

A Whitepaper on the Pilot Run of

- ✓ Multi Exit
- ✓ Multi Entry
- ✓ Multidisciplinary
- ✓ Multi-Mode
- ✓ Multi-Institute
- ✓ Lateral entry
- ✓ Flexible Fee
- ✓ Holistic Approach
- ✓ Multi-Language Medium
- ✓ Continuous Assessment



Flexible Academic Program

A Step Towards NEP 2020

“यह नीति उच्चतर शिक्षा प्रणाली में आमूलचूल बदलाव और नए जोश के संचार के लिए उपयुक्त चुनौतियों को दूर करने के लिए कहती है”

-राष्ट्रीय शिक्षा नीति 2020 अनुभाग 9.3



लचीला
शैक्षणिक
पाठ्यक्रम
Website : fap.iiita.ac.in

देश को बदलना है तो शिक्षा को बदलो



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Description of the FAP Visual Identity

The visual identity displays F and P in the bottom left and right parts such that these form an earthen lamp which represents the positive energy with a feeling like *Tamso Maa Jyotirgamay*. The letter A at the center has roots of a “PEEPAL TREE”, It represents the entire academic system with intermingled multiple branches indicating the multi-disciplinary knowledge. Each branch has been upper bounded by a smooth curve giving it the shape of a SHIVLING, which is the ultimate knowledge and one can attain this supreme knowledge through any branch. The overall look from distant seems like a ZERO (0) and closer look reflects INFINITY (∞) too, which is the core of Indian Vedic science. The blue color used in this logo to enhance and explore the thoughts of FAP, blue represents the positivity, openness and great motivation as like Mother Nature. The visual identity made in line drawing and a single color makes the logo compatible for different platform like print, web and other new media.

फैप (FAP) दृश्य पहचान का विवरण

दृश्य पहचान नीचे बाएं और दाएं भागों में F और P को प्रदर्शित करती है जो कि मिट्टी का दीपक के रूप में देखे जा सकते हैं जो तमसो माँ ज्योतिर्गमय जैसी भावना के साथ सकारात्मक ऊर्जा का प्रतिनिधित्व करते हैं। केन्द्र में A अक्षर में एक “पीपल के वृक्ष” की जड़ों को प्रदर्शित करता है। यह बहु-विषयक ज्ञान का संकेत देने वाली कई शाखाओं के साथ संपूर्ण शैक्षणिक प्रणाली का प्रनिधित्व करता है। प्रत्येक शाखा सम्मिलित होकर शिवलिंग का आकार लिए हुए हैं, जो वास्तव में यह प्रदर्शित करता है कि कोई भी व्यक्ति किसी भी शाखा के माध्यम से इस सर्वोच्च ज्ञान को प्राप्त कर सकता है। दूर से समग्र रूप एक शून्य (0) जैसा लगता है और नज़दीकी नज़र अनंत (∞) को भी दर्शाता है जो वास्तव में भारत का वैदिक विज्ञान का मूल है। दृश्य पहचान में नीले रंग का उपयोग किया गया है जो कि FAP के विचारों को वृहद और विस्तृत रूप देता है। नीला रंग सकारात्मकता, खुलापन और माँ प्रकृति की प्रेरणा का प्रतिनिधित्व करता है। एकल रंग में बने होने से दृश्य पहचान को विभिन्न मंच जैसे छपाई में, वेब पे अथवा अन्य किसी मीडिया में सरलता से उपयोग किया जा सकता है।

Concept & Design

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लचीला शैक्षणिक पाठ्यक्रम

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FAP Integrated Services Available at <https://fapis.in>

FAP's Official Twitter [@FAP_for_NEP](#)

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FAP's YouTube Channel

[https://www.youtube.com/channel/UC0bB8ahyiSs_za8m1jpbxLA,](https://www.youtube.com/channel/UC0bB8ahyiSs_za8m1jpbxLA)

विवरणिका

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Introduction of Flexible Academic Program



प्रो० नीतेश पुरोहित

राष्ट्रीय समन्वयक, FAP

प्रोफेसर, भारतीय सूचना प्रौद्योगिकी संस्थान इला०, प्रयागराज

राष्ट्रीय शिक्षा नीति २०२० के परिचय भाग में कहा गया है, 'सभी के लिए समावेशी और सामान गुणवत्तायुक्त शिक्षा सुनिश्चित करने और जीवन पर्यंत शिक्षा के अवसरों को बढ़ावा दिए जाने के उदात्त लक्ष्य के लिए सम्पूर्ण शिक्षा प्रणाली को पुनर्गठित करने की आवश्यकता होगी ताकि भारत द्वारा (2015 में) अपनाये गए सतत विकास एजेंडा 2030 के सभी महत्वपूर्ण लक्ष्य (एसडीजी) प्राप्त किये जा सके।'

प्रस्तावित लचीला शैक्षणिक पाठ्यक्रम (एफएपी) इसी वांछित पुर्नगठन की दिशा में किया जा रहा एक महत्वाकांक्षी प्रयास है। वस्तुतः पराविद्यालयीय शिक्षा से पी एच डी तक चलने वाला यह लचीला शैक्षणिक पाठ्यक्रम (Flexible Academic Program) एक ऐसा नया ढांचा (Framework) है जिसे किसी भी तरह की उच्चशिक्षा के लिए उपयोग किया जा सकता है। बहुनिकास (Multi Exit) एवं भविष्य में उसी बिंदु से पुनः प्रवेश के विकल्प के साथ ही राष्ट्रीय शिक्षा नीति (एनईपी) 2020 की अन्य अनेक विशेषताएं जैसे बहु-विषयक (Multidisciplinary), बहु-आयामी (Multimode), बहुभाषी (Multiple Languages), पार्श्व प्रविष्टि (Lateral entry) इत्यादि को भी FAP द्वारा आसानी से लागू किया जा सकेगा। साथ ही 'सभी के लिए समावेशी और सामान गुणवत्तायुक्त शिक्षा सुनिश्चित' किये जाने की दिशा में एक कदम और आगे बढ़ाते हुए इस प्रस्ताव में बहु-संस्थान (Multi-Institute) विकल्प को भी मूर्तरूप दिया गया है, जिसमें सम्पूर्ण पारदर्शिता के साथ चयनित छात्रों को विभिन्न राष्ट्रीय महत्व के या अन्य समकक्ष संस्थानों में कुछ समय शिक्षा अध्ययन के अनेक मौके उपलब्ध करवाने को सुनिश्चित किया गया है।

राष्ट्रीय शिक्षा नीति 2020 में शिक्षकों को बहुत महत्वपूर्ण मानते हुए कहा गया है कि "शिक्षा व्यवस्था में किये जा रहे बुनियादी बदलावों के केन्द्र में अवश्य ही शिक्षक होने चाहिएं शिक्षा की नई नीति को निश्चित तौर पर, हर स्तर पर शिक्षकों को समाज के सर्वाधिक सम्माननीय और अनिवार्य सदस्य के रूप में पुनः स्थान देने में सहायता करनी होगी क्योंकि शिक्षक ही नागरिकों की हमारी अगली पीढ़ी को सही मायने में आकार दोते हैं। इस नीति द्वारा शिक्षकों को सक्षम बनाने के लिए हर संभव कदम उठाये जाने की आवश्यकता है जिससे वे अपने कार्य प्रभावी रूप से कर सकें।" नयी शिक्षा नीति की इसी विचारधारा के अनुरूप FAP में सहभागी संस्थानों के शिक्षकों को (कुछ शर्तों के साथ) अपने कोर्सेज़ बनाकर, उन्हें उपयुक्त शुल्क के साथ छात्रों को पढ़ाने के लिए अधिकृत करने का प्रस्ताव है।

प्रथमतः 5 सितम्बर शिक्षक दिवस 2020 को ट्रिपलआईटी और उसके बाद 12 सितम्बर 2020 को एनआईटी और 20 सितम्बर 2020 को आईआईटी के निदेशकों और शिक्षकों के लिए शिक्षा संस्कृति उत्थान न्यास, नईदिल्ली द्वारा आयोजित वेबिनारों में 'लचीला शैक्षणिक पाठ्यक्रम' का प्रारूप प्रस्तुत किया गया था। तदन्तर अनेक संगोष्ठियों, ट्रिपलआईटी ए प्रयागराज, एनआईटी पटना, ट्रिपलआईटी पुणे जैसे राष्ट्रीय महत्व के संस्थानों की सीनेट (Senate) आईट्रिपलई (IEEE) जैसी विश्व विख्यात संस्था, विभिन्न विशेषज्ञों से मिले सुझावों को समायोजित करते हुए जो 'लचीला शैक्षणिक पाठ्यक्रम' तैयार हुआ था उसके विभिन्न आयामों पर विस्तृत चर्चा हेतु 3 और 4 दिसम्बर 2021 को ट्रिपलआईटी ए प्रयागराज में एक राष्ट्रीय सम्मेलन का आयोजन हुआ। कई आईआईटी, एनआईटी, ट्रिपलआईटी के निदेशकों, कुछ निदेशकों द्वारा नामित उनके संस्थान के वरिष्ठ शिक्षकों, कुछ राज्य तकनिकी विश्वविद्यालय के कुलपति, एआईयु (AIU), शिक्षा मंत्रालय, नीति आयोग, AICTE जैसे संस्थाओं से जुड़े विशिष्ट व्यक्तियों, के साथ ही अन्य अनेक गणमान्य विशेषज्ञों ने उत्साहपूर्वक सहभागिता करते हुवे सार्थक चर्चा की।

सभी वक्ताओं के विचारों को ऑनलाइन उपलब्ध करवाया गया है, जिसे जल्दी ही एक पुस्तक के रूप में प्रकाशित किया जाएगा। लेकिन इस पुस्तिका में FAP का सारांश और प्रथम राष्ट्रीय सम्मेलन की समेकित अनुशंसाओं को संकलित किया गया है। इसे देश के सभी संस्थानों और विश्वविद्यालयों में भेजा जायेगा ताकि वह अपने स्तर पर लचीला शैक्षणिक पाठ्यक्रम (एफएपी) लागू कर सके। संक्षेप में, राष्ट्रीय सम्मेलन में यह अनुशंसा की गयी की शैक्षणिक वर्ष 2022-23 से विभिन्न प्रकार के संघ (Consortium) बनाकर FAP का प्रायोगिक क्रियान्वयन (Pilot Run) करना उचित रहेगा, उदाहरण के लिए:

- (अ) TYPE-1: राष्ट्रीय महत्व के कुछ चुनिन्दा संस्थान संगठित हो, उनमें से कोई एक समन्वयक बने और कम से कम 'Restricted FAP' लागू किया जाए। इसमें भी दो भाग हो सकते हैं, पहले संघ में वो संस्थान जो JEE(Advance) से प्रवेश लेते हैं और दूसरे संघ में वो संस्थान जो JEE(Mains) से प्रवेश लेते हैं।

ट्रिपल आईटीए प्रयागराज एक ऐसा संघ बनाने की दिशा में प्रयासरत है।

- (ब) TYPE-2: क्षेत्रीय स्तर पर तकनीकी विश्वविद्यालय अपने कुछ चुनिन्दा महाविद्यालयों में FAP लागू करे, साथ ही समन्वय भी करे। अपने क्षेत्र के राष्ट्रीय महत्व के संस्थानों और / या उनके शिक्षकों को भी साथ ही जोड़ने का प्रयत्न करे।

गुजरात तकनीकी विश्वविद्यालय (GTU) अहमदाबाद और अब्दुल कलाम तक निकी विश्वविद्यालय (AKTU) लखनऊ इस दिशा में प्रयासरत है। AICTE ने भी अपने से सम्बद्ध सभी संस्थानों को इस प्रस्ताव पर विचार करने का आग्रह किया है।

- (स) इन सभी संभावित संघों की सहायता (Central Coordination), 'Full FAP' क्रियान्वयन, इत्यादि उद्देश्यों हेतु शिक्षा मंत्रालय (भारत सरकार) एक नोडल एजेंसी e.g. Multidisciplinary Education and Research University (MERU) का गठन करे। जिसके द्वारा सूचना प्रौद्योगिकी मंच (Information Technology Platform) फेपीस (FAPIS: Flexible Academic Program Integrated Services) को जल्दी की चालू (activate) करने की दिशा में प्रयास किये जाए।

ट्रिपल आईटीए प्रयागराज द्वारा स्थापित सेक्षन 8 कंपनी के माध्यम से FAPIS बनाने की दिशा में भी प्रयास जारी है। इसके लिए विस्तृत प्रस्ताव शिक्षा मंत्रालय, भारत सरकार को IIITA प्रयागराज द्वारा 4 जनवरी 2022 को भेजा जा चुका है।

राष्ट्रीय शिक्षा नीति 2020 में उल्लेखित मूलभूत सिद्धांत ही इस प्रस्तावित लचीले शैक्षणिक पाठ्यक्रम का आधार है, राष्ट्रीय शिक्षा नीति 2020 भाग 9.3 के अनुसार, 'यह नीति उच्चतर शिक्षा प्रणाली में आमूलचूल बदलाव और नए जोश के संचार के लिए उपयुक्त चुनौतियों को दूर करने के लिए कहती है' इसीलिए मुझे विश्वास है की अगर हम सभी इस लचीले शैक्षणिक पाठ्यक्रम को लागू करने के लिए कमर कस ले, पुरे मन से प्रयास करे तो यह राष्ट्र स्वयं हमें आवश्यक शक्ति देगा जिससे राष्ट्रीय शिक्षा नीति 2020 के वृहद उद्देश्यों को प्राप्त किया जा सकेगा।



1st National Conference on FAP

December 3-4, 2021, Jointly Organized by



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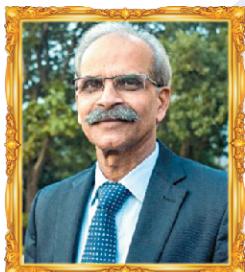
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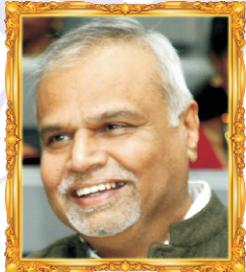
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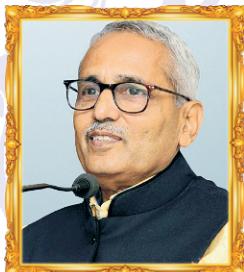
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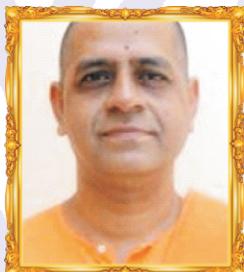
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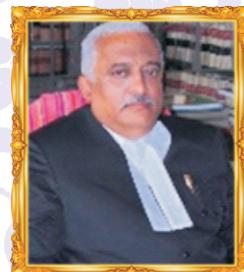
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Atmashraddhananda ji**



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SSUN



Dr. Satish Singh
President IEEE UP Section

Organization from which Speakers were invited



OPTICA
 IIITA Student Chapter

Formerly
OSA



Consolidated Recommendations of the Conference

Topic - Discussions on the condensed recommendations of the panel 1, 2 and 3 above and MOU.

Moderator-Prof. PritishVaradwaj, Indian Institute of Information Technology Allahabad, Prayagraj

Panel Members - Prof. Anil Sahastrabuddhe, Chairman AICTE, Prof. P. Nagabhushan, Director IIITA Prayagraj, Prof. V K Tewari, Director IIT Kharagpur, Prof. T N Singh, Director, IIT Patna, Prof. Prasad Patnayak, IITM (Chairman GATE2021), Prof. PK Jain, Director, NIT Patna, Prof U B Desai, IIT Hyderabad, Prof. Naveen Chandra Seth, VC, GTU, Prof. N.V. Ramana Rao, Director, NIT Warangal, Prof. NeeteshPurohit, Prof. PritishVaradwaj, Dr. Vijay Chaurasiya, All from IIITA

Video Link: <https://www.youtube.com/watch?v=klJZICb-VP4>

This panel-5 of the national conference on Flexible Academic Program was desired to discuss on entire FAP spectrum taking into account the discussions held in the previous four panels on various aspects of FAP as outlined hereunder:

Panel 1: Entry-Exit Norms, offered specializations, and Curriculum under FAP

Panel 2: Comprehensive Academic norms and Rule book for students enrolled under FAP

Panel 3: The governing principles of the FAP consortium

Panel 4: Non-Technical Courses in FAP

At the outset, the moderator of the panel-5, Prof. Pritish Varadwaj briefly described the outcome of various panels to all panelists of this Panel 5, and then the floor was opened for discussions. In general, all esteemed panelists, praised the efforts made by IIIT-Allahabad, Prayagraj for taking up the lead in the right directions towards implementation of NEP2020 through FAP. Furthermore, approaching to other institutes and academicians across the country for obtaining their opinions was also loudly applauded by the esteemed panel members.

The comprehensive views of all panelists are separately placed in the proceedings, whereas the consolidated recommendations are summarized hereunder:

1. At the onset of the meeting, while discussing the suggestions given by the said above four panels, the members of Panel 5 have opined about renaming the theme of **Panel 4**, as 'Human Engineering and Social Sciences (HESS)', as the word 'non-technical courses' may not give a clear distinction and emphasis intended. Further, the panel has suggested the implication of the said HESS coursework for the holistic development of the students and has stressed that the said coursework will be crucial in life-skill development and making one educated in a true sense.
2. The panel agreed to the argument that students are the central entity of all such education systems/schemes so their views must be invited and suitably incorporated in the FAP pilot run. Hence, the panel has suggested that students should be motivated to create an appropriate forum for discussing and disseminating the implementation plan of FAP.
3. IIITA or some other institute/organization should arrange at least one workshop for another important prime-stake holder, the employers, i.e. the PSUs, Industries, private/public ltd companies, etc. As the outgoing students will be hired by these industries as the prospective employers, their involvement at this planning level will give a finishing touch for the FAP.
4. Being the supreme academic body of autonomous institutions (universities), the Senate (Academic

Council) should deliberate upon FAP. IIITA should communicate this request while giving a comprehensive FAP proposal to the respective head of the institutions. The resolutions made in respective Senate/Academic Council should be communicated back to the coordinating institute/organization for working on the feasibility of implementing the FAP Scheme.

5. During the deliberations, it was also suggested that each of the institute should decide when and how to implement FAP in their own institute. Furthermore, it was suggested that the group of institute with similar function and autonomy like all IITs, all centrally funded IIITs, all PPP IIITs, all NITs, all colleges of respective state technical universities, etc. may try to constitute inter-institutes/college FAP implementation within the respective group, which may be referred as IIT/NIT/IIIT(CFTI)/IIIT(PPP)/GTU(etc.) FAP Consortium. One of the respective category institutes may undertake the coordination responsibility among members of consortium.
6. The panel has emphasized the necessity to understand flexibility in Academy Structure as expected by NEP and have suggested following modalities to be taken up at three levels
 1. Level 1: Within an Institution (within the scope of Institute)
 2. Level 2: Across Institute through MoU between the Institutions (within the joint scope of participating Institution)
 3. Level 3: Flexible Academic mobility amongst the Institutions of homogeneity (similar autonomy) such as
 - a) Homogeneous IIT group
 - b) Homogeneous NIT group
 - c) Homogeneous IIIT (CFTIs)
 - d) Homogeneous IIIT (PPPs)
 - e) Homogeneous ISER

The FAP running at the participating institutions may be governed by creating suitable group wise consortia or an Institution with an overall virtual structure called Virtual Institute (VI).

It is really useful if a Virtual Institute concept is evolved through an Act of Parliament and this Virtual Institute (VI) by itself will be a Virtual Institute of National importance, catering the needs of Flexible Academic administration.

The virtual Institute will have a Director, Registrar and other minimal administration setup, but will not have any academic infrastructure, since the participating Institutions enable virtual academic infrastructure for the VI.

To begin with VI will create four or five homogeneous bubbles as indicated as Level 3 and above. Each Institution in every bubble will indicate the courses going to be shared by each of them in every semester. The other supporting infrastructure like hostel etc. could be shared by the participating Institutions towards students who are admitted exclusively under Flexible Mobile Academic Structure.

The VI will enroll the candidates under Flexible mobile Academic pattern. It will take care of the mobility of the candidates, tracking of the credits earned by the learner. It is also expected that, the VI will take care of the academic growth, co-curricular growth and placement and training components for the students admitted under the scheme.



The mobility of the students and the assignment of learning courses to the students at the different Institutions, receiving the details of grades earned and credits completed, following up the courses required will be monitored for within each bubble by the VI. This can be implemented by the VI through the ABC (Academic Bank of Credits) as conceived in NEP.

7. It has also been suggested that, while implementing the FAP scheme, the same category inter-institution consortiums may be a better starting point. However, each consortium will later come up with their own criteria for smooth inter-consortium movement for the students enrolled.
8. It has been observed that, in recent past MoE communicated a suggestion to IITs to effectively engage with near-by institution for knowledge dissemination and mentoring them. Another alternate way of building heterogeneous FAP consortiums at local levels may be that such institutes/colleges headed by respective IIT. The MoE may choose 4-5 older IITs located in different geographical regions to create such heterogeneous consortiums and offer FAP therein.
9. The members have also opined that full implementation of the FAP needs mutual cooperation among these consortiums, and hence, a nodal agency (VI) over and above these consortiums should be created by a competent body e.g. Ministry of Education (MoE) GoI.
10. On the pretext, the members have suggested that IIITA should apprise the MoE about FAP, requesting it for devising and fine-tuning the norms, rules and modus operandi for the said nodal agency (VI) in order to have trans-consortium coverage for smooth transition and implementation.
11. All developments towards implementation of FAP should be properly monitored and recorded by the nodal agency (VI) during the pilot run and afterwards. MoE should accordingly make some funding to the nodal agency, as well as to all those institutes which agrees to head various consortiums as stated above.

"शिक्षा अवस्था में किये जा रहे बुनियादी
बदलावों के केन्द्र में अवश्य ही शिक्षक होने चाहिए।"
राष्ट्रीय शिक्षा नीति 2020

Whitepaper on FAP Pilot Run at IIITA

A) Preface:

In making the expectations as brought out in National Education Policy (NEP) 2020 a reality, IIITA has proposed to introduce an innovative framework named as 'Flexible Academic Program' (FAP) which aims to infuse the standard UG, PG, and Ph.D. programs in an integrated package such that it can easily facilitate multiple exits with provisions of re-entry (from the point of exit in the future), multi-disciplinary, multi-institute, multi-mode, multi-lingual, lateral entry, etc. Starting from Sept 2020 suggestions/consultations from many eminent persons were obtained by organizing several events including Webinars, Seminars, National Conference, etc., and accordingly, the modalities for undertaking a pilot run are prepared, as presented hereunder. Further, IIITA's section-8 Company, IIIC, along with its industry partners and collaborators are developing the FAP Integrated Services (FAPIS) platform for FAP students as a single-window solution for all needs. (More details about FAPIS are placed at Annexure-A)

B) Advantages of 'with FAP' Option:

- (i) For Learner admitted 'with FAP': To begin with, the Flexible Fee (i.e. Flexibility to choose teachers offering the same course from the same or different institutes), Flexible Languages of instructions for different courses (as available), Flexible Mode (ONLINE/ONCAMPUS), Flexible duration (speed up by adopting 24 credits in each session, speeding down by adopting lower credits per semester, but an active student needs to register for at least 10 Credits in each session), Multidisciplinary (choice of specialized 16 Credit modules in 6th and 7th semesters; and Human Engineering & Social Sciences (HESS) courses), Reentry, etc. are enabled for FAP students. Later on, more Flexibility may be opened. FAP enables the students admitted to a lower rank institute to learn a few core subjects as well as the latest specialized modules from the very high quality teachers (in ONLINE mode and for a few of them on campus mode too).
- (ii) For the Institute offering FAP: Observing the above advantages higher ranked students will be attracted which will uplift the overall quality of the institute. When an established research group will offer specialized modules to institute 'with FAP' students in ONLINE mode then it needs to involve a few local teachers/research scholars too for undertaking lab/project/workshops pertaining to the respective module; also some of these trained students will be able to undertake multidisciplinary projects under institute's faculty members, all such things will surely open up new collaborations opportunities for undertaking joint research and development. Besides offering courses to the institute's FAP students, the faculty members may offer the same or other courses to FAP students of other institutes belonging to the same consortium; as well as FAP students of other FAP consortiums. These activities will generate additional revenue for the institute.
- (iii) For the nation: India does not have enough GDP to create all facilities everywhere for all students, so there is a need to optimally utilize all resources creating fair opportunities for all deserving students. In the long run, FAP is going to take care of this aspect. A lot of students are taking one or more years to drop to study Chemistry, Mathematics, and Physics in various coaching classes for getting admissions in a high-rated institute. It is not only a huge useless burden on their parents, but it is a great loss to the nation too, as its best minds are getting delayed to serve the nation. FAP is creating a great opportunity of learning from highly qualified faculty members of a better institute (to begin with it may be short durations on a returnable basis but in long run permanent switching to a few outstanding students) for almost all. This arrangement may motivate these students not to go



for the DROP option but to study engineering subjects with similar devotion to avail the above said opportunity of learning engineering skills from experts. By this, a great qualitative shift in skills of engineering students may become visible in near future. For accomplishing such innovative movements of students for better learning a systematic mechanism through a centralized nodal agency may be created. Identifying this need, IIITA has already sent a proposal to MOE for building a Multidisciplinary Education Research University (MERU) for the wide-scale implementation of NEP2020 and FAP in particular. It is expected that this MERU may become instrumental in opening up many new dimensions and hence several innovative opportunities for all 'with FAP' students of various consortiums.

C) Operational Procedures:

(i) Admission:

IIITA should request JoSAA-2022 and CCMT-2022 to create an option of choosing its respective programs 'with FAP' or 'without FAP'. As per respective merit, on a first come first serve basis, a few maximum (e.g. for the year 2022-23: 25 seats in IT and 25 seats in ECE via JoSAA and NIL via CCMT) may be offered 'with FAP' option. By this, in the worst case, if no one opts for FAP then all seats will be automatically filled without the FAP option and there is no chance of remaining any vacancy or merit violation. And if it is fully filled then also the strength remains manageable. However, it may worth mentioning that when a student admitted via JoSAA reached to MTech/PhD level with/without taking any exit option may not automatically get the respective fellowship too. The institute will separately notify the criteria for awarding fellowship to some of these PG/PhD students.

(ii) Managing Teaching/Assessment/Credits:

All permanent teachers of IIITA and other institutes (as mentioned in Annexure-B, the Dean (A) may add more similarly placed institutes later on), or any other competent person as approved by the Chairman Senate, are allowed to offer courses/modules to IIITA's FAP students via FAPIS. All students admitted under FAP will be managed via the FAPIS platform. Other IITs (CFTIs) will be motivated to launch FAP by offering the FAPIS platform. IIITA will help them in launching FAP and will work towards creating a FAP consortium involving all these IITs (CFTIs only). Once this consortium is built then 'Summer Semesters' may be used for managing students' temporary visits to other IITs, learning some courses ON Campus mode, and returning back to the parent institute in the next regular session. A student may plan an exclusive stay in another institute for a duration of one full semester, provided under the provision of FAP student would have registered for the credits from that institute in that semester.

The courses offered by various teachers will be displayed on the FAPIS dashboard of each student and they can choose any course subject to satisfaction of the prerequisite conditions (if any). Each student will be able to choose the relevant course floated by his parent institute's teacher. He may choose another institute's teacher's course too (in ONLINE mode, unless ON Campus is explicitly mentioned therein) as visible on his FAPIS dashboard. Excluding the extreme scenario like COVID-19, a student cannot opt for more than 40% credits in online mode (it includes HESS courses) with reference to the next exit point, i.e. for the students admitted via JoSAA the 1st exit point is after earning 120 credits so maximum 48 ONLINE Credits may be allowed, however, if a student declares to take the exit after 160 credits then ONLINE 64 Credits may be allowed to him by

the FAP Coordinator, who may, however, consider individuals requests and permit little more ONLINE Credits too.

A pre-fixed class timetable from 9 AM to 9 PM on all 7 days (including Saturday and Sunday) will be made available through the FAPIS platform, before opting for a course the students will be able to see its timings (Highly demanded courses may run in multiple slots simultaneously by different teachers). The assessment procedure may be the same as applicable to non-FAP students i.e. the 'Choice Credit Linked Continuous Assessment and Award' (CCLCAA). To begin with, the curriculum for students admitted via CCMT under FAP as well as without FAP should be the same. However, for the students admitted via JoSAA the curriculum for FAP students will be as placed at Annexure-C.

A Blockchain technology-based Academic Bank of Credits (ABC) will forever keep the credit records of all students via FAPIS. It will generate a suitable soft certificate at the exit point which will remain accessible via a specialized app. It is developed by C3i Hub IITK, a collaborator of IIIC.

(iii) Managing Duration and Fee:

The FAP students need to pay for the respective FAP course fee chosen by him/her in each session (Jan-Jun OR July-Dec), maximum of 24 credits may be opted in each session, along with other applicable fees (including one time FAPIS registration fee to IIIC at the time of admission), as may be defined by the Dean (A). As mentioned in para C(ii) above, there is a possibility that some FAP students of another institute may visit IIITA then in addition to course(s) fee such students also need to pay an additional fee (for hostel and other facilities) as may be defined by Dean(A). Similarly, if IIITA FAP students visit other institutes then such an additional fee needs to be paid by them.

The fee of various FAP courses (X) will be defined by the institute's FAP Coordinator in consultation with the Dean (A). Once the system becomes mature, this decision-making may be transferred to the respective main teacher of each course. However, the Fee of specialized modules/Courses developed by other institutes will be decided by the Main Teacher of the respective module. Depending upon the lab/hands-on expenses/brand name etc. parameters some of these courses may be costly and hence it may become possible that 'with FAP' students, who opt for such costly modules may need to pay more fee as compared to 'Without FAP' students of same batch or other 'with FAP' students who choose low cost (maybe free too) modules.

If the department assigns a FAP course to a teacher (with TAs) as a part of his/her semester load then $0.9X$ will go to IIITA and $0.1X$ to FAPIS. In other cases, the distribution of course fee (X) may be as follows: $X = 0.5X$ (Main Teachers Honorarium) + $0.2X$ (Supporting Teachers/Assistants Honorarium) + $0.15X$ (IIITA's convenience fee) + $0.05X$ (Main Teacher's Parent institute convenience fee) + $0.1X$ (FAPIS course fee to IIIC)

All Fee collection will be done by the FAPIS through ONLINE transactions, and it will transfer the proportionate funds to the respective institute's account within a predefined time.

(iv) Managing DROPs:

It will be done as per the CCLCAA ordinance of IIITA i.e. whenever a student could not qualify for a course, he will be dropped and no credits will be earned by him. In the case of a hard core course, the student needs to again enroll in the course whenever it is offered next time (may be in a different institute/ with a different teacher). However, in case of HESS or soft core courses, he may opt for another subject in subsequent sessions.



(v) Exit options:

To begin with, no exit option should be given till the completion of 120 Credits for students admitted via JoSAA (approximately equal to the completion of 3rd year as compared to the current scheme which is equivalent to Advanced Diploma OR B.Sc.), and 64 credits for the students admitted via CCMT. As 3 years of teaching after higher secondary is already a standard in other fields so this proposed exit is allowed as a 1st exit point so that the outgoing students get duly recognized in the society; the candidates may get meaningful employment and hurdle less bank loans, if they chose to become entrepreneurs, etc. The vacancies created after exit with aMTech degree should be filled via standard Ph.D. admission procedure and in the former case (after completion of 120 or more credits) it may be decided as and when the need arises i.e. after 3 years. Later on, intermediate exit points may be opened.

(vi) Re-entry Mechanism:

The FAP students will be eligible for re-entry into the FAP at any point in time in the future, subject to availability of seats at that point of time including the decision of the Chairman Senate for accommodating a few deserving candidates by creating supernumerary seats. The FAP coordinator and respective HOD (or his nominee) may define additional credits to be earned by such students, on a case to case basis (depending upon the experiences of the candidate, his field of interest, etc.), for becoming eligible for the next exit option(s).

D) Fine Details:

- (i) IIITA proposes to take admissions 'with FAP' as mentioned in para C(i) above w.e.f. 2022-23 academic year, offering limited flexibility as pointed out in para B(i) above utilizing the FAPIS platform.'With FAP' option in JoSAA means entry into either "BTech-MTech-PhD in Information Technology Multidegree flexible program", OR "BTech-MTech-PhD in Electronics and Communication Engineering Multidegree flexible program". And 'With FAP' option in CCMT means either "MTech-PhD in Information Technology dual degree flexible program" OR "MTech-PhD in Electronics and Communication Engineering dual degree flexible program" program.Further, all students admitted under these programs are eligible to move into next program but merely eligibility is not a guarantee of the admission as and when a student desires. Depending upon the past performance only the offer of moving ahead may be given to a few students. Some of them may also be offered fellowship at MTech/PhD level.

For the academic year 2022-23 the admissions may be done as follows:

(a)	In IT stream via JoSAA	:	25 seats (Maximum)
(b)	In ECE stream via JoSAA	:	25 seats (Maximum)
(c)	Via CCMT	:	NIL

- (ii) It should be explicitly specified that, in the worst case, if in future the institute decides not to continue admissions 'With FAP' option then all previously admitted students will be absorbed in the respective regular program of the institute.3) The credits earned by each student should be perpetual i.e. even if a student choose to discontinue the program at any point of time without earning enough credits to get the award of any degree/certificate/diploma, then also the opportunity should exist that he/she may join the program again and earn more credits to become worthy of the degree/certificate/diploma etc. as the case may be.
- (iii) IIITA will approach other centrally (fully) funded IIITs requesting them to replicate the action (i)

above in their own institute and to formally constitute a consortium of these homogeneous institutes. IIITA will approach its own and other institutes (as per annexure-B) research groups motivating them to build specialized 16 credit modules (which fits into 6th Sem OR 7th Sem FAP Curriculum), innovative individual courses of both Technical and HESS domains for offering to its 'with FAP' students with reasonable fee.

- (iv) FAP implementation is a chicken-egg type of problem, so having decided that the institute is going for it, the institute should now approach to other esteemed institutes/ research groups and their faculty members for getting their consent for preparing and floating the specialized modules for the FAP students at various levels. Moreover, it may better if all such relevant information is made available to prospective students at the earliest so that this program may become lucrative. IIITA will extend its supervision to other types of homogeneous entities in building their own independent consortiums e.g. NITs, PPP IITs, IITs, AKTU, GTU etc. IIITA will allow its faculty members to offer courses/modules in ONLINE mode to the students of these consortiums too. However, larger engagements like allowing their students to visit IIITA for physically attending courses, doing projects etc. will be decided by the Dean(A) on the recommendations of the FAP Coordinator and the Main teacher of the respective course as and when it is requested. To maintain the uniformity in grading system, uniform quality of earned credits etc., the proposal of utilizing FAP integrated Service (FAPIS) platform by students, faculty, administrators etc. potential users is appreciated.
- (v) Little later, short-duration Intra/inter consortium movements (on returnable basis) for the 'with FAP' students may be provisioned as per the mutually agreed terms and conditions approved by the Chairman Senate on the recommendations of the Dean(A). It may be easily coordinated through the FAPIS platform. Accordingly, more flexibility may be opened up in the future. Moreover, in such a type of experimentations, the norms must be loosely defined, and as per the need the competent committee/person should be allowed to take suitable decisions. All such deviations should however, be reported to the Senate. In particular, the upper cap (defined in terms of the proportion of seats in para C(i)), may be suitably changed from time to time by the Chairman Senate as he may deem fit.
- (vi) As soon as the MERU (as introduced in para B(3) above) becomes operational, the new age of the education system will start in India.

Annexure-A

FAP Integrated Service (FAPIS) platform:

Please refer to Pg no. 45-47 of the FAP Short Book <https://fapis.in/FAPBookFinal.pdf>

<https://fapis.in/> for demonstration of the current version prototype use

UN: 789054321 with PW: 1234 for all types of FAPIS users.

Annexure-B

(A) For Technical Courses:

All IITs; MNNIT Prayagraj and other similarly placed NITs, All Fully Centrally funded IIITs, IIIT



Hyderabad, IIIT Delhi, IIIT Bangalore, Any other institute approved by the Chairman Senate

(B) For HESS Courses:

All IIMs , All IITs, GBPSSI Prayagraj, DSVV Haridwar, Delhi University, JNU Delhi, Allahabad Central University, BHU, Any other institute approved by the chairman Senate

Annexure-C

ECE FAP Curriculums Pg 48-54 of the FAP book

IT FAP Curriculum Pg 55-61 of the FAP Book

Full details on FAP are available at

Websites:<https://fapis.in/> <https://fap.iiita.ac.in/>

FAQs:<https://fapis.in/src/FAQ.html>

Individual Views of Eminent persons on FAP and Video recordings of presentations, discussions etc are available at following FAP's You Tube Channel



https://www.youtube.com/channel/UC0bB8ahyiSs_za8m1jpbxLA



“समस्याओं पर नहीं बल्कि उनके समाधानों पर चर्चा है”
- श्री अतुल कीठारी

"The Flexible Academic Program is quite an exciting model"

- Prof. Anil D. Sahastrabuddhe
Chairman, AICTE

"A wonderful idea behind FAP is that a student should have the flexibility to get his/her knowledge from multiple institutions, and should not be limited to just one. I am looking forward to being involved with this initiative and helping it actually get implemented on a priority basis. "

-Padmashri Prof. Manindra Agrawal,
Professor, IIT Kanpur

Inter-consortium movement: Little rearrangements in GATE may help

The Chaos theory's famous saying 'A butterfly flaps its wings in the Amazonian jungle, and subsequently a storm ravages half of Europe', appears to be a close equivalence while proposing a few minor changes in GATE as these may potentially bring huge changes in the Indian academic system and the society. Following are such simple proposed fine tunings in GATE

- (A) The current syllabus of GATE for each stream should be partitioned into 4 sections. The section 1 should more or less contain the contents which are usually taught in 1st year BTech/BE of various Institutes/universities. Similarly the 2nd, 3rd and 4th sections should be close to whatever is taught in respective year of BTech/BE program.
- (B) The GATE question paper should also have 4 parts. Each part should have the questions from the respective section as mentioned above. Further, the score of the candidates should be separately recorded for each part of the question paper. And the final score may be obtained by adding these scores (it may be a simple addition OR proportionate addition).
- (C) All students studying in any BTech/BE/Integrated or equivalent courses in any year of their study should be officially allowed to appear for respective (including lower rung parts of the GATE paper) i.e. a student studying in 3rd year of BTech/BE program in any recognized institute/college/university should attempt the 1st, 2nd and 3rd part of the question paper. If s/he skips any part then zero score should be assigned to her/him in that particular part. Accordingly, the fee charged (perhaps time duration of writing answers too) for GATE exam may be proportional to the number of parts the student is supposed to attempt, i.e. if X is the full GATE fee then X/4 may be the fee for appearing in each part.

The (A) and (B) above are small modifications, so these may be incorporated w.e.f. GATE2023, however, part (C) may need little more time for flawless implementation so it may be done w.e.f. GATE2024, or as the NCB may deem fit.

These small changes in GATE may trigger following possibilities:

- 1) PSU's may like to use the GATE score after 3rd year instead of 4th year. Then, it will give a major jump to admissions in PG program, because the students who are to be placed already got their placement based on 3rd Year level GATE score. In such a scenario COAP (Common Offers Acceptance Portal) may not be needed.
- 2) In the light of NEP2020 a few novel innovative academic programs may be designed which may allow movement of students during their course of study, i.e. after 1st/2nd/3rd Yr or so. The above said GATE scores (from various partitions) may play significantly role in transparently moving the deserving students upwards, and perhaps a few non-performing students downwards too.
- 3) Over the time, the syllabus of JEE Mains/Advance may be redefined which will reduce pressure on the school students, e.g. a lot of Mathematics/Physics may be moved into 1st year B.Tech. GATE syllabus (Chemistry may be there for relevant streams only). Perhaps, such developments may rule out conducting JEE Advance examination after a few years. In long run, there may be many more positive changes e.g. significant reduction may be observed in the number of students who choose to drop one or more year to prepare for JEE Mains/Advance.
- 4) Pvt. Companies may organize all India Campus Placement (or internship) by innovatively using these part wise GATE scores and using ONLINE interview. Perhaps, they may find a better mechanism too. As an end result the importance of the place/institute of study may be deemphasized.
- 5) Some institutes may be interested in linking these part wise GATE scores in CGPA calculation, and/or rules for awarding scholarships, merit/honors certificates, institute's/Endowment medals etc.



HIGH LEVEL DESIGN DOCUMENT FOR FAPIS PLATFORM (FLEXIBLE ACADEMIC PROGRAM INTEGRATED SERVICES)

TO BE DEVELOPED BY THE SECTION 8 COMPANY, 'IIITA
INFOCOMMUNICATION AND INCUBATION CENTER' (IIIC) INSTITUTED BY IIITA
PRAYAGRAJ, ALONG WITH ITS INDUSTRY PARTNER EDULADE TECHNOLOGIES, PUNE

As a first step, the IIIC and Edulade Technologies have jointly prepared this high level design document for designing FAPIS such that most of the services should be offered through Desktop as well as Mobile interfaces. The main users of the FAPIS backbone platform along with their roles and responsibilities are as defined below:

A) FAP students

- a) After getting admission in FAP in any discipline in any affiliated college/institute of any consortium, each student needs to enroll himself in FAPIS and pay the one time enrolment fee of Rs. 10000 (Ten thousand only) into IIIC account via online mode. (It is subjected to the approval of the consortium. Also, depending upon the financial support extended by other sources e.g. the consortium head, the GOI, philanthropists etc. to FAPIS, this amount may be reduced.)
- b) The student shall be given a portal where she can select courses of choice as per the rules governing the consortium and applicable to the degree program of the student. She can select the on campus courses only in her parent institute, however online courses may be opted in any other institute of the consortium.
- c) After selecting maximum allowable courses (as may be defined by the consortium), he needs to pay the fee for these courses and other applicable fees of his/her parent institute via ONLINE mode into consortium heads bank account.
- d) Depending upon the intra consortium movement norms, the student may be allowed to visit another institute after completion of 1st year/2nd year and so on. Accordingly, the students who will be allowed to visit another institute will have to pay the residential fees of the visiting institute and the retention fee of the parent institute too for the said duration.
- e) The continuous assessment approach will be followed and the student will be able to see the marks awarded to him/her as soon as it is uploaded after each assessment. Also, after completion of the course the final marks/grades of each subject, the updated transcript, accumulated credits, and other details like fee paid, etc. will remain visible to him/her. A dashboard will be created for the student where he/she can get details of all academic activities. The student will be able to see his/her registered/completed/failed/incomplete courses, marks, SGPA/CGPA, degree requirements, completed and remaining requirements, number of credits he/she can take in parent/other institutes, fee details, fellowship/stipend details and other similar information as needed. Additionally, students can request for generation of transcripts, marksheets, etc through this dashboard.

f) B) FAP Main Teachers

- a) Any teacher of the participating Institutes, the Institutes of National Importance (INI) or other similarly placed institutes as may be chosen by the consortium may become Main Teacher. He will

choose the course which he wants to offer and specify the maximum number of on-campus (Physical mode) and ONLINE students whom he would like to teach, the fee for the offered course, the language of instructions, etc. relevant details.

- b) He needs to choose the slot from the available slots for conducting lectures, tutorials and practice sessions (as per the assigned credits to the course e.g. if a course has LTP = 1:1:1 then the teacher needs to choose 1 hour lecture, 2 hour tutorial and 2 hour practical slot). It may be on a 'first come first serve' basis during 8AM to 8PM.on weekdays. The HESS subjects may however be allowed on weekends too.
- c) He MUST enter all the aforementioned information after obtaining consent of the FAP coordinator (or any other competent official) of his/her institute/college.
- d) As per the frozen timetable he/she needs to conduct the course with the help of supporting teachers, undertake continuous assessments and keep uploading marks of all enrolled students on FAPIS after each assessment session and the final result of each student.
- e) From the total fee collected from students for opting this course, X1% will be paid to the main teacher, X2% to the supporting teachers, X3% to the college/institute to which the teacher is affiliated, X4% to the consortium head, 15% to FAPIS. The consortium will decide the values of X1 to X4, the suggestive values are 50%, 25%, 8%, 2% respectively. (It is subjected to the approval of the consortium.)
- f) A dashboard will be created for the teacher where he/she can find his current and past courses. He/she can fill marks of every student through this dashboard. He/she will be able to see other details such as courses taught, remunerations, colleges, students and any other similar information as needed.
- g) A few teachers may be there in more than one consortium e.g. the teachers of institutes of national importance.

C) FAP Supporting Teachers

- a) The main teacher may choose his colleagues or M.Tech/PhD students of any institute as a supporting teacher. Particularly, the subject teachers of the parent colleges/institutes of those students should be involved, who have joined the course in ONLINE mode. The list of such teachers with contact details will remain available on the main teacher's dashboard.
- b) They need to follow the instructions of the main teacher in toto.

D) FAP Institutes/College Coordinators

- a) The information submitted by the teachers of respective institute/college, the status of their own students should be visible to the Institute FAP coordinators.
They can raise flag in case of any inconsistency. They can also talk to concerned entity and help rectify the errors/inconsistencies.
- b) They will ensure that the payments to the main teachers and supporting teachers should be done within time.
- c) They will be responsible for providing various facilities to the main/supporting teachers, and the students as may be needed for smoothly conducting the teaching/assessments.



E) FAP Head of Various Consortiums

- a) Entire information both academic as well as financial should remain visible to him.
- b) He has the authority to instruct the FAPIS administrator for making any changes in the rule position or any such policy decision.

F) FAPIS Administrator (MERU Head)

- a) He is the super user who will have the responsibility to ensure smooth running of all services. It includes proper financial transactions involving 3rd party platforms.
- b) He needs to keep on adding new innovative features and facilities for making the experiences of all users.
- c) Confidentiality, security, authenticity etc. issues need to be addressed.
- d) Google classroom, and other needful external facilities e.g. conducting ONLINE examination, synching with Digilocker, Other ABCs, etc. may be suitably integrated.

"National Education Policy will set the foundation for 21st century India. We've given extra impetus to this national policy for ensuring that it makes Indians more empowered and easily attractive to opportunities. We're moving to an era where an individual will not be stuck to a single profession all his life. Thus, s/he will continuously need to re-skill and up-skill herself/ himself. We have kept this in contention while formulating the National Education Policy. "

- Hon'ble Shri Narendra Modi, PM India

"As a crucial step to lead India into the fourth industrial revolution, multidisciplinary education is vital. Even engineering schools such as IITs will move towards more holistic multidisciplinary education with more arts and humanities; while arts and humanities students will need to learn more science. And this will be compounded with an effort to include more vocational subjects and soft skills. "

- Padma Vibhushan Hon'ble K Kasturirangan



भारतीय सूचना प्रौद्योगिकी संस्थान, इलाहाबाद Indian Institute of Information Technology, Allahabad

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F.No. IIIT-A/DIR/6-122/2022
Date: 4th Jan 2022

To,
Hon'ble Minister Sir
Ministry of Education, Government of India
Shastri Bhawan, New Delhi

Subject: Submission of the recommendations of National Conference on Flexible Academic Program held for implementing NEP2020 with effect from the next academic year 2022-23.

Revered Sir,

I am pleased to share that IIITA Prayagraj has been striving with the novel idea of Flexible Academic Program to realize the expectations brought out in the National Education Policy 2020. Towards this goal, several webinars were organized beginning on 5th Sept 2020 and finally a National level Conference was held on 3rd and 4th Dec 2021 at IIITA Prayagraj with the lead provided by Shri Atul Kothari, National Secretary Shksha Sanskriti Utthan Nyas, New Delhi. Many experts including Directors of CFTIs, VCs of State Technical Universities, officials of AIU, AICTE, NITI Aayog, IEEE, SSUN, etc. expressed their views therein.

Based upon the consolidated recommendations as emerged out of 2 days panel discussions, the FAP proposal presented now (attached herewith) is to conduct FAP pilot runs with effect from the next academic year 2022-23 with the help and support of the Ministry of Education, Govt of India.

Submitted for your kind approval please.

Thanking You,

With warm Regards,

(Prof. P. Nagabhushan)
Director, IIITA

CC:

1. Prof. Neetesh Purohit, National Coordinator FAP
2. Shri Atul Kothari, SSUN New Delhi.

Sponsors of the 1st National Conference on FAP 2021



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लचीला शैक्षणिक पाठ्यक्रम (FAP) में समायोजित राष्ट्रीय शिक्षा नीति 2020 में उल्लेखित कुछ मूलभूत सिद्धांत

- ❖ लचीलापन
- ❖ कला और विज्ञान के बीच, पाठ्यक्रम और पाठ्येतर गतिविधियों के बीच, व्यावसायिक और शैक्षणिक धाराओं, आदि के बीच कोई स्पष्ट अलगाव न हों, जिससे ज्ञान क्षेत्रों के बीच हानिकारक
- ❖ नैतिकता, मानवीय और संवैधानिक मूल्य
- ❖ बहु-भाषिकता और अध्ययन-अध्यापन के कार्य में भाषा की शक्ति को प्रोत्साहिन
- ❖ जीवन कौशल जैसे, आपसी संवाद, सहयोग, सामूहिक कार्य, और लचीलापन;
- ❖ सीखने के लिए सतत् मूल्यांकन पर ज़ोर
- ❖ तकनीकी के यथासंभव उपयोग पर ज़ोर
- ❖ सभी शैक्षिक निर्णयों की आधारशिला के रूप में पूर्ण समता और समावेशन, साथ ही शिक्षा को लोगों की पहुँच और सामर्थ्य के दायरे में रखना- यह सुनिश्चित करने के लिए कि सभी छात्र शिक्षा प्रणाली में सफलता हासिल कर सकें;
- ❖ स्वयत्तता, सुशासन, और सशक्तिकरण उत्कृष्ट स्तर का शोध;
- ❖ भारतीय जड़ों और गौरव से बंधे रहना,
- ❖ शिक्षा एक सार्वजनिक सेवा है,
- ❖ एक मजबूत जीवंत सार्वजनिक शिक्षा, प्रणाली में पर्याप्त निवाश
- ❖ हर बच्चे की विशिष्ट क्षमताओं की स्वीकृति, पहचान और उनके विकास हेतु प्रयास करना-
- ❖ सभी ज्ञान की एकता और अखंडता को सुनिश्चित करने के लिए एक बहु-विषयक दुनिया के लिए विज्ञान, सामाजिक विज्ञान, कला, मानविकी और खेल के बीच एक बहु-विषयक (multi disciplinary) और समग्र शिक्षा का विकास
- ❖ अवधारणात्मक समझ पर जोर, न कि रटंत पद्धति और केवल परीक्षा के लिए पढ़ाई;



सम्पादक
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