

**Internal Quality Assurance Cell (IQAC)****Dr. B. R. Ambedkar University Delhi****Organised****Faculty Training Workshop on Implementation of the National Credit Framework (NCrF): Curriculum Planning and Implementation Strategies****Date:** 13 August 2025**Participants:** 90 faculty members of Dr. BRAUD in hybrid mode**Session Chair:** Prof. Kartik Dave (Dean Planning)**Resource Persons:**

1. Prof. Lawrence Liang, Dean, SLSPS, Member, Dr. BRAUD NCrF Committee
2. Dr. Mansi Thapliyal SES, Member, Dr. BRAUD NCrF Committee

Coordinator of the Workshop: Dr Anuhska Singh, Associate Director, IQAC

The Internal Quality Assurance Cell (IQAC) organized a Faculty Training Workshop on *"Implementation of the National Credit Framework (NCrF): Curriculum Planning and Implementation Strategies"* on 13 August 2025 in hybrid mode at the Karampura campus. 90 faculty members attended the session. The proceedings began with a welcome by Dr. Urfat Anjem Mir, Director, IQAC, who spoke about the importance of organising this workshop at a time when higher education institutions are expected to implement and translate into action the vision of the National Education Policy (NEP) proactively. He highlighted that the NCrF is not just a technical framework but also an opportunity for us, as teachers, to re-think how we engage with curriculum, student learning, and assessment in more flexible, innovative, learner centric and inclusive ways.

Prof. Kartik Dave (Dean Planning), as the Workshop session Chair, provided the background for why the NCrF matters in general for higher education and particularly for Dr. BRAUD. He reminded the participants that while the university has already adopted the Choice Based Credit System (CBCS), the NCrF goes a step further in bringing vocational education, experiential learning, and professional proficiencies into equivalence with academic learning. For Dr BRAUD this framework resonates with our longstanding commitment to interdisciplinarity and student-centred pedagogy, and opens up new avenues for mobility, employability, and lifelong learning for our students.

The workshop was led by Prof. Lawrence Liang and Dr. Mansi Thapliyal, both members of the University Committee on NCrF implementation. They began by situating the NCrF within the larger aims of the NEP, which envisions flexible curricular structures, creative combinations of disciplines, and multiple entry and exit points for students. They also stressed how the framework seeks to dismantle rigid separations between general and vocational education, curricular and co-curricular activities, and to give due recognition to prior and experiential learning. The

facilitators walked the participants through some of the *operational aspects* of the NCrF, such as the principle of notional learning hours (with one credit equated to 30 hours, and an academic year comprising 1200 hours/40 credits). They emphasised that "learning hours" are to be understood broadly- covering classroom teaching, labs, projects, innovation work, sports and physical activity, cultural and creative engagements, internships, apprenticeships, and on-the-job training. This wider scope affirms the value of holistic and experiential learning, and brings into the credit system much of what students already engage in but which has often remained invisible or undervalued. The discussion also underlined the implications for curriculum and assessment design. The schools were advised to clearly indicate, within their course outlines, how assessments align with stated learning outcomes, including space for student-led and experiential activities. The point was repeatedly made that assessment should not only test content mastery but also demonstrate the skills and competencies that the course aims to cultivate. Dr. BRAUD's adoption of C of flexibility and interdisciplinarity. The NCrF built across general, vocational, and experiential the scope of the Academic Bank of Credit