

BEST PRACTICE I

1. Title of the Practice: “Institute of Eminence”

2. Objectives of the Practice

The University of Delhi achieved a significant distinction in terms of being recognized as the Institution of Eminence (IoE) by the Ministry of Human Resource Development (MHRD), Government of India. This distinction has been achieved due to the continuing efforts and contribution of our students, researchers, teachers, administrative staff, alumni, and all stakeholders. It is extraordinary in the sense that the competition for a limited number of institutions to be so recognized by the MHRD was both serious and severe. The University prepared the IoE proposal, which focused on the broad idea-centric themes and critical transformation of the way the University functions. The change encompasses the whole range of the University's affairs – academic, administrative, and financial. The thrust in academics was placed on what we will teach, how we will teach, and how the University markets its products to meet the future needs of society and the nation, and how it responds to emerging global challenges.

3. The Context

The strategic plan of the University of Delhi envisions stimulating academic life on campus and beyond, leading higher education institutions in India. As stated in the IoE document: "We aim to build a committed cadre of principled and self-assured leaders enabling them to take the nation forward, offer our young citizens necessary space and world-class opportunities, provide our scholars the environment and resources to become major contributors to global thought, and be aligned with the quality of international education that is essential to ensure India's preeminent position as a major educational player in the world."

4. The Practice

Inputs were sought from all the Departments in the University and the Vice Chancellor, Pro Vice Chancellor, Dean of Colleges, Registrar and Deans of the Faculties have led several rounds of inter-Faculty and inter-Departmental discussions. The main aim of these deliberations was to

determine the thrust areas in research and teaching at the University which will have an interdisciplinary and multidisciplinary focus with an eye on their societal relevance. The funding support has been sought for teaching, research and skill enhancement and development programmes under a novel interdisciplinary/multi-disciplinary theme-based initiative, modern amenities including hostel facilities and recreational facilities for resident students and staff, expansion and up-gradation of health and wellness facilities, and faculty housing to offer a residential campus environment.

5. Evidence of Success

The University established the following Schools:

1. **Delhi School of Public Health:** dedicated to studying/imparting training in the area of public health in varied dimensions – science, technology and policy in an integrated manner.
2. **Delhi School of Climate Change & Sustainability:** Oriented to carry out research/teaching/outreach programs in action-oriented activities in climate change and sustainability.
3. **Delhi School of Public Policy & Governance:** The vision of DSPPG is to contribute to the quality enhancement of policymaking and governance in an increasingly complex and challenging world. The School provides an interdisciplinary platform for learning and research on Public Policy and Governance to young academics and professionals who wish to pursue a career in public service, including government agencies, international organizations and the non-profit sector.
4. **Delhi School of Transnational Affairs:** To promote excellence in transnational, comparative and interdisciplinary research.
5. **Delhi School of Skill Enhancement and Entrepreneurship Development:** The objective of the School is to serve as the key platform to promote and foster research and teaching excellence in the areas of skill enhancement, and entrepreneurship development.
6. **Delhi School of Informatics, Computing & Data Analytics:** Proposal under active consideration (to be established – under process)

The Schools are in the process of designing short-term and long-term research/academic plans along with the deliverables.

6. Problems Encountered and Resources Required

Since it is a pilot programme, the major problem encountered by the University was regarding its implementation.

BEST PRACTICE-II

1. Title of the Practice: “REVISION OF UNDERGRADUATE AND POSTGRADUATE COURSES AS PER LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)”

2. Objectives of the Practice

The University of Delhi undertook an elaborate exercise of updating and modernizing all its undergraduate and postgraduate programmes in 2018-19, incorporated the Learning Outcome Based Curriculum Framework (LOCF), and revised the courses under the Choice-Based Credit System (CBCS). The course revision was taken up with the objective that the revised courses take care of varied learning needs of the students in terms of learning outcomes, knowledge outcomes, skill outcomes and personality outcomes. Moreover, courses covering the students' various learning needs are in sync with the requirements of accreditation processes that the University needs to undergo and meet international academic standards.

3. The Context

The revision was unique in that Revised undergraduate courses are also applicable to the School of Open Learning (SOL) students and the Non-Collegiate Women Education Board (NCWEB) students. These courses are expected to benefit close to seven lakh students enrolled under regular and distance learning (SOL) mode and NCWEB. Notably, the revised courses in distance learning mode are at par with those in conventional mode.

4. The Practice

Revision of undergraduate and postgraduate courses was done by following a democratic process involving stakeholders at various levels of curriculum development. Revision and restructuring of 67 postgraduate programmes comprising about 2500 courses under CBCS incorporating LOCF was coordinated by the committee for postgraduate course revision. Three types of courses were

listed in each programme : (i) Core courses (ii) Elective courses – specific to the discipline for students of the department, and (iii) Open Elective courses - open to the students within the same or other department subject to fulfilling of the pre-requisite eligibility to be identified by the department. All postgraduate courses were restructured and revised with total credits ranging between 80 to 100 credits (including 8 credits of Open Elective courses) required for successful completion of the degree. The committee coordinating the postgraduate course revision and restructuring provided a template to all the departments for the purpose of developing courses as per LOCF requirements. The Open Elective courses were introduced to have the component of interdisciplinary learning.

5. Evidence of Success

The LOCF-based undergraduate course revision (UGCR) undertaken by the University of Delhi was one of the first such initiatives in India, having specified time/space for experiential learning-related activities. More than 3000 faculty members from various Departments/Colleges of the University were engaged to revise the CBCS curriculum. The entire exercise was covered in four months with continuous monitoring on Picture in Picture (PinP) mode through in-house self-designed Dashboard. Approximately 1000 Stakeholders (International and National Experts, Alumni, Students, Industry, etc.) were engaged for getting feedback and suggestions including two former Vice Chancellors. One of the curriculum revision highlights was outlining course objectives and weekly Teaching-Learning processes in terms of pedagogy. The course objectives were represented in terms of ethics, social, cultural outlook, global knowledge, skills related to 4th Industrial Revolution, environmental resilience/sustainability and studies related to public good and CSR. It is expected that the revised undergraduate and postgraduate courses explicating learning outcomes will help in bringing comparability of learning outcomes across universities at a national and international level and facilitate the mobility of the students in an objective way.

6. Problems Encountered and Resources Required

The major problem faced by the University was regarding timely completing the elaborate exercise of updating and modernizing all its undergraduate and postgraduate programmes with the involvement of all stakeholders. The entire exercise was covered in four months with continuous monitoring on Picture in Picture (PinP) mode through an in-house self-designed Dashboard.