

**TRANSFORMING  
EDUCATION THROUGH  
INNOVATION IN  
LEARNING**



**AJEENKYA**  
D Y PATIL UNIVERSITY  
THE INNOVATION  
UNIVERSITY



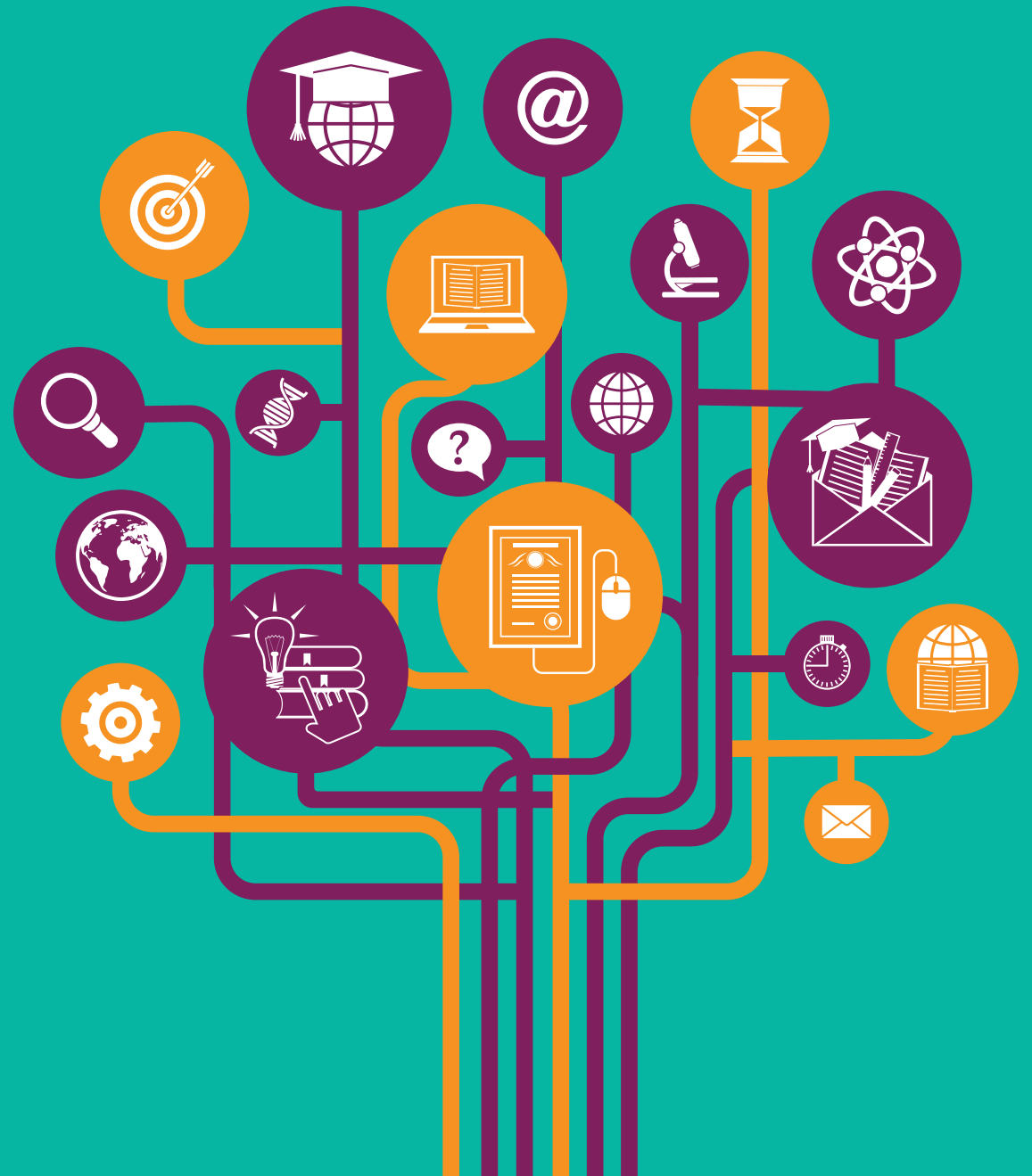
WHERE WILL A GRADUATE FROM  
**ADYP UNIVERSITY** BE AFTER A DECADE?



WHERE A GRADUATE FROM  
ADYP UNIVERSITY WILL BE  
**TOMORROW**

SHALL DEPEND ON THE  
EXPERIENCE WE PROVIDE  
**TODAY!**

**Learning Today  
Leading Tomorrow**



# **INNOVATION** HAPPENS WHERE MINDS **THINK**, AND WHERE **IDEAS** GET CONVERTED TO **ACTION!**

We are ADYPU - The Innovation University and we are now set to embark on a fantastic journey of transforming education through innovation in teaching & learning.

If there is any singular force that is going to impact the world of tomorrow, then it is the ability to learn - learn constantly, continuously and learn forever.

Therefore, our **VISION** for the next few years is focussed on **LEARNING...**



# LEARNING EXPERIENCE @ ADYP UNIVERSITY



## WHY ?

Need for a premium university  
in India that is focussed on Learning

## WHAT ?

Attributes of a Teaching -  
Learning University

## How ?

Framework of Essential  
Processes and Products



# WHY?

NEED FOR A PREMIUM  
TEACHING - LEARNING  
UNIVERSITY IN INDIA



2022

2021

### Higher education is changing !

Advancement in technologies, abundance of information and unprecedented developments have shaped the earlier years. This is going to surely have an impact on the education system of tomorrow, and we are geared for it because we are mindful of our traditions, strengths and future opportunities.

2023

2024

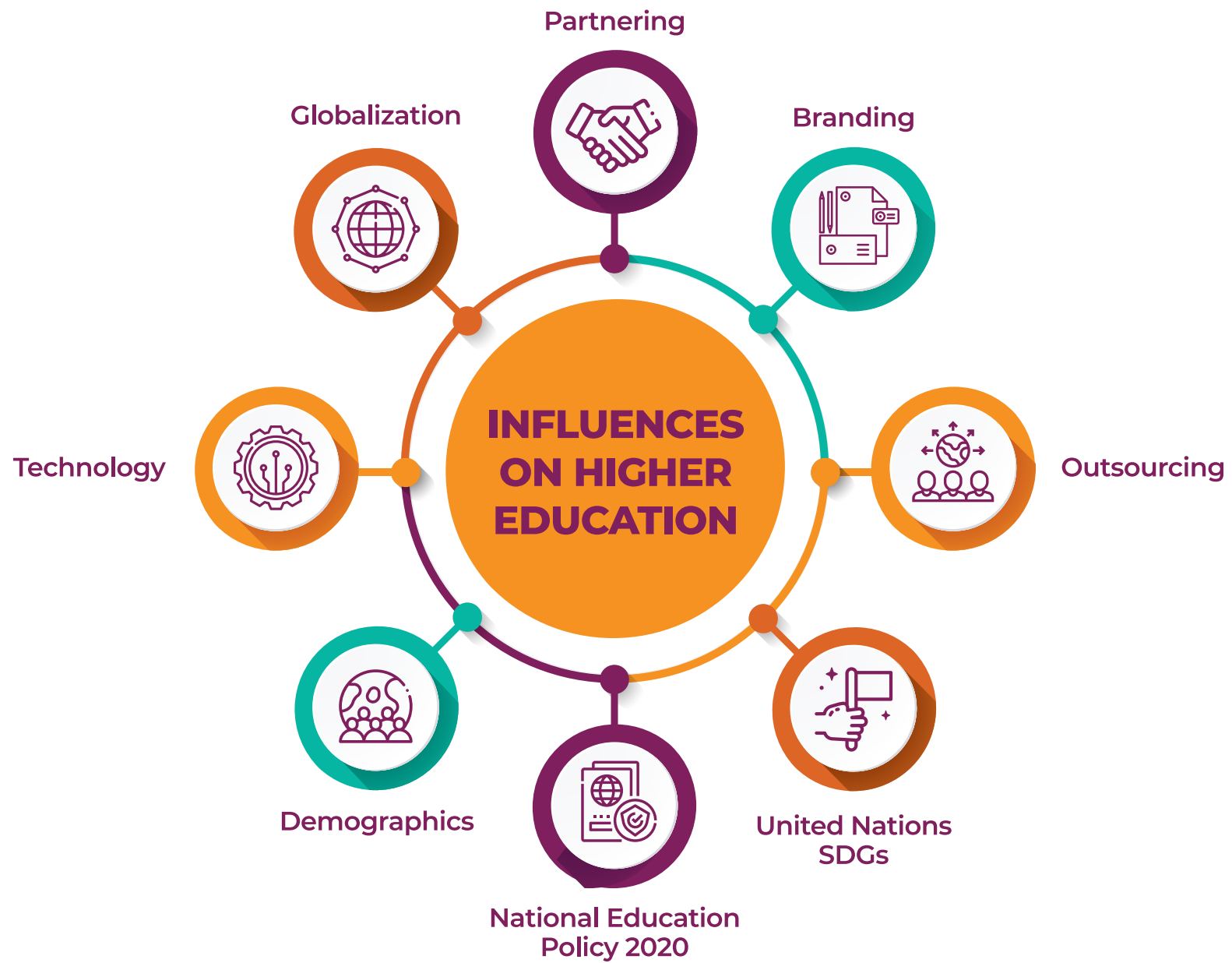
We are in the process of building a university of eminence, dedicated to innovation in learning, intellectual inquiry and pursuit of excellence.

2026

### How will higher education be ?

We don't have the answers to how universities will be after many years, but we know that our today will define our tomorrow and that is why we are ready to REDEFINE LEARNING!





WHAT  
**MOTIVATES**  
TODAY'S  
**GENERATION ?**



# IMPLICATIONS ON TODAY'S LEARNING ENVIRONMENT



- **Pedagogy**
- **Lectures in the classroom**
- **One point of reference**
- **Domain based knowledge**

Extending friendships

Selective learning preferences

Swarmed with information



Interest driven, self - directed learning

Seekers of self expression

Always connected

Instant gratification

Learning on the go



- **Heutagogy, Paragogy**
- **Learning beyond boundaries**
- **Social learning experiences**
- **New learning pedagogies**
- **Competence building**

# WHAT ?

ATTRIBUTES OF A  
TEACHING - LEARNING  
UNIVERSITY



01

### Building ADYP University teaching - learning as a strategic asset

- Creating institutional strategy and planning focus
- Normalisation, standardisation, operational excellence
- Academic excellence and governance
- Source of new ideas and innovation through scholarship

03

### Transdisciplinary degrees

- Project - based learning
- Design thinking learning component
- New degrees, e.g. digital humanities
- Amalgamation of traditional values with future - relevant fields

IMMEDIATE FOCUS

### Outcome based model

- Extendibility to competence building
- Student transcripts, Placement index, Employability value
- Reinvigorating curriculum - industry certifications, credentials

02

### Learning value chain

- Accelerated degrees
- Student collaborated publications
- High potential - performance - placements
- Innovation, disruptive learning practices, product development

04



# FUTURE INCLUSIONS

## Capacity building, diversity and inclusivity

- Extending opportunities for all through enrichment of program portfolios and onboarding process.
- Information provision, advisement for capacity building
- Establish in - house Academic Bank of Credit (ABC) to digitally store and transfer academic credits and ease the re - entry of students who may exit early and then return to work toward a full degree.

## Create an ambience for new ideas to grow

- Enhanced student choice
- Strength - based pedagogies honing individual, unique attributes
- Building intrapreneurs and entrepreneurs
- Connect industry sponsored projects to the degree programme
- Partnering with industry / knowledge enterprises who have expertise to unbundle few areas

## Digital learning experiences

- Digital literacy, mindset and dexterity
- Shift from instant gratification to deeper learning
- Real - time feedback analytics
- Personalisation, diversify and increase program portfolio with more open and distance learning



# FUTURE EXTENSIONS

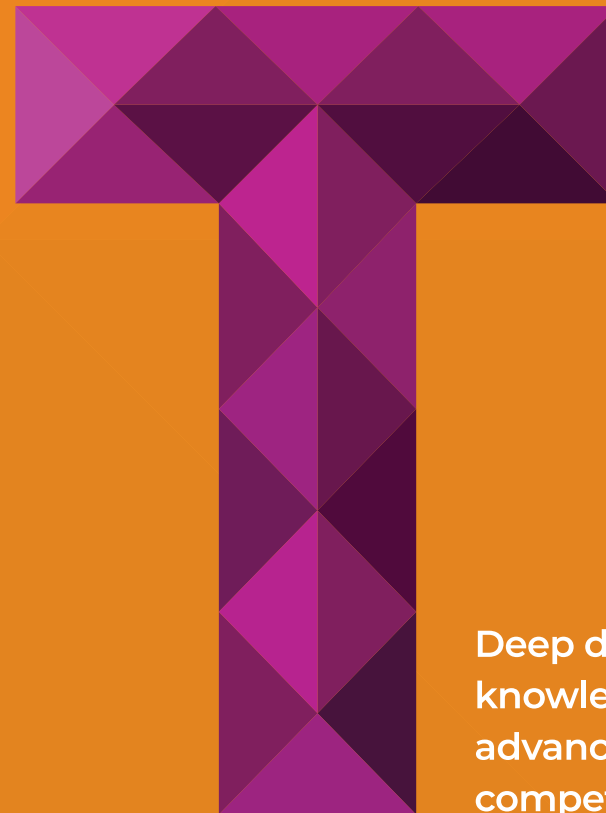
## Global linkages

- Globally benchmarked with local relevance
- Global partnerships with high value positioning of ADYP University in the teaching - learning space
- Global Partnership for excellence in innovation, digital transformation and global start - up collaborations
- Alignment with SDGs as a global mission in higher education
- Establish Inter - university centre for international education for internationalisation of education.

## Competence-based pathways

- Multimodal programs
- Entrepreneurship - based program design with credits for incubating ideas
- Elevated employability and entrepreneurial value chain
- Learning assurances

Higher order **Thinking Skills** in alignment with 21st century learning competences.



Deep domain, specialised knowledge for ensuring advancement in learning competence.

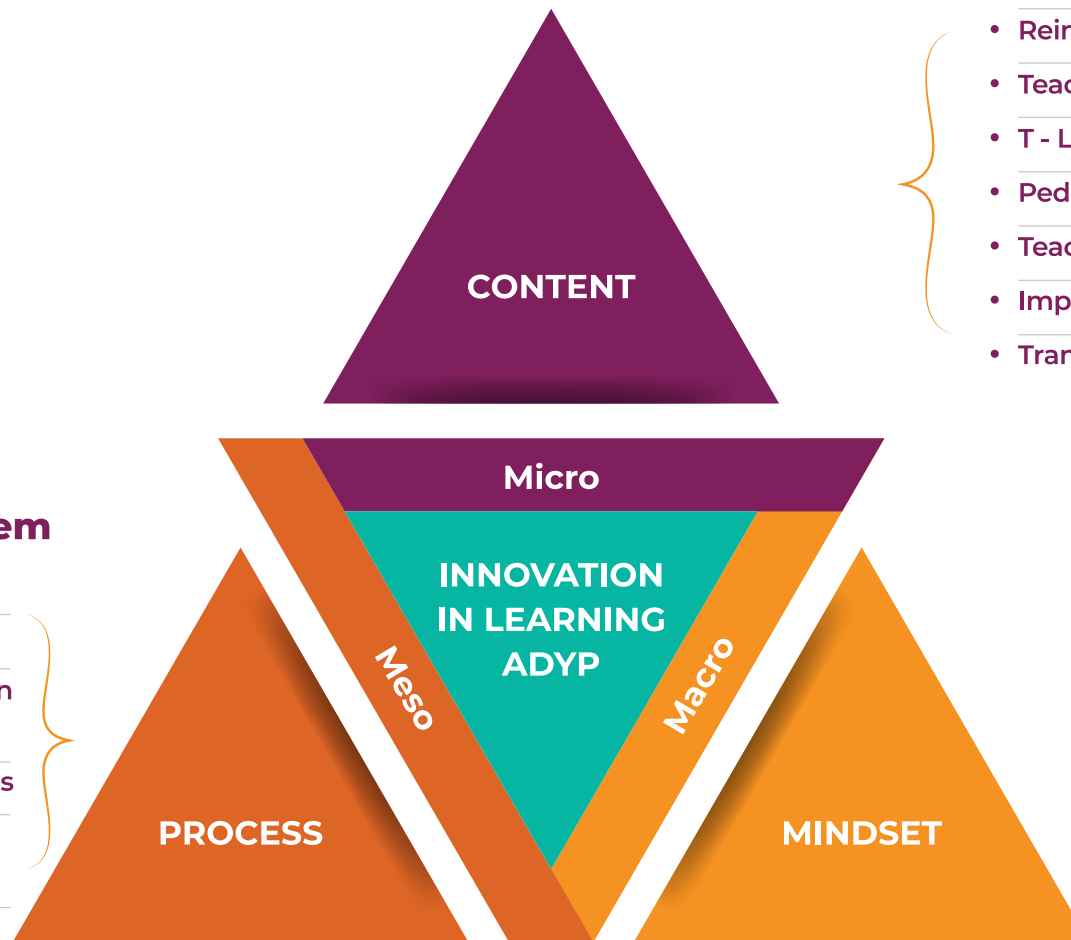
# HOW ?

## FRAMEWORK OF ESSENTIAL PROCESSES AND PRODUCTS





# REDEFINE THE CONTRACT WITH THE STUDENT



## Experiences in the classroom

### HoDs - led

- Reimagined and realigned
- Teaching - learning in the classroom
- T - L Centre for Innovation
- Pedagogy and assessments plans
- Teaching learning plans
- Implementation of innovative pedagogies
- Transformed student experience

## University ecosystem

### Leadership - led

- Process centricity - SOPs
- Centralised frameworks on pedagogical design
- Transformation evangelists
- Metrics and evaluation parameters
- OBE frameworks

## Cultural shift-learning matters!

### Student - led

- Events
- Research - learning practices
- Speaking walls
- Workshops
- Pedagogical shift - student centred
- Publications and visibility

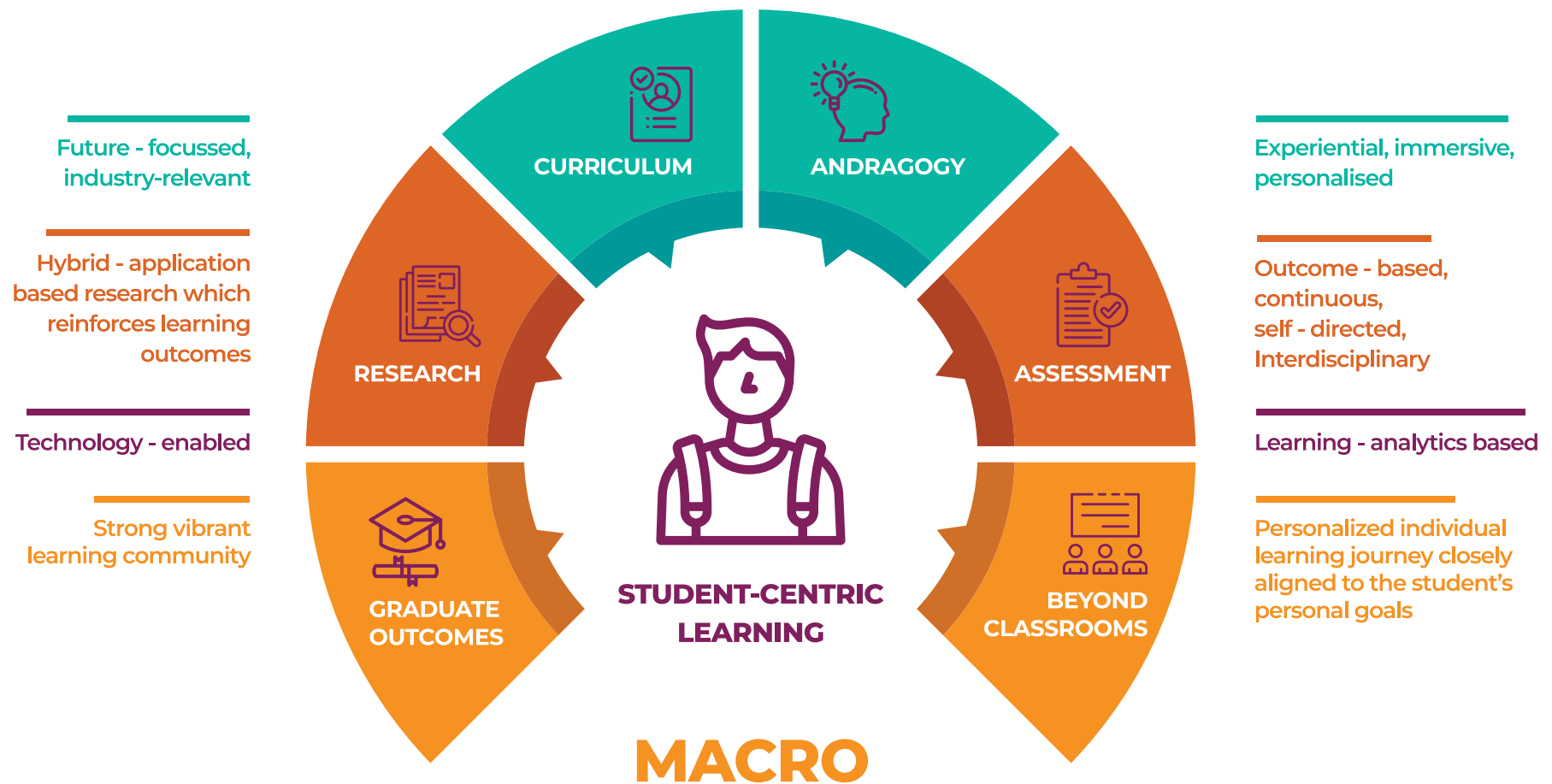
# THE IMPLEMENTATION FRAMEWORK

SYSTEMS VIEW FOR BUILDING INSTITUTE OF EMINENCE



**MACRO**

# CREATING CLASSROOM OF THE FUTURE



## Transformation

- **Competence based** - ensures higher order skills needed for 21<sup>st</sup> century requirements
- **Immersive learning experience** - ensures holistic learning thus developing multi - faceted skills
- **Applied learning** - ensures readiness for specialised areas of work
- **Industry credentialing** - ensures customised pathways
- **Global virtual immersions** - ensures a total world view, with an international advantage.

End - to - end advanced learning solutions for nurturing diverse skills in higher education and industry

# MESO



**SCHOOL - CENTRIC  
PROGRAMS**

FROM SCHOOL

**LEARNING AS  
AN EXPERIENCE**

TO CORPORATE

**EXECUTIVE  
PROGRAMS**



# WHAT NOW?

NOW IS THE PERFECT  
RESPONSE TO THE  
NEED OF THE HOUR



MESO

High quality, unparalleled learning experience and support gives **opportunity** to attract more students

Thrust on **blended** as a powerful combination of online learning plus offline immersive touchpoints extends opportunities

**Value-add++** for 21st century competences - personalised coaching, counselling to enhance student retention

Detailed **analytics** to influence the learning process and for decision making

High **incentives** for campuses from government for effective and innovative teaching - learning models

Creation of **premium value** to influence decisions by prospective students

Competitive experience proposition with advanced and alternate **tech - experience** to create differentiation

Applied, scenario based learning, through real - time live projects with **industry** involvement

Specialised learning interfaces for creating necessary **value points** for students to take various opportunities.

# TAXONOMY FOR TEACHING, LEARNING AND ASSESSING

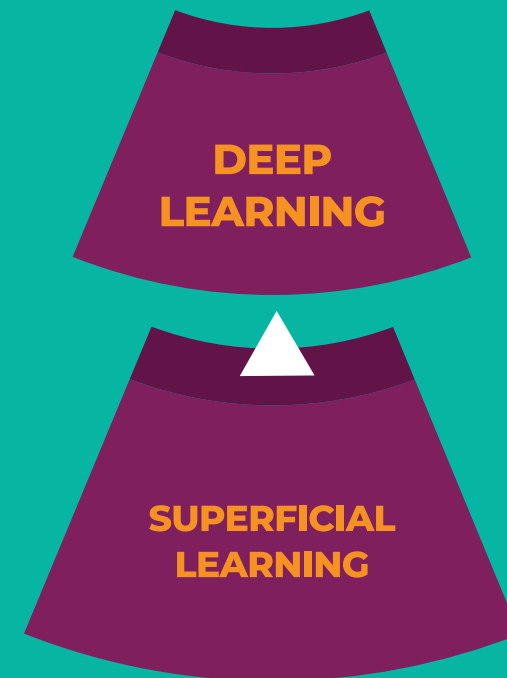
COGNITIVE	PSYCHOMOTOR	AFFECTIVE
Creating	Coaching	Characterising
Evaluating	Applying	Organising
Analysing	Recognising	Valuing
Applying	Standards	Responding
Understanding	Modelling	Receiving
Remembering	Observing	

Studies show that modern students are likely to have five substantially different careers in their working lives; as such, they need concrete evidence of the diverse workforce skills and abilities that employers desire.

#### Source

<https://www.cognizant.com/whitepapers/reimagining-the-university-in-a-student-centric-world-codex3729.pdf>

## MICRO



## COMPETENCIES



KNOWLEDGE

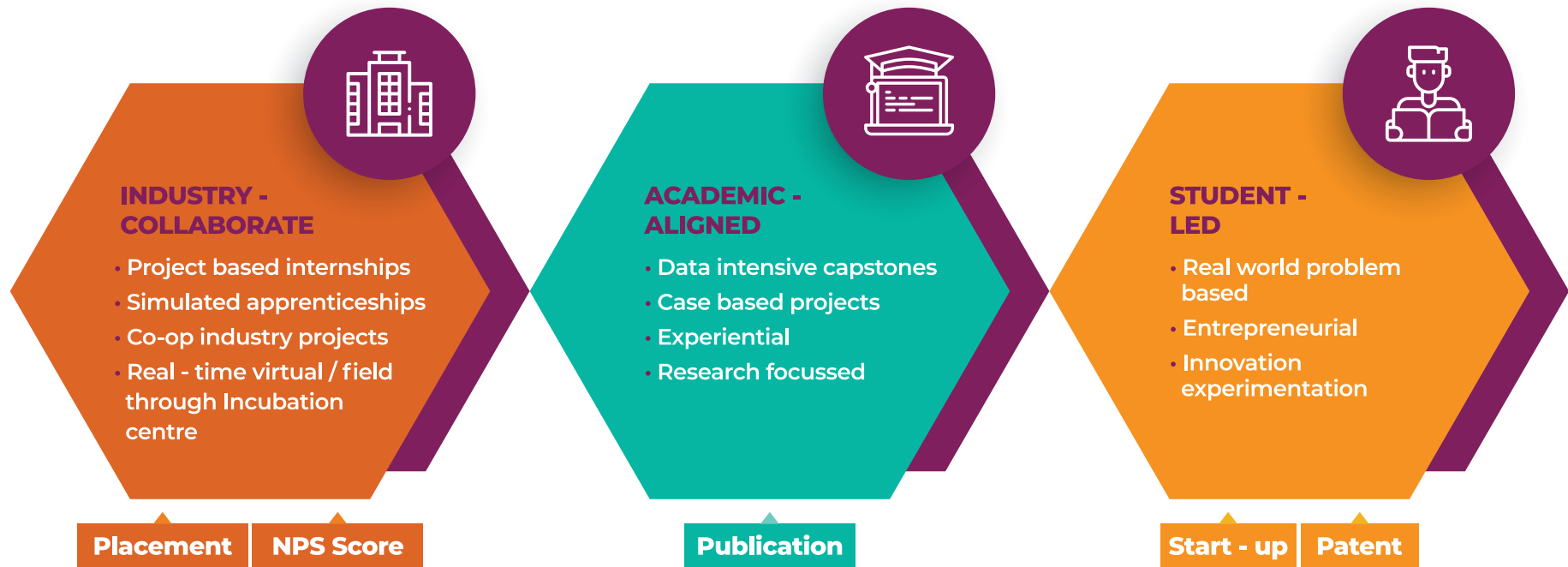


SKILLS



ABILITIES

# EXAMPLE OF LEARNING - CENTRIC PEDAGOGY



**MICRO**

# STRUCTURAL CHANGE - FUTURE

(National Education Policy 2020)

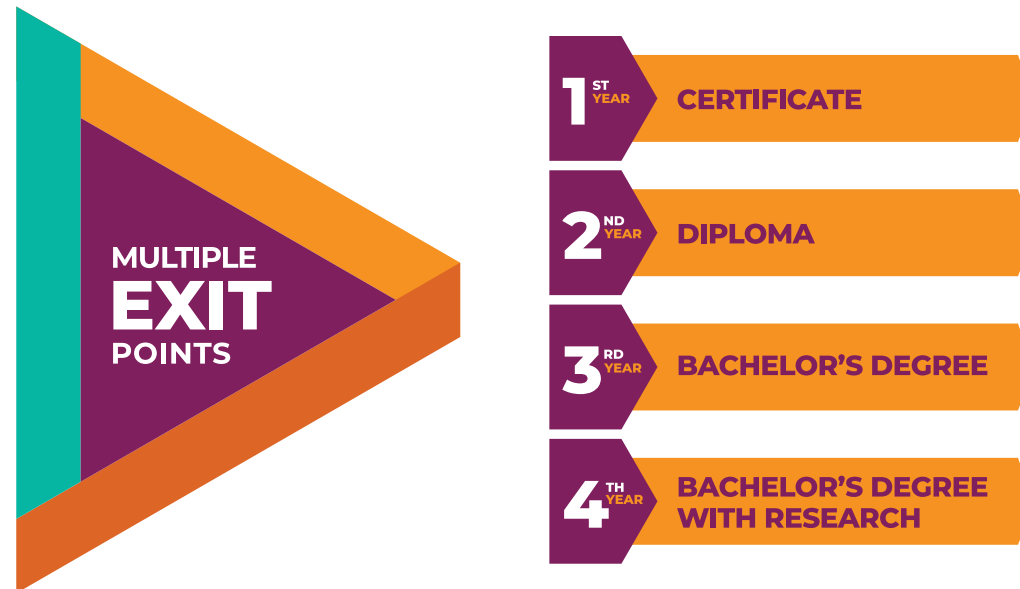
## Source

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)



## Immediate steps

- Redesign undergraduate degree with three and four - year duration, with multiple exit options.
- Design modular programs - certificate after completing one year; diploma after two years, and a Bachelor's degree after completing three years.
- Strengthen four - year programme leading to a degree 'with research' if the student completes a rigorous research project in their major area of study.



## MACRO

4 Year Multidisciplinary Bachelor's Programme



# INFLUENCES AND INTENT



**2021** NOW  
REFORMATION



**2023** NEXT  
TRANSFORMATION



**2026** AND BEYOND...  
INNOVATION

FROM THE EXPERIENCE  
OF **CLASSROOM**  
TO THE EXPERIENCE  
CALLED **LIFE!**





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**UNDEFEATED | UNCONQUERABLE | VICTORIOUS**