA & NSOU
21	Dr. Papiya Upadhyay Assistant Professor of Education	School of Education	• 15.01.2025-21.01.2025 at MMTTC, University of Calcutta • 03.06.2025-12.06.2025 at MMTTP, NIEPA & NSOU • 18.09.2025-24.09.2025 at ICSSR-ERC, Gour Mahavidyalaya & MMTTC, University of North Bengal
22	Prof. Debi Prosad Nag Chowdhury Director , School of Education	School of Education	03.06.2025-12.06.2025 at MMTTC, NIEPA & NSOU
23	Prof. Sibaprasad De	School of Education	03.06.2025-12.06.2025 at MMTTC, NIEPA & NSOU
24	Dr. Antara Choudhury, Assistant Professor of Special Education (MR)	School of Education	15.04.2025-25.04.2025 at MMTTC, IIT-K
25	Shri Prabir Naskar, Assistant Professor of Special Education (HI)	School of Education	15.04.2025-25.04.2025 at MMTTC, IIT- K
26	Smt. Rakhi Bhattacharya, Assistant Professor of Special Education (MR)	School of Education	03.06.2025-12.06.2025 atMMTTC, NIEPA & NSOU
27	Shri Biswajit Dhar, Assistant Professor of Special Education (VI)	School of Education	03.06.2025-12.06.2025 at MMTTC, NIEPA & NSOU
28	Ashif Ahmed Assistant Professor of Zoology	School of Sciences	• 03.06.2025-12.06.2025 at MMTTC-NIEPA & NSOU • 07.07.2025-19.07.2025 two weeks at MMTTC , Himachal Pradesh University
29	Dr. Puspal Mukherjee Assistant Professor of Chemistry	School of Sciences	03.06.2025-12.06.2025 at MMTTC-NIEPA & NSOU
30	Dr. Pabitra Mandal Assistant Professor of Physics	School of Sciences	3.6.2025 - 12.6.2025 at MMTTC-NIEPA & NSOU
31	Dr. Niladri Sekhar Mondal Assistant Professor of Environmental Science	School of Sciences	19.02.2025- 03.03.2025 at the University of Burdwan
32	Dr. Srabanti Choudhuri Assistant Professor of Sociology	School of Social Sciences	03.06.2026 to 16.06.2026 at MMTTC, Pondicherry University

Source: Registrar's Dept. (Updated as on 24.09.2026)

Faculty Contributions to NEP Orientation and Sensitization Programmes under UGC-MMTTC

The following faculty members of the University were invited by UGC-Malaviya Mission-Teachers Training Centres (UGC-MMTTCs) under various Higher Education Institutions (HEIs) across the country to serve as resource persons and deliver lectures in NEP Orientation and Sensitization Programmes. Their participation reflects the academic contribution and outreach of NSOU faculty to the nationwide implementation and dissemination of NEP 2020 (source: NSOU Annual Reports).

- Dr. Anirban Ghosh, Professor of Commerce, School of Professional Studies
- Dr. Barnana Guha Thakurta Banerjee, Professor of Political Science, School of Social Sciences
- Dr. Basabi Chakraborty, Associate Professor of Public Administration, School of Social Sciences
- Dr. Papiya Upadhyay, Asst. Professor of Education, School of Education

Course in Indian Language

The Self Learning Materials (SLMs) are the backbone of the ODL system. The SLMs of different courses are available in Bengali and/ or English language. However, as a State level endeavour, teaching learning for all programmes are conducted in regional language. A learner is free to write answers for home assignments and in Term-End Examinations in Bengali/ English.

Dual Degree Programme

In accordance with the UGC Guidelines for Pursuing Two Academic Programmes Simultaneously, a learner may pursue two academic programmes: either one in full-time physical mode and another in Open and Distance Learning (ODL)/Online mode, or up to two ODL/Online programmes simultaneously. In the event of a scheduling clash for counselling sessions or examinations, the University cannot make any adjustments. A student can opt for dual degree at NSOU as per the provision laid down by the UGC.

Credit Transfer Policy

Credit transfer and credit mobility constitute an important component of the flexible and learner-centric higher education system envisaged under NEP 2020. Recognising the importance of flexibility, multiple learning pathways and mobility across institutions and modes of learning, Netaji Subhas Open University has developed a Credit Transfer Policy and Standard Operating Procedure (SOP), particularly in relation to credits earned through SWAYAM-MOOCs. NSOU's policy has been developed in the context of the UGC framework for online learning through SWAYAM and the provisions of the ODL and Online Programmes Regulations. The University has also recognised the importance of the Academic Bank of Credits (ABC) and credit accumulation and mobility in facilitating flexible learning pathways.

Under the NSOU mechanism, learners who successfully complete approved SWAYAM-MOOCs may seek transfer of the corresponding credits into their NSOU programme, subject to the prescribed equivalence and mapping procedures. The policy therefore represents an important step towards credit accumulation, recognition and mobility, allowing learners to integrate learning acquired through recognised online platforms with their formal ODL programmes. The initiative is particularly significant for an open university such as NSOU, where learners often require flexibility in respect of time, place, pace and mode of learning.

Academic Programme Development

The university started its journey with undergraduate degree programmes under Elective Course system w.e.f. the academic session January 2008. Since then, the university gradually increased the number of programmes both UG and PG level. The postgraduate programmes were launched in January 2003 session. The undergraduate degree programme under CBCS was launched in July 2020. The FYUG prohgrammes in 14 disciplines under NEP 2020 was launched in July 2025 academic session. Academic programme development at NSOU is increasingly being aligned with the transformative vision of NEP 2020, particularly its emphasis on multidisciplinary education, flexibility, learner-centric curricula, skill development, employability, Indian Knowledge Systems and outcome-based education. As an institution dedicated to widening access to higher education through the ODL mode, NSOU has been adapting its academic programmes and curricula to the emerging requirements of the National Higher Education Qualifications Framework (NHEQF) and the Curriculum and Credit Framework for Undergraduate Programmes (CCFUP). The details of launching of different programmes of the University since its inception are given below.

Table -3: List of Approved programmes by DEC/ UGC-DEB

Programme	session
Under Gradute (BDP-ECS)-Bengali, English, History, Political Science, Public Administration, Sociology, Economics, Commerce	January 1998
Under Graduate (BDP-ECS)- Physics, Chemistry, Mathematics, Geography, Zoology, Botany,	January 2000
Post Graduate- Bengali, English, Mathematics, English Language Teaching,	July 2003
Post Graduate-Commerce, Political Science	January 2004
Ph.D.	2004-05/ 2020-21
Under Graduate- Library and Information Science Post Graduate- Social Work, History	January 2005
Under Graduate- Special Education (B.Ed.) Post Graduate- Public Administration	July 2005
Post Graduate- Zoology, Geography, Education, Library and Information Science	July 2006
Post Graduate – Management (MBA)	Jan 2005/ Jan 2025
Under Graduate (BDP-ECS)- Education	July 2018
Under Graduate (CBCS)- Bengali, English, History, Political Science, Public Administration, Sociology, Economics, Commerce, Education, Physics, Chemistry, Mathematics, Geography, Zoology, Botany	July 2020
Post Graduate- Journalism & Mass Communication, Economics, Spl. Education (M.Ed.)	January 2021
Post Graduate- Environment Science	January 2023
FYUG (NCrF)- Bengali, English, History, Political Science, Public Administration, Sociology, Economics, Commerce, Education, Chemistry, Mathematics, Geography, Zoology, Botany	July 2025

Source: NAAC-SSR & Website

A significant development in this direction is the introduction of Four-Year Undergraduate Programmes (FYUGP) under NEP 2020. The revised programmes provide scope for Major/Discipline Specific Courses, Minor/Discipline Specific Electives, Multidisciplinary Courses (MDC) and Skill Enhancement Courses (SEC), thereby providing learners with greater academic choice and opportunities for interdisciplinary learning.

The development of the new programmes is not confined merely to restructuring course titles or credit distribution. NSOU has undertaken substantial curriculum revision and development of Self-Learning Materials (SLMs) in accordance with the new curricular framework. The revised academic structure seeks to integrate disciplinary knowledge with multidisciplinary perspectives, skill development,

learning outcomes and Indian Knowledge Systems. The University's NEP-oriented learning materials also emphasise the guiding principles of access, equity, equality, affordability and accountability. The programme-development process is also informed by the distinctive requirements of ODL learners as per requirements of UGC (ODL & OL Programmes) Regulations 2020.

NSOU's academic programmes are designed to facilitate self-learning through print and electronic SLMs, supported by audio-video resources, digital learning platforms and other ICT-enabled learner-support services. The establishment of the Centre for Online Education further strengthens the University's capacity to provide affordable and accessible quality education through online learning environments.

Access and Equity

Equity and inclusion constitute core principles of both NEP 2020 and the philosophy of open and distance learning. NSOU's commitment to the democratization of higher education is reflected in its institutional objective of extending educational opportunities to learners who may otherwise face geographical, economic, social, professional or other barriers to conventional higher education. The University's ODL framework, supported by Regional Centres, Learner Support Centres and digital learning resources, provides an important mechanism for widening participation in higher education.

NSOU has institutionalized its commitment to equity through its Social Inclusion Policy and Equal Opportunity Cell (EOC). The EOC specifically focuses on ensuring equal educational opportunities and an inclusive academic environment for students belonging to Socio-Economically Disadvantaged Groups (SEDGs). Its stated objectives include protecting the constitutional rights of SEDG students, ensuring an inclusive, safe and secure environment, and providing socio-emotional and academic support and mentoring through counselling and monitoring mechanisms.

The enrolment in UG and PG programmes in indicated below :

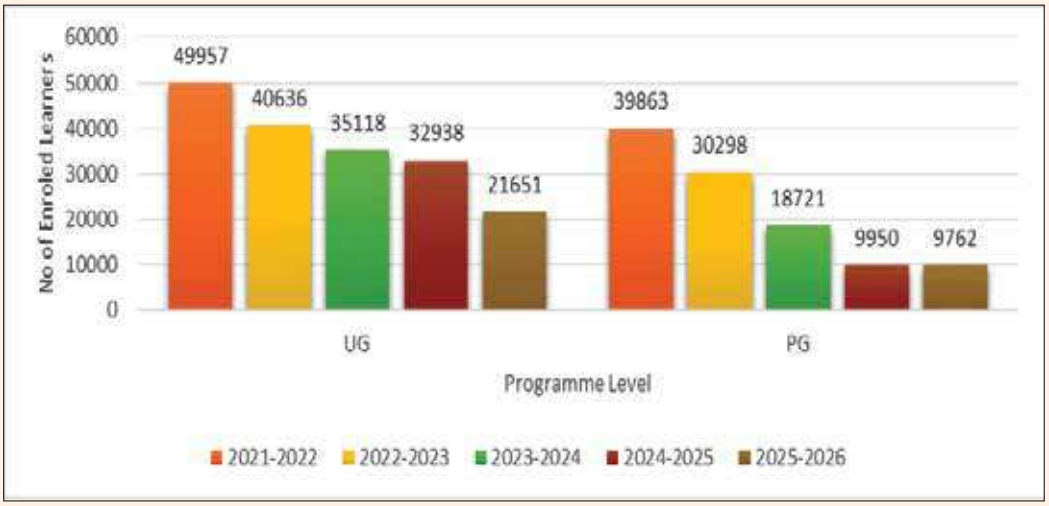


Fig.4: Enrolment (2021-22 to 2025-26)

The ODL system itself provides considerable scope for advancing equity, affordability and lifelong learning, particularly for learners who are unable to participate in conventional campus-based education. Digital learning resources, e-SLMs, audio-video lectures, online learning facilities, Learning Support centres at remote areas and learner-support mechanisms further enhance the possibilities of reaching diverse learner groups.

The University's enrolment profile also demonstrates participation from diverse social groups. 53% of the learners represented in the figure belong to SC, ST and OBC categories collectively. This indicates substantial participation of learners from socially disadvantaged and under-represented communities. For an Open University such as NSOU, this representation is particularly significant because the ODL system can reduce geographical, economic and time-related barriers to higher education. The figures therefore demonstrate the role of NSOU in extending higher-education opportunities to diverse social groups.

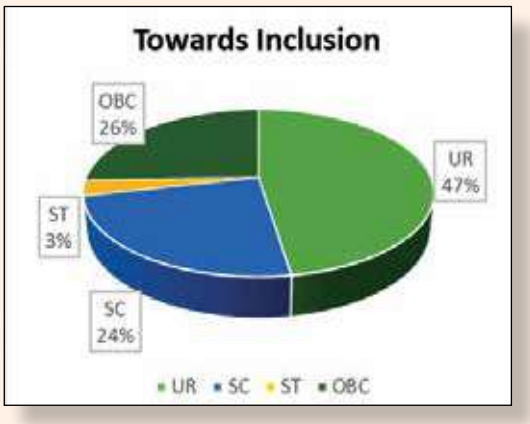


Fig.5: Social Inclusion

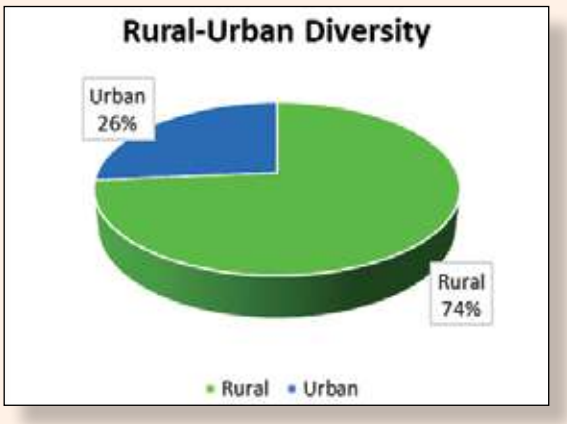


Fig.6: Geographical Inclusion

This is a particularly important indicator of NSOU's contribution to equitable access. The predominance of rural learners suggests that NSOU is extending higher education beyond major urban centres and reaching learners who may otherwise have limited access to conventional campus-based universities. The ODL system, supported by Learner Support Centres and regional centres, can therefore function as an important mechanism for reducing the rural–urban divide in higher education.

The participation of Defence personnel demonstrates the flexibility of the ODL system in providing higher-education opportunities to learners whose professional responsibilities, postings and mobility may make regular campus-based education difficult. NSOU can therefore contribute to continuing education and lifelong learning among personnel serving in the Indian Army.

The presence of persons with disabilities (PwD) learners in the enrolment profile reflects NSOU's role in promoting inclusive access to higher education. The flexibility of ODL can help reduce physical and geographical barriers, while accessible learning materials, digital resources and learner-support mechanisms can further facilitate participation.

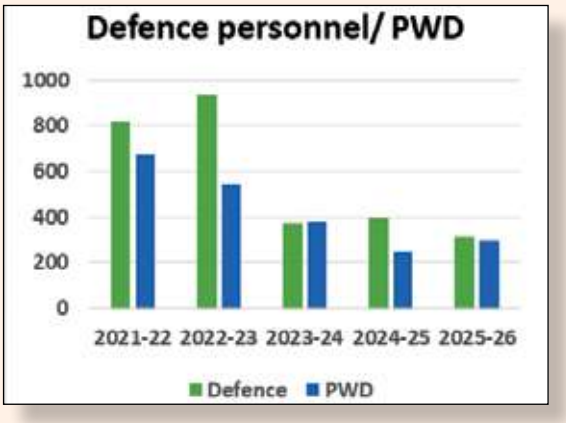


Fig.7: special group

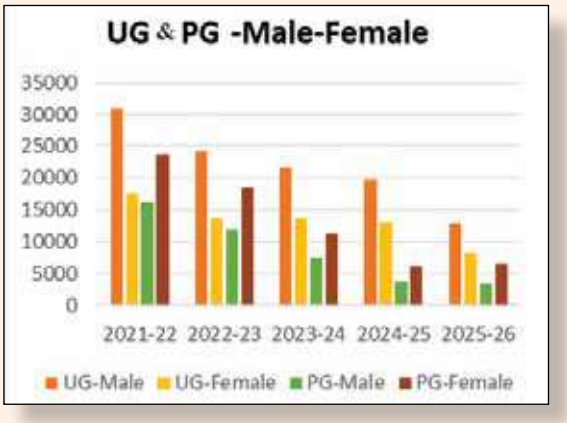


Fig.8: Gender participation

From the perspective of NEP 2020, the continued participation of women in both UG and PG education is an important indicator of gender equity and inclusive access. The ODL mode is particularly relevant

for women who may face constraints associated with employment, family responsibilities, mobility or geographical location. NSOU's reach therefore provides an alternative pathway for women to enter, continue and complete higher education. It is noticed that the enrolment of female learners is higher than the male in postgraduate degree programme than that of undergraduate programmes.

Institutional Mechanism for NEP 2020

For the effective and systematic implementation of the National Education Policy (NEP) 2020, Netaji Subhas Open University (NSOU) has taken several institutional initiatives and established appropriate committees, cells and task-oriented mechanisms following the UGC guidelines. These mechanisms provide an institutional framework for translating the provisions of NEP 2020 into actionable academic and administrative initiatives. These institutional structures are intended to facilitate coordinated planning, implementation, monitoring and review of various NEP 2020 initiatives across academic, administrative, research, skill-development and student-support domains. Collectively, these mechanisms aim to strengthen institutional governance, promote multidisciplinary and learner-centric education, enhance quality assurance, encourage research and innovation, expand skill and employability opportunities, and foster equitable and inclusive access to higher education.

1. National Education Policy (NEP) Cell:

NSOU has constituted a dedicated NEP Cell in accordance with the UGC guidelines to facilitate and monitor the implementation of various provisions of NEP 2020. The Cell has a cross-functional composition involving academic, administrative, examination, quality assurance and online education representatives.

2. Institutional Development Plan (IDP):

The University has prepared an Institutional Development Plan in accordance with the UGC Guidelines for Institutional Development Plans for Higher Education Institutions. The IDP provides a structured roadmap for institutional development, covering areas such as governance and transparency, academic development, infrastructure, technology, research and other strategic priorities, with short-term and long-term timelines.

3. Academic Bank of Credits (ABC) Committee and Credit-related Initiatives:

An ABC Committee has been constituted as part of the University's institutional response to the UGC/NEP framework. NSOU has also undertaken initiatives relating to ABC-ID awareness and implementation, supporting the NEP 2020 vision of flexible learning pathways, credit accumulation and transfer, and learner mobility. The University has organised dedicated awareness programmes on ABC-ID under NEP 2020.

4. Students Services Centre (SS Centre):

As per mandate of the UGC and in alignment with National Education Policy (NEP) 2020, the University has established a Students Services Centre to support student mental health, physical fitness, and emotional well-being. The centre organizes different programmes for the benefit of the learners.

5. Research and Development Cell (RDC):

The Research and Development Cell has been established in accordance with UGC guidelines to strengthen the University's research ecosystem. The RDC seeks to promote impactful and sustainable research, facilitate academic and institutional collaboration, optimise available intellectual resources and develop a research culture aligned with NEP 2020.

6. Internal Complaints Committee (ICC) and Women's Cell:

The University has constituted mechanisms such as the Internal Complaints Committee and Women's Cell to promote a safe, equitable and supportive academic environment. These mechanisms complement the NEP 2020 emphasis on gender equity, dignity, safety and inclusive participation in higher education.

7. Equal Opportunity Cell (EOC):

The Equal Opportunity Cell has been constituted in accordance with UGC guidelines to promote an inclusive higher education environment. Its objectives include protecting the rights of students belonging to Socially and Educationally Disadvantaged Groups (SEDGs), ensuring inclusive and secure access, providing academic and socio-emotional support and facilitating orientation and bridge courses.

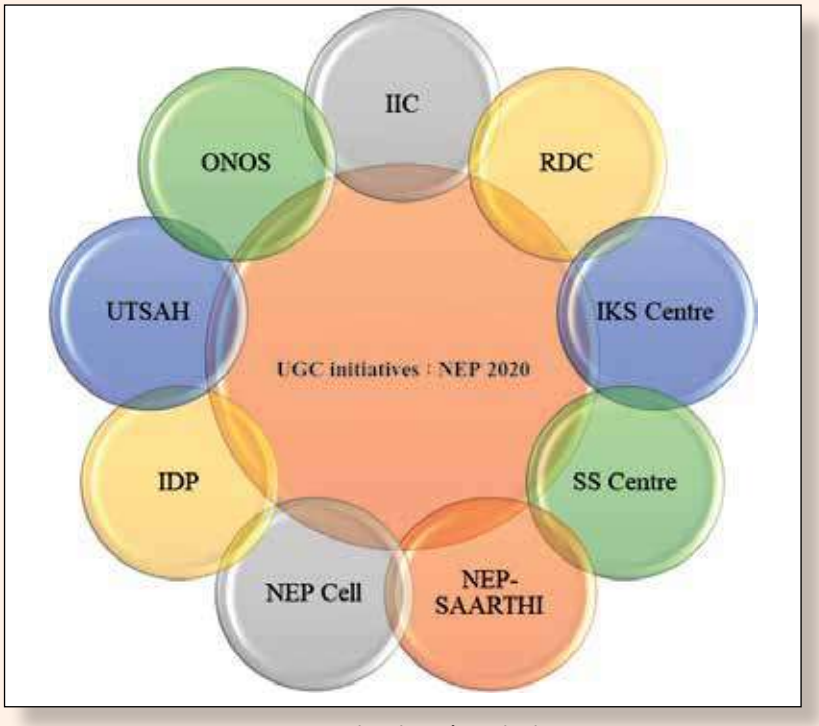


Fig.9: Institutional Initiatives

8. Students' Grievance Redressal Committee (SGRC):

NSOU has established a Students' Grievance Redressal Committee in accordance with the UGC regulatory framework. The mechanism provides learners with avenues to raise concerns relating to programme quality, learning resources, learner support, teaching-learning and assessment. This institutional mechanism strengthens learner-centric governance and responsiveness.

9. NEP SAARTHI Initiative:

The University has constituted a NEP SAARTHI mechanism to enhance student participation and awareness regarding NEP 2020. Various activities have been organised, including essay competitions, panel discussions and webinars on the Four-Year Undergraduate Programme (FYUG) and ABC-ID. These initiatives facilitate greater learner engagement in the implementation of NEP 2020.

10. Quality Assurance through CIQA:

The Centre for Internal Quality Assurance (CIQA) serves as an important institutional mechanism for quality assurance and continuous improvement. The CIQA has monitored several NEP-related initiatives like development of Programme Outcomes and Course Outcomes, preparation of the IDP and other quality-related measures.

11. Faculty Orientation and Capacity Building:

Recognising that successful implementation of NEP 2020 requires institutional capacity building, NSOU has encouraged faculty members to participate in NEP Orientation and Sensitisation Programmes conducted under the UGC-Malaviya Mission Teacher Training framework. The University has also collaborated with NIEPA-GoI for NEP-oriented orientation and sensitisation programmes.

12. Well-being and Equitable and Inclusive Education:

The University has also institutionalised mechanisms such as the Mental Well-being Committee, Anti-

Ragging Committee and other learner-support mechanisms. These complement the broader NEP 2020 objective of creating a supportive, safe, inclusive and holistic learning environment.

13. Centre for Indian Knowledge System:

The Centre for Indian Knowledge Systems at Netaji Subhas Open University was established in accordance with the guidelines of the University Grants Commission (UGC). The primary mission of the Centre is to bridge traditional knowledge with contemporary academic research and societal application. Through systematic documentation, interdisciplinary research, training programmes, seminars, digital learning resources, and collaborative initiatives, the Centre aims to make authentic knowledge accessible to learners, researchers, and educators across diverse disciplines as per the NEP2020.

14. UTSAH portal:

Undertaking Transformative Strategies and Actions in Higher Education (UTSAH) portal has been introduced by UGC to effectively track and support the implementation of various transformative reforms in higher education. NSOU regularly updates the UTSAH portal with required information on various academic and administrative activities relating to the NEP2020

These committees, cells, academic bodies and strategic instruments demonstrate that NSOU has adopted a multi-dimensional institutional approach to NEP 2020 implementation. The approach combines curriculum reform and FYUG implementation with credit mobility, quality assurance, research and innovation, digital and OER-based learning, faculty capacity building, student participation, equity and inclusion, and institutional planning.

The NEP Cell provides the central coordinating mechanism, while the CIQA, RDC, ABC Committee, EOC, SGRC, Student Support Centre, NEP SAARTHI and other specialised bodies address specific dimensions of the policy. The Institutional Development Plan (IDP) provides a longer-term strategic framework for integrating these initiatives into the University's institutional development agenda.

Table-4: Summary of the Institutional Mechanism adopted by NSOU

Institutional Mechanism by NSOU	NEP 2020 linkage
NEP Cell	Coordination and monitoring of NEP implementation
Institutional Development Plan (IDP)	Strategic institutional planning and long-term development
ABC Committee	Academic credit accumulation, transfer and mobility
Research & Development Cell (RDC)	Research, innovation and knowledge creation
CIQA	Quality assurance and continuous improvement
NEP SAARTHI	Student awareness and participation
Equal Opportunity Cell (EOC)	Equity, inclusion and support for SEDGs
Students Services Centre (SSC)	Ensuring learner safety and well-being by preventing physical, social, and discriminatory threats and fostering a safe, inclusive, and friendly academic environment.
Students' Grievance Redressal Committee (SGRC)	Learner-centric grievance redressal
ICC & Women's Cell	Gender equity, safety and dignity
Anti-Ragging Committee	Safe and supportive learning environment
Mental Well-being Committee	Holistic learner well-being
Centre for Online Education	Digital, flexible and technology-enabled learning
Faculty NEP Orientation through CIQA / UGC-MMTTC	Capacity building and professional development

Journey of NEP 2020

The journey of implementation of FYUG programme started with the constitution of the NEP Cell. The Cell was constituted in February 2023 and subsequently reconstituted to provide an institutional framework for planning, coordination and monitoring of NEP 2020 implementation.

Table-5: Composition of NEP Cell

1st NEP Cell (vide Reg./0132 dated 02/2/23	Reconstituted NEP Cell (vide Reg./0540 dated 18/5/23	Reconstituted NEP Cell (vide Reg./1098 dated 30/10/23 and Reg./2010 dated 12/03/2024
1. Prof. Asutosh Ghosh, Hon'ble Vice-Chancellor, Rani Rashmoni Green University -- Chairman 2. Joint Registrar (Academic) 3. Officer-in-Charge, Centre for Online Education 4. Controller of Examinations 5. Dr. Papiya Upadhyay, Asst. Professor, SoE 6. Director, CIQA- Convener	1. Hon'ble Vice-Chancellor- Chairperson 2. Director, School of Humanities 3. Director, School of Education, 4. Director (I/c), SPS & SVS 5. Officer-in-Charge, School of Science 6. Officer-in-Charge, School of Social Sciences 7. Director, CIQA 8. Officer-in-Charge, Centre for Online Education 9. Controller of Examinations 10. Prof. Asutosh Ghosh, Hon'ble Vice-Chancellor, Rani Rashmoni Green University 11. Joint Registrar (Academic)-Convener	1.Hon'ble Vice-Chancellor- Chairperson 2. Registrar (Acting) 3. Director, School of Social Sciences 4. Director, School of Humanities 5. Director, School of Education, 6. Director, (I/c), SPS & SVS 7.Officer-in-Charge, School of Sciences 8. Director, CIQA 9. Officer-in-Charge, Centre for Online Education 10.Controller of Examinations 11.Joint Registrar (Academic) 12.Prof. Chandan Basu, UGC-NEP Coordinator 13. Dr. Antara Choudhury, Asst. Professor, SoE,- Convener

Eight meetings were held to finalize the programme structure to implement the FYUGP. NSOU undertook a systematic transition from the conventional three-year UG programme under CBCS structure to a four-year undergraduate programme (FYUGP) aligned with NEP 2020, incorporating Major, Minor, DSE, MDC, AEC, VAC and SEC components. The framework was progressively finalized through meetings of the NEP Cell during 2023-24. NSOU finalized fourteen four-year UG programmes with 176 credits, with a provision for a three-year exit degree carrying 136 credits. The programme structure was aligned with the National Credit Framework (NCrF) and applicable UGC regulations.

Table-6: Credit distribution under NCrF

4-Year Undergraduate Programme Structure of the University under the National Curriculum & Credit Framework (NEP 2020)

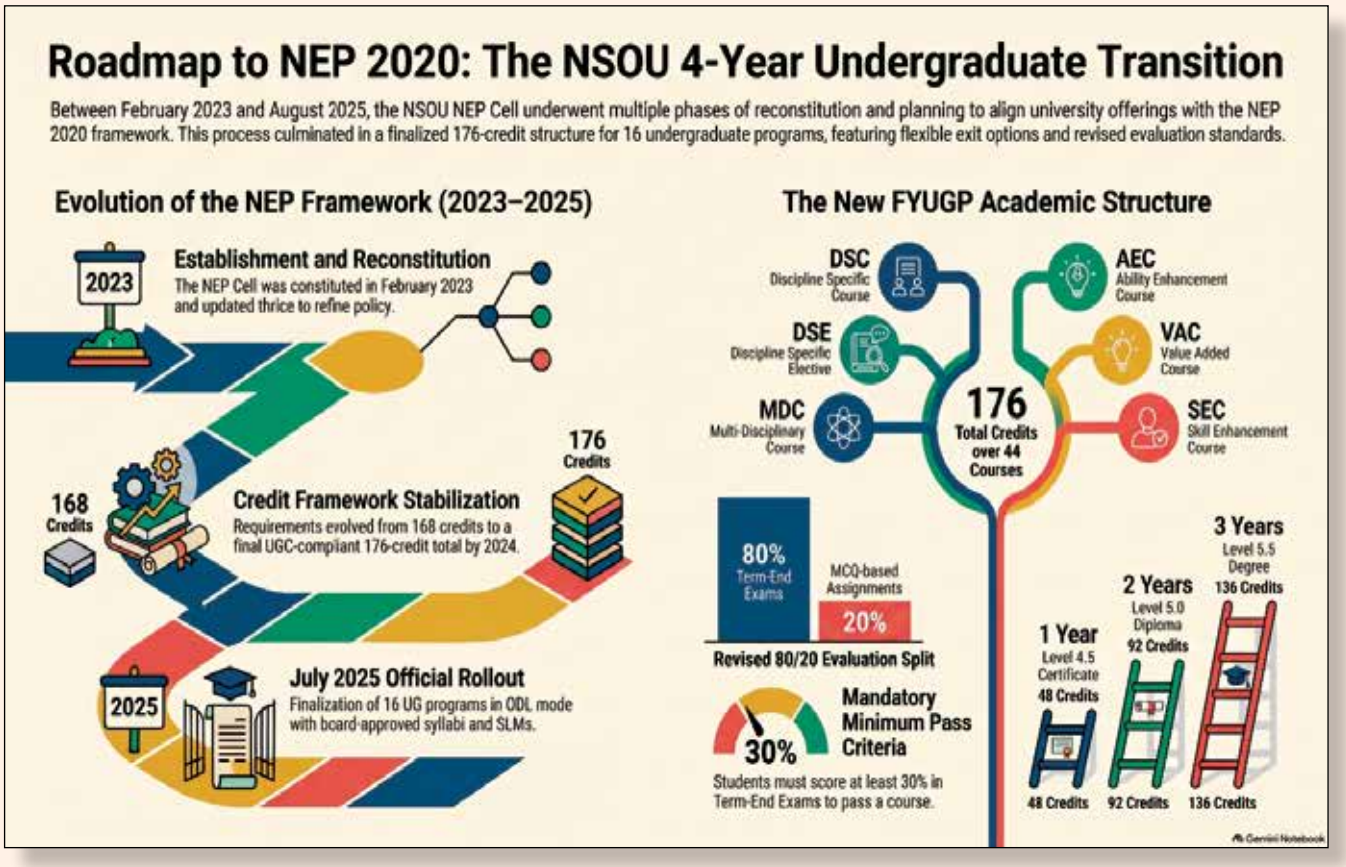
Course	No. of Courses	Credit (Each course: 04 credits)
Discipline Specific Core (DSC) Courses	23	92
Discipline Specific Elective (DSE) Courses	08	32
Multi-Disciplinary Course (MDC)	03	12
Value Added Course (VAC)	02	08
Ability Enhancement Course (AEC)	04	16
Skill Enhancement Course (SEC)	03	12
Seminar Presentation/ Internship/ Community engagement/Value Added Activity	01	04
Total	**44**	**176**

NETAJI SUBHAS OPEN UNIVERSITY

4-Year Undergraduate Program Structure under National Curriculum & Credit Framework (NEP 2020)

Academic Level	Sem.	Major (60/80)	Minor (24/32)	MDC (12)	AEC (16)	VAC (8)	SEC (12)	Research Meth. (4)	Field Work/ Project/ Seminar (4/12)	Total Credit
Level 4.5 (as per NCrF)	I	DSC-1 (4)	DSE-1 (4)	MDC-1 (4)	AEC-1: Bengali (4)	VAC-1: ENVS (4)	SEC-1 (4): One course as suggested by Dept.	—	—	24
	II	DSC-2 (4)	DSE-2 (4)	MDC-2 (4)	AEC-2: English (4)	VAC-2: Cyber Security (4) / Understanding India (4) / Exploring the Indian Constitution (4)	SEC-2 (4): One course as suggested by Dept.	—	—	24
	Exit 1	**UG Certificate Programme**								**48**
Level 5 (as per NCrF)	III	DSC-3 (4) DSC-4 (4)	DSE-3 (4)	MDC-3 (4)	AEC-3: Computer Fundamentals (4)	—	SEC-3 (4): One course as suggested by Dept.	—	—	24
	IV	DSC-5 (4) DSC-6 (4) DSC-7 (4)	DSE-4 (4)	—	AEC-4: Reading & Reflecting on Text (4)	—	—	—	—	20
	Exit 2	**UG Diploma Programme**								**92**
Level 5.5 (as per NCrF)	V	DSC-8 (4) DSC-9 (4) DSC-10 (4) DSC-11 (4)	DSE-5 (4)	—	—	—	—	—	—	20
	VI	DSC-12 (4) DSC-13 (4) DSC-14 (4) DSC-15 (4)	DSE-6 (4)	—	—	—	—	—	Seminar / Presentation / Internship / Community Engagement / Value Added Activity (4)	24
	Exit 3	**Bachelor's Degree**								**136**
Level 6 (as per NCrF)	VII	DSC-16 (4) DSC-17 (4) DSC-18 (4) DSC-19 (4)	DSE-7 (4)	—	—	—	—	—	—	20
	VIII	DSC-20 (4) DSC-21 (4) DSC-22 (4) DSC-23 (4)	DSE-8 (4)	—	—	—	—	—	—	20
	Exit 4	**Bachelor's Degree with Honours**								**176**

NSOU's NEP 2020 roadmap is centred on transforming its ODL ecosystem into a flexible, multidisciplinary, credit-based, technology-enabled and learner-centric system through FYUGP, NCrF-aligned exit options, skill and value-based education, SWAYAM/MOOCs, quality SLMs, faculty capacity building and continuous institutional review. A major implementation priority is the development of Self-Learning Materials (SLMs) for the new curriculum, including Bengali-language materials, supported by appropriate software and plagiarism-detection mechanisms.



Source: Developed through NotebookLM

Fig.10: NEP Roadmap

Programmes on NEP organized by the University

Major Events and Programmes Supporting NEP 2020 Implementation at NSOU
Netaji Subhas Open University has undertaken a range of orientation, sensitization, awareness, academic and capacity-building programmes to facilitate the implementation of the National Education Policy (NEP) 2020. These initiatives have addressed key areas including the Four-Year Undergraduate Programme (FYUG/FYUP), National Credit Framework (NCrF), Academic Bank of Credits (ABC), SWAYAM, curriculum restructuring, inclusive education, skill development and employability, teacher education, blended learning and technology-enabled learning. Following is the list of events organized by the University since 2022.

Table 7: NEP 2020 aligned programmes organized by the Schools, Centre, Cells, Committees etc.

Sl. No.	Event Title	Organizing School / Dept. / Cell / Centre	Event Date(s)	Major NEP 2020 Components/ Focus
1	Awareness Programme on SWAYAM Four-Year Undergraduate Degree Programme (FYUG)	CIQA	11 Feb. 2026	FYUG; SWAYAM; Digital Learning; NEP-based UG education
2	Awareness Programme on SWAYAM Course for FYUG (NEP-NCrF)	CIQA	6 Jan. 2026	NEP-NCrF; FYUG; SWAYAM; Credit-based learning
3	NEP Orientation & Sensitization Programme	CIQA in association with NIEPA, New Delhi	3–12 June 2025	NEP 2020 orientation; institutional sensitization; capacity building
4	Awareness Programme on Academic Bank of Credit (ABC) and Code of Conduct	CIQA	13 Jan. 2025	ABC; academic credit mobility; student responsibilities
5	Workshop on 4-Year Undergraduate Degree Programme under National Curriculum and Credit Framework as proposed in NEP 2020	CIQA	19 Dec. 2023	FYUG; NCrF; curricular reform; multidisciplinary education
6	Awareness Programme on Code of Conduct and Academic Bank of Credit (ABC)	CIQA	16 Dec. 2023	ABC; academic credit framework; student awareness
7	State Level Seminar on "IPR in the Age of Emerging Technology"	CIQA	July 2024	IPR; emerging technology; innovation and knowledge economy
8	One Day Outreach Programme-cum-Seminar on "Commerce Education through ODL Mode: Emerging Trend in the Light of NEP 2020"	Dept. of Commerce, School of Professional Studies	27 Nov. 2022	New trend of Commerce education in view of NEP2020
9	One-day Workshop on "Implementation of NEP Curriculum (FYUP)"	Department of Commerce, School of Professional Studies	15 July 2024	Inter-departmental academic team discussing NEP curriculum, Major/ Minor/Multi-Disciplinary papers
10	One-day Workshop on "Implementation of NEP Curriculum (FYUP)"	Department of Economics, School of Professional Studies	16 July 2024	Inter-departmental academic team discussing NEP curriculum, Major/ Minor/Multi-Disciplinary papers
11	Workshop on "Preparation of MCQ" under NEP-2020	School of Professional Studies	2 July 2025	Assessment procedure under new curriculum of NCrF.
12	Induction Programme for B.Com. (NCO) and B.A. in Economics (NEC), FYUG Programme under NEP 2020 (July–August 2025 session)	School of Professional Studies	28 Nov. 2025	To orient the learners about the FYUGP structure
13	Two-day Faculty Development Program (FDP) on "AI-Enabled Teaching and Learning" - aligned with the vision of NEP 2020	School of Professional Studies in partnership with Head Held High Foundation	18–19 March 2026	Use of Generative AI, Agentic AI, Responsible AI in education, lesson planning, student engagement, assessment and research.
14	"NSOU Celebrating Azadi Ka Amrit Mahotsav" - A Special Lecture on "Contributions of Sri Aurobinda towards Independence of India".	School of Education	17 March 2023	Indian knowledge traditions; cultural heritage; values-based education; holistic education
15	"NSOU Celebrating Azadi Ka Amrit Mahotsav" -A Special Lecture on 'Contribution of Rabindranath Tagore towards Independence of India'.	School of Education	22 May 2023	Indian knowledge traditions; cultural heritage; values-based education; holistic development
16	"NSOU Celebrating Azadi Ka Amrit Mahotsav" - A Special Lecture on 'Contribution of Mahatma Gandhi towards Independence of India'.	School of Education	29 May 2023	Indian values and ethics; national heritage; character building; holistic education
17	"NSOU Celebrating Azadi Ka Amrit Mahotsav" -A Special Lecture (Online) on 'Contribution of Matangini Hazra towards Independence of India'.	School of Education	07 June 2023	Women's contribution to the freedom movement; gender inclusion; Indian heritage; values-based education
18	"NSOU Celebrating Azadi Ka Amrit Mahotsav" -A Special Lecture (Online) on 'Contribution of Mahatma Gandhi towards Independence of India'.	School of Education	14 June 2023	Indian values and ethics; national heritage; character building; holistic education

19	"NSOU Celebrating Azadi Ka Amrit Mahotsav" -A Special Lecture (Online) on 'Contributions of Sarojini Naidu	School of Education	24 June 2023	Women's contribution to the freedom movement; gender inclusion; Indian heritage; values-based education
20	Entrepreneurship Awareness Programme on Skill Development	MSME Development Facilitation Office, Ministry of MSME, in association with School of Education	30 Jan 2024	Skill development; entrepreneurship; employability
21	National Webinar on "Viksit Bharat @ 2047: Voice of Youth"	School of Education	9 Feb 2024	Youth engagement; education and national development
22	National Webinar on "Education for Environment".	School of Education	28 Feb. 2024	Environmental education; sustainability; ecological awareness; education for sustainable development
23	National Webinar on "Challenges and Prospects of the Teacher Education Programme as Visioned in the New Education Policy (NEP)"	School of Education	29 Apr. 2024	Teacher education; pedagogical reform; NEP implementation
24	Online Lecture Series on NEP 2020: Guide to a Transformed Learning Experience, National Education Policy 2020: New Road Map to Achieve Phenomenal India -(1st Lecture)	School of Education	21 Aug. 2024,	NEP 2020; transformed learning; pedagogical reform
25	Online Lecture Series on NEP 2020: Guide to a Transformed Learning Experience Skill development and Employability (2nd Lecture)	School of Education,	24 Sept. 2024,	Skill development; employability; vocational orientation
26	Online Lecture Series on NEP 2020: Guide to a Transformed Learning Experience Looking at NEP through a disability lens (3rd Lecture)	School of Education	27 Nov. 2024,	Inclusive education; equity and inclusion; disability awareness; accessible learning
27	Webinar on "Promotion of Fitness and Sports among Youth" (aligned with the vision of NEP 2020)	School of Education	27 Dec.2024,	Holistic development; physical fitness; sports education; student well-being
28	UGC-DEB Funded Workshop on Implementation of Reformative Structure of UG Curriculum of Education as per NEP 2020	School of Education	13 July 2024	UG curricular reform; NEP 2020 implementation
29	UGC-DEB Funded Workshop on "Building Bridges: Fostering Inclusive Teaching and Learning for Students with Disabilities in the Era of NEP-2020"	Department of Special Education, School of Education	19 July 2024	Inclusive education; equity and inclusion; disability support
30	Two-Day International Symposium on "Education 5.0: Expected Roles of Teachers & Learners"	Department of Education, School of Education	22–23 Aug. 2025	Future-ready education; teacher–learner roles; technology-enabled learning
31	Seminar on NEP Bengali Learning Pedagogy at UG Level	Department of Bengali Language & Literature, School of Humanities	26 Sept. 2024	Indian languages; pedagogy; UG curricular reform
32	Workshop on preparation of lesson-materials for Undergraduate Bengali level according to New Education Policy.	Department of Bengali, School of Humanities in Collaboration With Malda Women's College SC	31 Aug.2024	Indian languages; regional-language learning materials; pedagogy; curricular reform
33	UGC-DEB Sponsored National Workshop-and-Symposium for Content Developers on NEP-based 4-Year UG Programme in English	Department of English, School of Humanities	22–23 Aug. 2024	FYUG; content development; curriculum reform; capacity building
34	One-Day Workshop on the Development of Self-Learning Materials for the Four-Year Undergraduate Programme in Political Science under NEP-2020	Department of Political Science, School of Social Sciences	23 July 2024	FYUG; SLM development; curriculum reform; multidisciplinary education
35	Online Induction Programme for the UG and PG Learners	Department of Political Science, School of Social Sciences	30 January 2026	To orient the newly admitted learners under NEP2020 programme
36	UGC-DEB funded One-day Workshop on Implementation of History UG Syllabus under Four-Year Undergraduate Programme under NEP-2020	Department of History, School of Social Sciences	22 July, 2024	FYUG; UG curricular reform; History syllabus implementation; NEP 2020

37	Online Induction Programme for History UG & PG Learners, 2025-26	Department of History, School of Social Sciences	29 Jan. 2026	To orient the newly admitted learners under NEP2020 programme
38	UGC-DEB funded One-day Workshop on Translating SLMs and Writing Course Materials in Regional Languages according to NEP 2020	Department of Sociology, School of Social Sciences	31 July, 2024	Indian languages; regional-language SLMs; inclusive and accessible learning; NEP 2020 curricular reform
39	UG Induction Programme, 2025-26	Department of Sociology, School of Social Sciences	5 Feb. 2026	To orient the newly admitted learners under NEP2020 programme
40	UGC DEB Sponsored One-Day Workshop on NEP2020: Innovating SLMs, Pedagogy and Public Policy	Department of Public Administration, School of Social Sciences	30 August 2024	The workshop finalized writing action plan for drafting NEP-compliant Self-Learning Materials (SLMs).
41	Online Induction Programme for Undergraduate learners of Public Administration (NPA batch Of July 2025)	Department of Public Administration, School of Social Sciences	27 January, 2026	Introductory session on programme structure under NEP2020
42	12 Weeks Research Internship for Undergraduate Students, under NEP 2020 curriculum	NSOU Centre for Social Studies	9.9.2025 to 16.12.2025	The programme has been designed according the need of NEP2020.
43	WEBINAR on Internship Framework under NEP 2020 for students pursuing 4years UG programme	NSOU Centre for Social Studies	26 August, 2025	Undergraduate students enrolled under the NEP 20 batches across various colleges and universities.
44	Inaugural Session of Research Internship for Graduate Students.	NSOU Centre for Social Studies	9 September, 2025	Undergraduate students enrolled under the NEP 20 batches across various colleges and universities.
45	9 Weeks Research Internship in Social Sciences for UG Learners under NEP 2020 curriculum	NSOU Centre for Social Studies	27.6.2026 to 11.9.2026	The 9-Weeks Research Internship in Social Sciences is designed as per requirement of the NEP 2020 curriculum framework.
46	One Day Workshop on Implementation of NEP-2020 in UG Zoology at NSOU (UGC-DEB Funded)	Department of Zoology, School of Sciences	09 Sept. 2024	Writers & Editors of UG Zoology SLMs for NEP2020
47	NEP 2020 workshop for implementing four year UG programme in Botany (UGC-DEB Funded)	Department of Botany, School of Sciences	29 Aug. 2024	Writers & Editors of UG Botany SLMs for NEP2020 curriculum of NSOU
48	Implementing NEP 2020 Policy for UG/BDP four year Geography programme of Netaji Subhas Open University (UGC-DEB Funded)	Department of Geography, School of Sciences	14 Aug. 2024	Writers & Editors of UG Botany SLMs for NEP2020 curriculum of NSOU
49	One-day UGC-DEB Funded National Level workshop on "Implementation of NEP-2020 in UG Computer Science at NSOU and SLM writing"	Department of Computer Sciences, School of Sciences	30 Aug. 2024	Writers & Editors of UG Computer Sciences SLMs for NEP2020 curriculum of NSOU
50	One-day workshop on "Implementation of NEP-2020 in Environmental Studies (VAC-1) at NSOU" (UGC-DEB Funded)	Department of Environmental Sciences, School of Sciences	30 Aug. 2024	Writers & Editors of UG Environmental Sciences SLMs for NEP2020 curriculum of NSOU
51	One-day Workshop on "NEP 2020: Opportunities and Challenges in Chemistry"	Department of Chemistry, School of Sciences	10 Sept.2024	Writers & Editors of UG Chemistry SLMs for NEP2020 curriculum of NSOU
52	One day workshop of Implementation of NEP 2020 in UG Mathematics	Department of Mathematics, School of Sciences	22 Aug. 2024	UG Chemistry SLMs for NEP2020 curriculum of NSOU
53	Webinar on "ABC ID under NEP 2020"	NEP-SAARTHI Team, NSOU	17 Mar. 2025	Academic Bank of Credits; learner awareness; credit mobility
54	Webinar on "Four Year Undergraduate Programme (FYUP)"	NEP-SAARTHI Team, NSOU	21 Mar. 2025	FYUG/FYUP; curricular restructuring; NEP 2020
55	Essay Writing Competition on NEP 2020	NEP-SAARTHI Team, NSOU	29 Apr. 2025	Student engagement; awareness and sensitisation on NEP 2020

56	Declaration of Results – Essay Writing Competition on NEP 2020	NEP-SAARTHI Team, NSOU	15 May 2025	Student participation; NEP awareness
57	Panel Discussion on “Multidisciplinary Education and the Future of Indian Universities”	NEP-SAARTHI Team, NSOU	26 Aug. 2025	Multidisciplinary education; holistic and flexible higher education
58	Poster Competition on NEP 2020	NEP-SAARTHI Team, NSOU	19 Sept. 2025	Student engagement; NEP awareness and communication
59	3-Day Regional Level Workshop for Developing Graduate Employability Framework in Open Universities	NSOU in collaboration with COL-CEMCA	20–22 Mar. 2025	Employability; skill development; industry/work-readiness; learner outcomes
60	2-Day Intensive Workshop on Job Readiness	Graduate Employability Committee, NSOU, in association with ICC, SPS	20–21 June 2025	Skill development; employability; career readiness
61	One-Day Workshop on Smart Learning Environment	Graduate Employability Committee, NSOU	21 Apr. 2026	Technology-enabled learning; future-ready learning environment; employability
62	Two-Day Employability Workshop on “Skills Beyond Syllabus”	Graduate Employability Committee, NSOU, in association with COL-CEMCA	7–8 May 2026	Skill development; employability; experiential and beyond-curriculum learning
63	One-Day Workshop on “Harnessing Technology for Effective Teaching-Learning”	SVS in collaboration with NIEPA	30 June 2024	Technology-enabled education; digital pedagogy; transformation of teaching-learning
64	Students’ Seminar on “Digital Technology: A Paradigm Shift in Higher Education”	SVS in collaboration with NIEPA	28 Apr. 2024	Digital transformation; technology-enabled higher education
65	Students’ Seminar on “Digital Technology: A Future of Teaching-Learning Process”	SVS in collaboration with NIEPA	7 Apr. 2024	Digital learning; technology-enabled pedagogy
66	Inauguration of NSOU-OER Repository	Centre for Online Education	22 Apr. 2025	OER; open access; digital learning resources; flexible learning
67	Orientation Programme on “Student Service Centre” for Coordinators and Learners	Student Service Centre	28 Apr. 2026	Learner-centric support; access and student services
68	Awareness Programme for Learners of NSOU	Equal Opportunity Cell	4 July 2024	Equity, inclusion, access and participation of disadvantaged/SEDG learners
69	Two-Day FDP on “AI-Enabled Teaching and Learning”	Innovation and Incubation Centre, School of Professional Studies	18–19 Mar. 2026	AI in education; technology-enabled teaching-learning; future-ready education
70	Student Webinar on “Stress and its Management”	Mental Well-Being Committee	14 June 2025	Mental well-being; student support; stress management; holistic development and learner well-being
71	Webinar: Awareness on Nasha Mukt Bharat Abhiyaan	Mental Well-Being Committee	20 August 2026	Prevention of substance abuse; student well-being; healthy lifestyle; awareness and counselling
72	One Day International Seminar on “The Timeless Wisdom of Indian Knowledge Systems: Bridging Ancient Insights with Modern Innovations”.	IKS Centre	30 June 2025	Scholarly insight into the relevance of IKS in the context of contemporary education, research, and public policy, particularly in light of the National Education Policy (NEP) 2020.
73	1st Lecture Series (Online) on Indian Knowledge Systems.	IKS Centre	8 June 2026	Modern ideas, such as biodiversity conservation, sustainable development, community resource management, mindfulness, and ecological responsibility, have strong connections with traditional Indian thought.

74	Lecture Series (Online) on Indian Knowledge Systems (Lecture-2).	IKS Centre	23 July 2026	objective of the session was to reframe the historical perception of ancient Indian knowledge traditions;
75	Special Online Lecture (Lecture-3). Panchakosha Vikas: An Indian Framework for Holistic Personality Development and Sustainable Education	IKS Centre	27 Aug 2026	The event explored theconceptual framework of Panchakosha Vikas - rooted in the Taittirīya Upaniṣad -as a holistic lens to address modern challenges in learner development and sustainable living.
76	Bengali Undergraduate Internship Program 2026	CLTCS in collaboration with the Department of Bengali Language & Literature, SOH	March-May 2026	Aligned with internship programme as per NEP

Source: Schools of Studies and university Website (as on 24/9/2026)

Challenges

The University's current academic initiatives demonstrate that the implementation process has entered a substantive operational phase, particularly with the implementation of FYUG programmes and the development of NEP-aligned learning resources. The availability of semester-wise SLMs for FYUG programmes provides tangible evidence of this transition, but at the same time, the implementation of NEP 2020 in an Open University presents distinctive challenges. These include ensuring effective learner participation in a largely distributed learning environment, developing high-quality and accessible self-learning materials, integrating digital and face-to-face support, facilitating credit mobility, strengthening skill and employability components, ensuring faculty preparedness and maintaining quality across a large network of Learner Support Centres. Addressing these issues requires continuous monitoring, stakeholder consultation, capacity building and evidence-based institutional planning.

Conclusion

Taken together, credit mobility, academic programme development, and equity and inclusion represent three interconnected dimensions of NSOU's implementation of NEP 2020. Credit transfer provides flexibility and recognition of learning; redesigned academic programmes promote multidisciplinary, skill-oriented and outcome-based education; and equity and inclusion ensure that the benefits of these reforms reach learners across diverse social and economic backgrounds. These initiatives are particularly significant in the context of an open university whose fundamental mandate is to democratize higher education and "reaching the unreached." The continuing alignment of NSOU's academic, technological and learner-support systems with these principles can contribute substantially to the realization of the NEP 2020 vision of an accessible, inclusive, flexible and learner-centred higher education system.

The journey of NSOU and NEP 2020 may therefore be understood as a transition from policy alignment to institutional transformation. The University is gradually integrating the principles of NEP 2020 into its academic programmes, curricular structures, credit framework, learner support systems, digital initiatives and quality assurance processes. The introduction of the FYUGP, development of NEP-aligned syllabi and SLMs, initiatives relating to ABC, technology-enabled learning and skill-oriented education represent important components of this transformation.

For the University, the ultimate objective of NEP 2020 implementation is not merely to introduce a new curricular framework but to create a more flexible, inclusive, multidisciplinary, learner-centred, technology-enabled Open and Distance learning system in the landscape of State's Higher Education. In this sense, the University's experience provides an important institutional case of how the vision of NEP 2020 can be translated into practice within the distinctive context of an Open University.

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NATIONAL INSTITUTIONAL RANKING FRAMEWORK

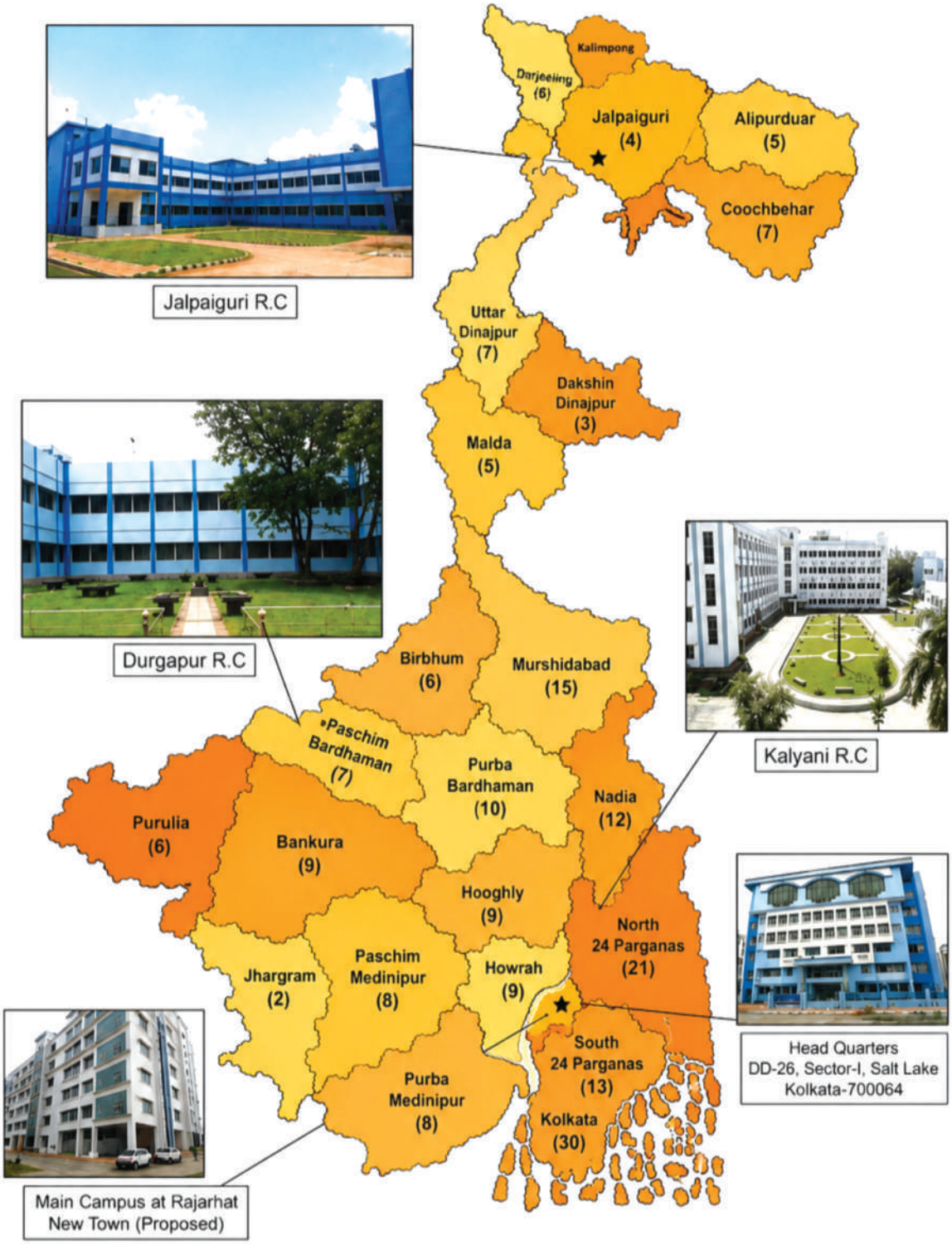
INDIA RANKINGS 2024

Netaji Subhash Open University, Kolkata
Ranked 2 in Open Universities Category

CHAIRMAN, NBA

MEMBER SECRETARY, NBA

"To Reach The Unreached"



* Not according to the scale

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