



MALLA REDDY VISHWAVIDYAPEETH

(Deemed to be University)

Recognised under section 3 of The UGC Act, 1956, vide Notification No.9-4/2024-U.3(A) by
Department of Higher Education, Ministry of Education, Government of India.

MRV NEP-2020 POLICY (Institutional Alignment)



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NEP-2020 POLICY

1. Preamble

The National Education Policy (NEP) 2020 envisions a higher education system that is holistic, multidisciplinary, flexible, and rooted in Indian ethos, while equipping learners with the knowledge, skills and values needed for a rapidly evolving world. Malla Reddy Vishwavidyapeeth (MRV), as a Deemed to be University, is committed to institutionalising the spirit and provisions of NEP 2020 across all its constituent Schools of Eminence.

This document sets out MRV's core commitments under NEP 2020 and its institutional preparedness and implementation roadmap across the policy's key thrust areas.

2. Core Commitments

The following points outline the University's commitment to creating a dynamic, student-centred learning environment that adapts to the needs of both learners and the professional world.

2.1 Address the Unique Learning Needs of Each Student

- Implement personalised learning plans tailored to individual strengths and areas for improvement.
- Offer a range of learning methods, from hands-on experiences to digital platforms, catering to diverse learning styles.
- Regularly assess student progress and adapt teaching techniques to meet evolving needs.

2.2 Foster Creativity and Skills

- Provide an innovative curriculum that encourages creative thinking and problem-solving across all disciplines.
- Integrate experiential learning opportunities like internships, workshops, and projects that build practical skills.
- Encourage students to pursue passion projects and research, promoting a culture of intellectual curiosity.



2.3 Encourage Collaboration and Problem-Solving

- Develop team-based projects and collaborative learning environments where students work together to solve real-world challenges.
- Foster cross-disciplinary collaboration, allowing students to engage with diverse perspectives and skill sets.
- Promote leadership, communication, and interpersonal skills to enhance group dynamics and teamwork efficiency.

2.4 Adapt to the Changing Needs of an Evolving Job Market

- Continuously update the curriculum to reflect industry trends and technological advancements.
- Engage with industry experts and alumni to provide insights into current job-market demands.
- Offer career guidance, skill development programs, and placement support to ensure students are well-prepared for their professional journey.

3. Governance & Implementation Structure

MRV has constituted an Apex-Level NEP Implementation Committee, chaired by the Vice-Chancellor, with the Registrar, Deans of all Schools of Eminence, the Controller of Examinations, and senior faculty representatives as members. The Committee is responsible for formulating MRV's vision and action plan for NEP 2020, identifying areas for multidisciplinary and interdisciplinary course design, and ensuring compliance with UGC statutory provisions while designing curricula.

- Each School of Eminence nominates an NEP Coordinator responsible for cascading the implementation plan, curriculum redesign, and faculty sensitisation within the School.
- The Academic Council reviews and approves curriculum changes arising from NEP alignment, including new multidisciplinary electives, credit structures, and exit-qualification frameworks.
- Progress on NEP implementation is reported annually to the Vice-Chancellor and placed before the Academic Council.



4. Definitions & Abbreviations

Term	Meaning
NEP	National Education Policy, 2020
IKS	Indian Knowledge Systems
ABC	Academic Bank of Credits
NCrF	National Credit Framework
NHEQF	National Higher Education Qualifications Framework
MEES	Multiple Entry and Exit System
FYUGP	Four-Year Undergraduate Programme
R&D	Research and Development
ICT	Information and Communication Technology

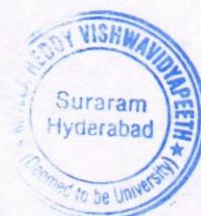
5. Preparedness towards NEP-2020

5.1 Indian Knowledge Systems (IKS)

- Establishing dedicated research centres for Indian Knowledge Systems, including Ayurveda, Yoga, and ancient Indian sciences.
- Integrating IKS into the curriculum through interdisciplinary courses on Indian heritage, philosophy, and languages.
- Conducting workshops and seminars on indigenous knowledge, traditional crafts, and local innovations.
- Encouraging faculty and student research on IKS through funded projects and collaborations with research institutions.

5.2 Holistic and Multidisciplinary Education

- Offering flexible and multidisciplinary degree programs that integrate humanities, sciences, and vocational subjects.
- Implementing the Academic Bank of Credits (ABC) to facilitate credit transfers and student mobility (see Section 6).
- Introducing experiential learning through internships, community projects, and service-learning initiatives.



- Promoting interdisciplinary research and projects to address real-world challenges.

5.3 Academic Leadership, Governance, and Management

- Establishing a participatory governance structure involving faculty, students, and stakeholders.
- Implementing transparent and decentralised decision-making processes in academic and administrative affairs.
- Strengthening faculty development programs to enhance leadership and pedagogical skills.
- Ensuring compliance with regulatory frameworks while maintaining institutional autonomy and accountability.

5.4 Student Diversity and Inclusive Education

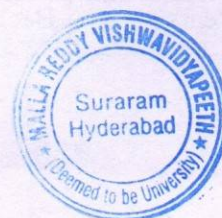
- Implementing policies to support students from diverse socio-economic backgrounds through scholarships and financial aid.
- Establishing support centres for students with disabilities and promoting inclusive pedagogical practices.
- Encouraging gender equity and representation in academic and extracurricular activities.
- Conducting sensitisation programs on diversity, equity, and inclusion for faculty and students.

5.5 Research and Development (R&D)

- Creating dedicated research cells and incubation centres to foster innovation and entrepreneurship.
- Encouraging interdisciplinary research collaborations with national and international institutions.
- Establishing funding mechanisms and partnerships with industries for applied research and technology transfer.
- Strengthening publication and patent-filing support systems for faculty and students.

5.6 Higher Education and Society

- Enhancing university-community engagement through outreach programs, rural development initiatives, and social impact projects.
- Integrating social responsibility into the curriculum through experiential learning and fieldwork.
- Collaborating with local industries, NGOs, and government bodies to address regional and societal challenges.



- Promoting ethical leadership and civic responsibility among students through value-based education.

5.7 Information and Communication Technology (ICT)

- Implementing smart classrooms and digital learning platforms for blended and online education.
- Strengthening IT infrastructure to support research, virtual labs, and e-governance.
- Developing MOOCs and online certification courses to expand access to quality education.
- Enhancing digital literacy among faculty and students through training and capacity-building programs.

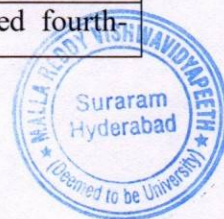
5.8 Skill Development

- Integrating skill-based courses into the curriculum to enhance employability and entrepreneurship.
- Establishing industry-academia collaboration centres for vocational training and internships.
- Conducting regular skill development workshops in emerging areas such as AI, Data Science, and Green Technologies.
- Encouraging students to participate in national and international skill competitions, hackathons, and innovation challenges.

6. Multiple Entry & Exit System and Academic Bank of Credits

In line with NEP 2020's emphasis on flexible academic pathways, MRV's undergraduate programs are structured to offer a Multiple Entry and Exit System (MEES) within the Four-Year Undergraduate Programme (FYUGP) framework, wherever permitted by the respective Statutory Regulatory Authority (SRA) and UGC norms:

Exit Point	Qualification Awarded	Basis
1 Year	Undergraduate Certificate	Completion of prescribed first-year credits
2 Years	Undergraduate Diploma	Completion of prescribed second-year credits
3 Years	Bachelor's Degree	Completion of prescribed third-year credits
4 Years	Bachelor's Degree (Honours / Honours	Completion of prescribed fourth-



	with Research)	year credits, including a research project for the Research stream
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MRV registers eligible students on the Academic Bank of Credits (ABC), the digital repository under the National Academic Depository, enabling secure storage, verification, accumulation, transfer and redemption of academic credits earned across the program, consistent with UGC (Establishment and Operationalisation of Academic Bank of Credits) Regulations. Credit design and mapping is aligned with the National Credit Framework (NCrF) and the National Higher Education Qualifications Framework (NHEQF), ensuring comparability of learning outcomes across knowledge, skill and experiential domains.

Students who exit early may re-enter within the permissible window to complete the balance credits for a higher qualification, subject to institutional and regulatory guidelines in force at the time of re-entry.

7. Monitoring, Review and Reporting

- The Apex-Level NEP Implementation Committee monitors progress against the action plan on a semester basis.
- An annual NEP Implementation Report, covering curriculum reforms, ABC enrolment and credit transactions, IKS and skill-development initiatives, and R&D outcomes, is placed before the Academic Council and submitted to the Vice-Chancellor.
- This policy and its implementation roadmap are reviewed periodically to remain aligned with evolving UGC/AICTE/SRA guidelines issued under NEP 2020.

MRV reserves its rights to modify, amend, or replace this Policy, including withdrawal, at any time.

— Office of the IQAC / NEP2020 Policy, MRV-

**Sd/-
Registrar**

