

NATIONAL EDUCATION POLICY-2020 IMPLEMENTATION PLAN

STRATEGIC ACTION PLAN AND GOALS



CENTRAL UNIVERSITY OF HARYANA

June, 2021



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PREFACE



Central University of Haryana is one of the frontrunners in implementing the National Education Policy (NEP) 2020 in a phased manner. The gigantic task of preparing the Comprehensive Roadmap for Implementation of NEP by the Task Force involved series of discussions/consultative sessions with the eminent experts from various prestigious higher educational institutes and academia of the University. The Task Force conducted brainstorming sessions with internal and external experts to devise the roadmap for implementation. We are grateful to each member of the Task Force for her/his exceptional contribution.

Based on the Comprehensive Roadmap devised by the Task Force, I discussed the NEP-2020 plan with Dean Academic and Director, IQAC to prepare “Strategic Action Plan and Goals for Implementation” under eight major heads with short-term, mid-term and long-term goals to achieve the targets in a phased manner. We are of the strong view that the projected goals shall pave the way for excellence in academic, research, and innovative initiatives of the University. For the desired outcomes, the progress of the phased implementation will be assessed periodically, and if need arises, targets may also be reviewed and revised.

I feel privileged to acknowledge and put on record the constant support and guidance of the Hon'ble Minister of Ministry of Education, GoI, Chairman, University Grants Commission, Secretary of Ministry of Education, GoI, esteemed members of Executive Council and Academic Council of the University. Their motivation and constant guidance helped us prepare this goal-oriented document to implement NEP at our University in a phased manner. I am also indebted to the esteemed members (both internal/external) who worked for planning and execution of NEP-2020 at our University.


Last but not the least, it is pertinent to mention that the suggestive Action Plans and Goals for the selected eight aspects are primarily based on the NEP-2020 and Comprehensive Roadmap devised by the University for Implementation of the Policy, therefore, in case of any inadvertent deviation or ambiguity, the original document of NEP and the Roadmap approved by the University Authorities shall prevail.

Prof. R. C. Kuhad

Vice-Chancellor and Patron, Task Force

MESSAGE OF THE VICE-CHANCELLOR



The National Education Policy (NEP) — 2020 is one of the significant milestones in the history of Indian higher education system. At Central University of Haryana, we collectively worked hard on understanding, deliberating, planning and executing the Policy for reaping its benefits in the largest interest of our stakeholders.

Presently, the active stakeholders of the University are in the process of implementing the Policy in a phased manner. To reach up to this level, the NEP-Task Force of the University worked tirelessly under the guidance of the University leadership and prepared the comprehensive roadmap to implement the Policy. We are highly indebted to the members of the statutory bodies, all the esteemed members of the NEP-Task Force as well as the faculty, staff and students for their support and guidance.

Having adopted the Comprehensive Roadmap for the Implementation of NEP-2020, it was realized that we should further work on the strategies enlisted in the Comprehensive Roadmap for better clarity about eight major aspects for phased implementation. In order to guide each one of the faculty and officer at our University, we identified the key action plans and goals to implement the Policy in a phased manner. The Phase-wise Action Plan is essentially a reflection of the commitment of the University to implement all relevant provisions of NEP-2020 within the specified timeframe for phased implementation.

With this Action Plan in hand, we are confident that our University will not leave any stone unturned in successful implementation of this Policy to emerge as a pioneering University for other academic institutes to follow.

Prof. R. C. Kuhad

BACKGROUND



National Education Policy-2020 is a landmark document and a guiding source to bring reformative changes in the Indian education sector. It presents the vision for greater access, equity, excellence, inclusion and affordability to help India emerge as the knowledge super power. The policy is a revolutionary step of the GoI and will bring transformational changes in the entire education system through advancements in pedagogies, knowledge creation, innovative delivery mechanism and integrated management of education systems.

This policy replaces the 34-year-old National Policy on Education (NPE), 1986. In fact, the need of similar policy was felt in 1964 and in the same year, under the Chairmanship of D.S. Kothari, a 17-member Education Commission was constituted to draft a National Policy on Education. The Indian Parliament passed the first education policy in 1968, followed by NPE-1986 and its Programme of Action (PoA) 1992. After 34 years, the most comprehensive, structured and visionary policy was drafted under the Chairmanship of noted scientist Dr. K. Kasturirangan to meet the contemporary and futuristic needs of large population of Indian youth.

Within no time after the release of the Policy by the Ministry of Education, Prof. R. C. Kuhad, Hon'ble Vice Chancellor, Central University of Haryana constituted the Task Force to devise the roadmap for phased implementation of the policy.

The Task Force devised Comprehensive Roadmap for Implementation of NEP-2020 after conducting multiple rounds of consultations with various stakeholders including faculty, Heads and Deans of the University and eminent experts from various prestigious universities/organisations.

This document titled as "NEP-2020 Implementation Plan: Strategic Action Plan and Goals" is presented under eight relevant components of the policy, namely Multidisciplinary and Holistic Education; Equity and Inclusion; Motivated, Energized and Capable Faculty; Technology Use and Integration; Global Outreach of Higher Education; Promotion of Indian Knowledge Systems; Languages, Culture and Values; Research, Innovation and Rankings; and Integrated Higher Education System.



The document “NEP-2020 Implementation Plan: Strategic Action Plan and Goals” charts out the modalities for phased implementation of the Policy at various levels, and broadly earmarks the short-term, mid-term and long-term goals which may be assessed and reviewed periodically.

We feel that the Comprehensive Roadmap for Implementation prepared by the Task Force and this document on Strategic Action Plan shall facilitate the University fraternity in putting the vital components of the Policy in place in a time bound manner. The present document focuses on all important aspects of NEP-2020 under eight major heads, and the remaining aspects/components of NEP not covered in this document may also be considered for necessary implementation in a phased-manner.

We are hopeful that reforms envisaged through the Policy shall see the light of the day with the active engagement and cohesive efforts of all the stakeholders.

Prof. Sanjiv Kumar

Dean Academic and Chairperson, Task Force

Dr. Santosh C. Hulagabali

Director, IQAC

NEP TASK FORCE


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1. Multidisciplinary and Holistic Education

A) Action Plans (Strategic plan/initiatives to achieve the goals)

1.1. Imaginative/flexible Curriculum Structure and Length of Programmes

- 1.1.1. Revamping curriculum;
- 1.1.2. Restructuring the academic programmes in a phased manner.

1.2. Multiple Entry/Exit

- 1.2.1. Introducing multiple entry/exit options for B.Voc and B.Tech programmes in the first phase;
- 1.2.2. Subsequently, multiple entry/exit options may be provided in professional and general education programmes also.

1.3. Credit Based System— Academic Bank of Credits (ABC)

- 1.3.1. Adoption of UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education) Regulations, 2021 after notification;
- 1.3.2. Implementing the UGC Regulations on Academic Bank of Credits in a phased manner.



1.4. Ending Fragmentation

- 1.4.1. Adopting integrated approach;
- 1.4.2. Integrating Vocational Education with General Education;
- 1.4.3. Integrating Arts, Humanities and Social Sciences with Science, Technology, Engineering and Management (STEM);
- 1.4.4. Integrating Values with Skills;
- 1.4.5. Integrating professional and life skills;
- 1.4.6. Integrating co-curricular and extra-curricular with curricular aspects;
- 1.4.7. Integrating traditional pedagogies with modern and innovative pedagogical approaches;
- 1.4.8. Integrating ancient and modern knowledge;
- 1.4.9. Eliminating harmful hierarchies and silos between different areas of learning.

1.5. Multidisciplinary Education and Research Universities (MERU)

- 1.5.1. To be taken up at the level of Ministry of Education, GoI.

1.6. Wide range of Elective Courses of multidisciplinary nature

- 1.6.1. Offering of General/Open elective courses on Value Education, Yoga, Indian Knowledge System, Indian Classical Literature and Glorious Past of India;
- 1.6.2. Offering of multidisciplinary courses by each department.

1.7. Multidisciplinary Research

- 1.7.1. Multidisciplinary Research Centre to act as a bridge between university and industries.



Multidisciplinary and Holistic Education

B) Goals:

Short-term (< 2 Years)

- Preparing the Roadmap for curricular reforms in a phased manner, focusing on multidisciplinary and holistic education
- University-level discussions on curricular reforms in tune with the vision of NEP-2020
- Initiating the revision of curriculum to facilitate flexible choices, inviting feedback of the students
- The revised curriculum in consonance with global citizenship education
- Incorporating relevant Indian classical texts like Bhagavad Gita, Kautilya's Arthashastra, Charaka-samhita, Patanjali Yoga Sutras and other seminal texts to impart essential understanding of rich Indian traditions
- Introducing Outcome-based curriculum focusing on key aspects of NEP.

Mid-term (3-5 Years)

- *Integrated Undergraduate and Postgraduate programmes in Vocational and professional courses*
- *Widening the range of community-based courses with additional credits*
- *Restructuring of departments and schools in view of fresh orientation and focus of NEP*
- *Identifying the universities and institutions of higher learning in the country for credit transfer*
- *Establishing the Centre for Multidisciplinary Education and Research*
- *Introduction of new departments for programmes of contemporary relevance like Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc.*

- Introducing Open/ General Elective courses of multidisciplinary nature
- The Department of Environmental Studies to introduce a basic course on Environment Education as GEC for all the students
- Integrating Value and Skill-based courses in the curriculum of each programme of study
- Community-based courses and projects in vocational education programmes
- Initiating the process to introduce formative, comprehensive and continuous evaluation
- Special courses on Yoga, Life Skills, Value Education, Bhagwad Geeta and Indian Tradition of Knowledge
- Multidisciplinary Research Centre to act as a bridge between university and industries
- Preparation of the Research Manual articulating the vision of the University for

Multidisciplinary Research

- Establishment of IPR Cell and Research Promotion Cell to promote the culture of quality multidisciplinary research in the university
- Promoting the culture of cross-disciplinary and interdisciplinary research by allowing the students to register for Ph.D. programmes in the subjects other than their core subjects
- Promoting research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas to combat epidemics and pandemics
- Introducing the departments of study like Music, Philosophy, Indology, Fine arts, Translation and Interpretation, and Comparative Literature.
- Community-based projects and internships
- Integrating Co-curricular and extra-curricular with curricular in all disciplines and programmes
- Establishment of International Students Office

Long-term (5-10 Years)

- *Integrated UG, PG and research programmes in all disciplines*
- *Introduction of additional departments to run multidisciplinary programmes*
- *Special community-based vocational programmes with the support of local artists, entrepreneurs, etc.*
- *Restructuring the programmes with renewed focus on global competency*
- *Tie-ups with national/international universities for collaborative academic and research programmes*
- *Implementation of the remaining targets envisioned in NEP-2020*
- *Fully functional International Students Office with large no. of international students on roll*



2. Equity and Inclusion in Higher Education

A) Action Plans (Strategic plan/initiatives to achieve the goals)

2.1. Access/GER

- 2.1.1. Gradual increase in the number of seats;
- 2.1.2. Expanding the range of academic, vocational and professional programmes;
- 2.1.3. Flexible exit/entry options to facilitate Lifelong learning opportunities;
- 2.1.4. Increasing employability potential of higher education programmes;
- 2.1.5. Equitable access to the highest quality education.

2.2. Student Support

- 2.2.1. Mechanism for professional, academic, psychological and career counselling;
- 2.2.2. Students friendly University website;
- 2.2.3. Technological support;
- 2.2.4. Sports/recreation facilities, Clubs, cells, etc.;
- 2.2.5. Students discussion forums for engaging learning environments;
- 2.2.6. Creation of various informal platforms to support diverse student groups;
- 2.2.7. On-campus logistic and academic support;
- 2.2.8. Adequate financial support to the students belonging to Economically Disadvantaged Groups;
- 2.2.9. Continuation of schemes like Earn While You Learn and Merit-cum-Means;
- 2.2.10. Quality residential facility to attract international students;
- 2.2.11. Mechanism for students' wellness such as physical and mental health, psycho-social well-being and sound ethical grooming.



2.3. Socio-Economically Disadvantaged Groups (SEDGs)

- 2.3.1. Learning opportunities for all irrespective of social, economic or linguistic backgrounds;
- 2.3.2. Active role of Equal Opportunity Cell for academic and professional support to SEDGs;
- 2.3.3. Mitigating opportunity costs and fees for pursuing higher education;
- 2.3.4. Providing more financial assistance and scholarships to SDEGs;
- 2.3.5. Making the admission processes and curriculum more inclusive;
- 2.3.6. Developing more programmes/ courses taught in Indian languages and/ or bilingually;
- 2.3.7. Developing bridge courses for students coming from disadvantaged educational backgrounds;
- 2.3.8. Providing socio-emotional and academic support and mentoring through suitable counselling and mentoring programmes;
- 2.3.9. Strict enforcement of all no-discrimination and anti-harassment rules;
- 2.3.10. Institutional Development Plan that contains specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

2.4. Gender Equity

- 2.4.1. Sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula;
- 2.4.2. Introduction of Centre for Gender Studies.

2.5. Persons with Disability (PWD) – Divyang Jan

- 2.5.1. Ensuring that all buildings and facilities are wheelchair-accessible and disabled-friendly;
- 2.5.2. Constitution of the Cell for the Persons with Disabilities/ Divyangs with representatives from administration, teachers and students;
- 2.5.3. Extensive use of technology in teaching and learning to remove language barriers, and to increase access for Divyang students;
- 2.5.4. Strengthening and modernising of University library to ensure an adequate supply of books and software that cater to the specific needs and interests of persons with disabilities;
- 2.5.5. Introduction of Centre for Disability Studies;
- 2.5.5. Creating a Differently-abled sensitive eco-system.



Equity and Inclusion in Higher Education

B) Goals:

Short-term (< 2 Years)

- Preparation of Institutional Development Plans that contain specific plans for action on increasing participation and access of SEDGs.
- Increase in intake capacity in the existing departments having adequate infrastructure.
- Introduction of skill-based courses to increase employability potential in UG and professional programmes.
- Students' friendly institutional website.
- Enhancement of sports/ recreation facilities.
- Students' discussion forums for engaging learning environments.
- Mechanism for students' wellness such as physical and mental health, psycho-social well-being and sound ethical grooming.

Mid-term (3-5 Years)

- *Expanding the range of academic, vocational and professional programmes.*
 - *Technological support for the initiatives towards inclusive and quality higher education.*
 - *Creation of various informal platforms to support diverse student groups.*
 - *On-campus logistic and academic support to attract the students from remote and diverse backgrounds.*
 - *Mitigating opportunity costs and fees for pursuing higher education.*
 - *Providing more financial assistance and scholarships to SEDGs.*
 - *Making the admission processes and curriculum more inclusive.*
 - *Review of Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs.*
 - *Sensitization of faculty, counsellor, and students on gender-identity issues and focus on gender sensitivity in all aspects of the HEI, including curricula.*
 - *Introduction of special courses and programmes on Disability Studies and Gender Studies.*
 - *Exposure to Vocational skills and experiential learning in the curriculum of all the disciplines.*
 - *Establishment of Centre for Disability Studies.*
 - *Establishment of Centre for Gender Studies.*
- Academic and professional support to SEDGs through Equal Opportunity Cell.
 - Mentoring programmes for socio-emotional and academic support to SEDGs.
 - Earmarking of up to 15% of its internal



resources for financial support to the SEDGs.

- Differently-abled and gender sensitive eco-system.
- Ensuring that all buildings and facilities (existing and upcoming) are wheelchair-accessible and disabled-friendly.
- Strict enforcement of all no-discrimination and anti-harassment rules.
- Community-based projects/ start-ups in collaboration with local talent to attract job-oriented youth of the area to join the University.
- Developing more programmes courses taught in Indian languages and/or bilingually.
- Flexible exit/entry options to facilitate Lifelong learning opportunities at all levels.
- The School of Lifelong Learning may establish Adult Education Centre in tune with the spirit of NEP 2020.
- Developing bridge courses for students coming from disadvantaged educational backgrounds.
- Strengthening and modernising of University library to ensure an adequate supply of books and software that cater to the specific needs and interests of persons with disabilities.
- Partnership with the Ministries/Organisations/Institutions such as Ministry of Social Justice and Empowerment, NCERT, NCTE, RCI, Ministry of Skill Development and Entrepreneurship etc. for appropriate support to differently-abled persons for at regular intervals.

Long-term (5-10 Years)

- *Quality residential facility to attract international students.*
- *Aligning the Indian standards of vocational skills with International Standard Classification of Occupations maintained by the International Labour Organization.*
- *Quality residential facility to attract international students.*
- *Establishment of Skill Centre under Department of Vocational Studies and Skill Development for hands on training and practical exposure.*
- *Centre for Equal Opportunities to impart all sort of academic, professional and career counselling/coaching to the students.*
- *Arranging sponsorship(s) for the under-privileged students aspiring to pursue higher education.*
- *Fair representation of women, differently-abled and SEDGs in the leadership roles.*
- *Implementation of the remaining targets relating to Equity and Inclusion in Higher Education as envisioned in NEP-2020.*



3. Motivated, Energized and Capable Faculty

A) Action Plans (Strategic plan/initiatives to achieve the goals)

3.1. Service conditions and Career Progression

- 3.1.1. Clearly defined and transparent processes and criteria for faculty recruitment;
- 3.1.2. Timely promotions under Career Advancement Scheme;
- 3.1.3. Linking of high impact research contribution with fast track promotion system;
- 3.1.4. In addition to the existing recruitment process, 'tenure-track' shall be introduced to further ensure excellence;
- 3.1.5. Rigorous performance assessment parameters for promotions, increase in salary and recognition at the University level;
- 3.1.6. Mechanism for incentivising the excellence through appropriate rewards, promotions, recognitions and movement to institutional leadership positions.

3.2. Professional Development and Leadership and Management Skill

- 3.2.1. Ample opportunities for Continuous Professional Development;
- 3.2.2. Sponsored international academic/research exposure to each faculty by devising the appropriate institutional mechanism facilitating foreign visits of faculty for academic, research and extension activities;
- 3.2.3. Provision of Seed Grants for research to the newly inducted faculty;
- 3.2.4. Faculty Induction Programme for newly recruited faculty;
- 3.2.5. Annual departmental presentations to motivate the faculty for incremental progress;
- 3.2.6. Motivating the faculty for quality publications and research by way financial incentives, publicity and recognition;
- 3.2.7. The faculty identified as 'excellent' may be given special opportunities for professional development and leadership and management skills;
- 3.2.8. Identifying excellent faculty with high academic and service credentials as well

as demonstrated leadership and management skills for training through a ladder of leadership positions;

- 3.2.9. Providing Computers, Conferencing facility and adequate ICT support to facilitate the teachers in academic and research activities.

3.3. Student-Teacher ratio

- 3.3.1. The increase in number of seats/intake capacity should be in consonance with availability of faculty and academic infrastructure;
- 3.3.2. Expediting the faculty recruitment against all the vacant seats to maintain ideal student-teacher ratio;
- 3.3.3. Autonomy to the University to review and increase the teaching positions with respect to the increase in number of students, courses and programmes;
- 3.3.4. The University should be empowered to engage the faculty against the additional workload in anticipation of the sanction by UGC;
- 3.3.5. With an ideal student-teacher ratio, teachers will have adequate time for interaction with students, conducting research and other university activities.

3.4. Role of Faculty in Curricular Design, Pedagogy, Research, Student Engagement

- 3.4.1. Autonomy to the Faculty for curriculum designing, pedagogy and assessment strategies;
- 3.4.2. Empowering the faculty to adopt innovative pedagogical approaches to enable them to perform creatively;
- 3.4.3. Recognition to the faculty adopting engaging innovative methods and tools for teaching;
- 3.4.4. Freedom to the teacher to review and amend the curriculum, periodically;
- 3.4.5. Empowering the teacher to devise and adopt appropriate strategies for formative and comprehensive assessment;
- 3.4.6. Promoting the teachers to integrate research with teaching.

3.5. Institutional Development Plan

- 3.5.1. Preparing the Institutional Development Plan with specific targets for the desired outcomes.

3.6. Autonomy in conducting research projects/collaborative researches/extension activities/consultancies

- 3.6.1. Promoting the faculty for research projects and collaborative research by providing ample autonomy to the Principal Investigators;
- 3.6.2. Simplifying the processes for procurements under the projects to sustain the motivation of the researchers;
- 3.6.3. Promoting the faculty for intra/inter-university/organisation collaborative researches at national/international level;
- 3.6.4. Attractive incentives to the faculty pursuing Consultancy Projects, quality publications and patents.



Motivated, Energized and Capable Faculty

B) Goals:

Short-term (< 2 Years)

- Clearly defined and transparent processes and criteria for faculty recruitment.
- Timely promotions under Career Advancement Scheme.
- Ample opportunities for Continuous Professional Development.
- Provision of Seed Grants for research to the newly inducted faculty, and promoting the teachers to integrate research with teaching.
- Mandatory Faculty Induction Programme for newly recruited faculty.
- Annual departmental presentations to motivate the faculty for incremental progress.
- The increase in number of seats/intake capacity should be in consonance with

availability of faculty and academic infrastructure.

- Expediting the faculty recruitment against all the vacant seats to maintain ideal student-teacher ratio.
- Autonomy to the Faculty for curriculum designing.
- Empowering the faculty to adopt innovative pedagogical approaches to enable them to perform creatively.
- Providing Computers, Conferencing facility and adequate ICT support to facilitate the teachers in academic and research activities
- Providing access to all relevant databases and reputed journals for quality research.
- Preparing the Institutional Development Plan with specific targets to empower the faculty for the desired outcomes.
- Ample autonomy to the Principal Investigators of independent/collaborative research projects.

Mid-term (3-5 Years)

- *Linking of high impact research contribution with fast track promotion system.*
- *Rigorous performance assessment parameters for promotions, increase in salary and recognition at the University level.*
- *Mechanism for incentivising the excellence through appropriate rewards, promotions, recognitions and movement to institutional leadership positions.*
- *Sponsored international academic/ research exposure to each faculty by devising the appropriate institutional mechanism facilitating foreign visits of faculty for academic, research and extension activities.*
- *Motivating the faculty for quality publications and research by way*

financial incentives, publicity and recognition.

- *Identifying excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills for training through a ladder of leadership positions.*
- *The faculty identified as 'excellent' may be given special opportunities for professional development and leadership and management skills.*
- *Recognition to the faculty adopting engaging innovative methods and tools for teaching.*
- *Freedom to the teacher to review and amend the curriculum, periodically.*
- *Empowering the teacher to devise and adopt appropriate strategies for formative and comprehensive assessment.*
- *Simplifying the processes for procurements under the projects to sustain the motivation of the researchers.*
- *Reviewing the Institutional Development Plan to assess the level of achievement with respect to the targets to empower the faculty.*
- *Facilitating the teachers for delivery of 21st century Global Citizenship Education.*
- *Empowering the teacher to devise and adopt appropriate strategies for formative and comprehensive assessment.*

Long-term (5-10 Years)

- *In addition to the existing recruitment process, 'tenure-track' shall be introduced to further ensure excellence.*
- *Autonomy to the University to review and increase the teaching positions with respect to the increase in number of students, courses and programmes.*
- *The University be empowered to engage the faculty against the additional workload in anticipation of the sanction by UGC.*
- *Freedom to the teacher to review and amend the curriculum, periodically.*
- *Attractive incentives to the faculty pursuing Consultancy Projects.*
- *Institutionalising the provision for faculty exchange programme with foreign universities.*
- *Complete autonomy to the faculty for collaborative researches with foreign partners.*
- *World class infrastructure and logistic support for teaching and research in all the departments.*
- *Advanced ICT support with latest additions to the faculty for academic, research and extension activities.*
- *Maintaining the student-teacher ratio at par with the global standards for creative engagement of teachers.*
- *The University shall emerge as the prestigious institution offering Professional Development Programme for the teachers and the academic leaders*
- *Implementation of the remaining targets relating to motivated, energized and capable faculty as envisioned in NEP-2020.*



4. Technology Use and Integration

A) Action Plans (Strategic plan/initiatives to achieve the goals)

4.1. National Educational Technology Forum (NETF)

- 4.1.1. National Educational Technology Forum (NETF) and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning ICT infrastructure and digital initiatives in sync with Digital India Campaign and the University shall plan its digital initiatives, accordingly;
- 4.1.2. Adequate technology support for improvement of educational processes and outcomes;
- 4.1.3. Induction, deployment, and use of technology guided by the National Educational Technology Forum (NETF) to enhance learning, assessment, planning and administration;
- 4.1.4. Building intellectual and institutional capacities in educational technology in consonance with the advice of NETF;
- 4.1.5. Making the best use of rich variety of educational software developed and made available for students and teachers by NETF.

4.2. Technology-Enabled Teaching, Learning and Governance

- 4.2.1. Provision of technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for enhanced learning experience;
- 4.2.2. Educational software and hardware for technology-enabled learning;
- 4.2.3. Technological interventions for the purposes of improving teaching-learning and evaluation processes, supporting teacher preparation and professional



- development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments;
- 4.2.4. Utilisation of Digital Infrastructure for Knowledge Sharing (DIKSHA) platform for Professional Development of teachers;
- 4.2.5. Use of emerging disruptive technologies as categorised by NETF for necessary transformation in the education system;
- 4.2.6. Conducting research on disruptive technologies;
- 4.2.7. Prioritised attention to the disruptive technologies that are expected to change the way we live, and, therefore, change the way we educate students, include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives;
- 4.2.7. Orientation on ethical issues surrounding the development and deployment of AI-based technologies;
- 4.2.8. Exploring the possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content.
- 4.2.9. One smart classroom with latest ICT facilities with sound technical support in each department.

4.3. Online and Digital Education

- 4.3.1. Optimum use of technology-based education platforms, such as DIKSHA/SWAYAM;
- 4.3.2. Creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education;
- 4.3.3. University may offer Ph.D. and Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields and professional areas like health care, agriculture, and law through SWAYAM platform;
- 4.3.4. Blending of traditional teaching with the online in undergraduate and vocational programmes;
- 4.3.5. Rigorous teacher training in learner-centric pedagogy and on how to become high-quality online content creators using online teaching platforms and tools;
- 4.3.6. Online education to be blended with experiential and activity-based learning for desired outcomes;
- 4.3.7. Identifying different effective models of blended learning for different subjects while considering the essential importance of Face to Face learning;
- 4.3.8. Tools, such as, two-way video and two way-audio interface for holding online classes may be used as a popular mode of interaction particularly in pandemic like situations;
- 4.3.9. Digital content in multiple Indian languages to address the issue of linguistic diversity.



Technology Use and Integration

B) Goals:

Short-term (< 2 Years)

- Optimum use of technology-based education platforms, such as DIKSHA/SWAYAM.
- Adequate technology support for improvement of educational processes and outcomes.
- Educational software and hardware for technology-enabled learning.
- Technological interventions for the purposes of improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments.

Mid-term (3-5 Years)

- *Provision of technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for enhanced learning experience.*
- *National Educational Technology Forum (NETF) and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning ICT infrastructure and digital initiatives in sync with Digital India Campaign and the University shall plan its digital initiatives, accordingly.*
- *Induction, deployment, and use of technology guided by the National Educational Technology Forum (NETF) to enhance learning, assessment, planning and administration.*
- *Building intellectual and institutional capacities in educational technology in consonance with the advice of NETF.*
- *Making the best use of rich variety of educational software developed and made available for students and teachers by NETF.*
- *Exploring the possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content.*
- *Online education to be blended with experiential and activity-based learning for desired outcomes.*
- *Utilisation of Digital Infrastructure for Knowledge Sharing (DIKSHA) platform for Professional Development of teachers.*
- *Review of the targets set for the first phase of implementation*

- Creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education.
- Blending of traditional teaching with the online in undergraduate and vocational programmes.
- Identifying different effective models of blended learning for different subjects while considering the essential importance of Face to Face learning.
- Rigorous teacher training in learner-centric pedagogy and on how to become high-quality online content creators using online teaching platforms and tools.
- Tools, such as, two-way video and two way-audio interface for holding online classes may be used as a popular mode of interaction particularly in pandemic like situations.
- Promoting the teachers to take the fullest advantage of SWAYAM/DIKSHA platforms for online training, and considering such trainings/workshops for CAS promotions.
- Switching over to the Blended Learning with provision of up to 40% teaching through Online Mode.
- One smart classroom with latest ICT facilities with sound technical support in each department.

Long-term (5-10 Years)

- *Use of emerging disruptive technologies as categorised by NETF for necessary transformation in the education system.*
- *Conducting research on disruptive technologies.*
- *Prioritised attention to the disruptive technologies that are expected to change the way we live, and, therefore, change the way we educate students, include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives.*
- *Orientation on ethical issues surrounding the development and deployment of AI-based technologies.*
- *University may offer Ph.D. and Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields and professional areas like health care, agriculture, and law through SWAYAM platform.*
- *Digital content in multiple Indian languages to address the issue of linguistic diversity.*
- *Aligning the Digital initiatives with the vision of NETF, Digital India Campaign and other professional bodies.*
- *Addressing the issue of digital divide by devising an institutional support mechanism.*
- *Maintaining perfect balance between traditional and ICT-driven innovative pedagogies for better learning outcomes.*
- *Implementation of the remaining targets relating to technology use and integration as envisioned in NEP-2020.*



5. Global Outreach of Higher Education

A) Action Plans (Strategic plan/initiatives to achieve the goals)

5.1. Credit Recognition / Transfer

- 5.1.1. Considering universities/HEIs with equal or higher NAAC/NAC grades as equivalent for credit transfer;
- 5.1.2. Counting the credits acquired by the students from foreign Universities;
- 5.1.3. Awarding 1-2credits for Seva/Service/Community Service;
- 5.1.4. Credits in the courses of related streams, entrepreneurial competencies, communication, soft skills, etc.;
- 5.1.5. More freedom to the student to earn the credits from institutes of higher learning located in India and abroad;
- 5.1.6. Restructuring academic programmes of uniform and compatible credit pattern;
- 5.1.7. Constituting a Committee to recommend the multidisciplinary courses and their credits.

5.2. International Students' Office at each HEI

- 5.2.1. Establishing an International Students Office in the University.

5.3. Campuses of Indian HEIs abroad and vice-versa

- 5.3.1. Research and teaching collaborations with high-quality foreign institutions;
- 5.3.2. Setting up campuses in other countries;
- 5.3.3. A new institution for Languages will be established;
- 5.3.4. National Institute for Pali, Persian and Prakrit.

Global Outreach of Higher Education

B) Goals:

Short-term (< 2 Years)

- Academic Bank of Credit (ABC) of the University to facilitate transfer of credits acquired by the students from Indian/foreign Universities for the award of a degree.
- Considering the universities with equal or higher NAAC/ NAC grades as equivalent, and the credits earned by the students from such universities may be counted while awarding the degrees.
- Awarding 1-2 credits for Seva/Service/Community Service programmes in tune with the existing provisions of Swachha Bharat Summer Internship programme.
- Constitution of a University-level Moderation Committee to suggest and recommend the multidisciplinary courses/programmes

and their credits.

- More freedom to the students to earn the credits not only from various departments of the University but also from institutes of higher learning located in India and abroad.
- General education shall include credits in the courses of related streams, entrepreneurial competencies, communication, soft skills, critical thinking, problem solving, decision making abilities and value education.
- Restructuring academic programmes of uniform and compatible credit pattern.
- Establishing an International Foreign Students Office to coordinate all matters relating to foreign students.

Mid-term (3-5 Years)

- *Mutually beneficial MOUs with foreign countries to promote faculty/ student exchange.*

Long-term (5-10 Years)

- *Centre for Pali, Persian and Prakrit within University campus.*
- *Setting up campuses in other countries.*
- *Implementation of the remaining targets relating to global outreach of higher education as envisioned in NEP-2020.*



6. Promotion of Indian Knowledge Systems, Languages, Culture and Values

A) Action Plans (Strategic plan/initiatives to achieve the goals)

6.1. Holistic Individuals

- 6.1.1. Pedagogy to make education more experiential and holistic;
- 6.1.2. Space for creative and critical thinking for holistic growth;
- 6.1.3. Integrating sports in education to foster holistic development;
- 6.1.4. Formative and continuous and comprehensive strategies for 360-degree evaluation and assessment;
- 6.1.5. Character building and well-rounded individuals;
- 6.1.6. Sensitizing teachers and parents to promote holistic development of the student;
- 6.1.7. Multidisciplinary and holistic education across the domains;
- 6.1.8. Transforming the teachers with holistic professional development;
- 6.1.9. Restructuring the academic programmes to impart multidisciplinary and holistic education.

6.2. Skills and Values

- 6.2.1. Mapping of skills for better employability;
- 6.2.2. Introducing more programmes in vocational education;
- 6.2.3. Introducing short-term skill-based programmes;
- 6.2.4. Establishment of various clubs for up-skilling of the students;
- 6.2.5. Revision of syllabi to integrate multidisciplinary skill component;



- 6.2.6. Identifying set of professional/life skills to be imparted across the disciplines;
- 6.2.7. Improving students' employability in local area;
- 6.2.8. Employability in cutting-edge areas;
- 6.2.9. Offering a course on value-based education;
- 6.2.10. Training on knowledge of India and its values/ ethos/ art/ traditions, and more;
- 6.2.11. Integrating skills and values in curriculum;
- 6.2.12. Curriculum rooted in ethics, Constitutional values and respect for Indian culture, art and heritage.

6.3. Culture and Arts

- 6.3.1. Including traditional Indian knowledge including tribal knowledge in the curriculum;
- 6.3.2. Promoting the culture of cross-disciplinary and interdisciplinary research;
- 6.3.3. Introduction of courses familiarising the students about Indian culture and art;
- 6.3.4. Starting special scholarships for studies in Indian languages, arts and culture;
- 6.3.5. Introducing the Departments of Music, Fine Arts, Translation and Interpretation, Comparative Literature, Philosophy and Performative Arts;
- 6.3.6. Establishment of various clubs for sports, dance, music, photography, fine arts, etc.

6.4. Indian Languages

- 6.4.1. Introducing departments and programmes in Indian languages;
- 6.4.2. Coordinating with classical language Institutions;
- 6.4.3. Setting up of institutes/centres for Pali, Persian and Prakrit languages;
- 6.4.4. Coordination with National Mission for Mentoring for necessary support in teaching in Indian languages;
- 6.4.5. Promoting Sanskrit as one of the language options.



Promotion of Indian Knowledge Systems, Languages, Culture and Values

B) Goals:

Short-term (< 2 Years)

- Pedagogy must evolve to make education more experiential and holistic.
- Curriculum content to be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.
- Integrating sports in education to foster holistic development, physical and psychological well-being, while also enhancing cognitive abilities.
- Building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.
- Sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-

Mid-term (3-5 Years)

- *The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress.*
- *Transforming the teachers through opportunities for periodical trainings for holistic professional development.*

academic spheres.

- School of Education may train in cutting edge pedagogy grounded in Sociology, History, Science, Psychology, Early Childhood Care and Education, Foundational Literacy and Numeracy, Knowledge of India and its Values/ Ethos/ Art/ Traditions, and more.
- Introducing culture related programmes in subjects such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India.
- Establishment of various clubs for sports, dance, music, photography, fine arts, theatre activities, extension activities, literary activities, animation and designing etc. for up-skilling of the students.
- Taking necessary steps to coordinate with classical language Institutions for appropriate support and training of the students and faculty.
- Introducing departments and programmes in Indian languages, Comparative Literature, Creative Writing, Arts, Music, Translation and Interpretation, Folklore, Folk Literature, Oral Literature, Philosophy, etc.
- Promoting the culture of cross-disciplinary and interdisciplinary research by allowing the students to register for Ph.D. programmes in the subjects other than their core subjects.
- The School of Arts, Humanities and Social Sciences should include traditional Indian knowledge including tribal and indigenous knowledge in the curriculum. The relevant

components of traditional Indian knowledge may also be incorporated across the disciplines including Sciences, Fine Arts, Sports etc.

- Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports in order to ensure the unity and integrity of all knowledge.
- Offering a course on value-based education including the development of humanistic, ethical, Constitutional, and universal human values.
- Coordination with National Mission for Mentoring for necessary support in teaching in Indian languages to University teachers.
- Promoting Sanskrit as one of the language options in the 3-language formula.
- Starting special scholarships for people of all ages to study Indian languages, arts and culture.
- Institutionalizing artist(s)/writer(s)-in-residence programme to expose the students to art, creativity and the rich heritage of the region/country.
- Programmes/degrees in art and museum administration, artefact conservation, graphic design and web design.



Long-term (5-10 Years)

- *Setting up institutes/centres for Pali, Persian and Prakrit languages.*
 - *Implementation of the remaining targets relating to promotion of Indian Knowledge Systems, Languages, Culture and Values as envisioned in NEP-2020.*
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7. Research, Innovation and Rankings

A) Action Plans (Strategic plan/initiatives to achieve the goals)

7.1. National Research Foundation (NRF)

- 7.1.1. Availing fund for research in all disciplines when NRF is established;
- 7.1.2. Establishment of institutional research foundation.

7.2. Internships

- 7.2.1. Awarding 1-2 credits for Seva/Service/Community Service programmes;
- 7.2.2. Liaising with neighbouring government/private schools for teaching internships;
- 7.2.3. Creating opportunities for internships with local industry;
- 7.2.4. Including the component of research and internship in the curriculum;
- 7.2.5. The project-work/dissertation/internships may be conducted in collaboration with industry.

7.3. Start-ups

- 7.3.1. Setting up start-up incubation centres;
- 7.3.2. Establishing partnership with the Ministries/ Organisations/ Institutions;
- 7.3.3. Credits in the courses of related streams, entrepreneurial competencies, communication, etc.

Research, Innovation and Rankings

B) Goals:

Short-term (< 2 Years)

- Including credits in the courses of related streams, entrepreneurial competencies, communication, soft skills, critical thinking, problem solving, decision making abilities and value education.
- Liaising with neighbouring government/private schools for teaching internships, collaborative community engagement, adult and vocational education related activities.
- Creating opportunities for internships with local industry, businesses, artists, craft persons as well as research internship with other HEIs/research Institutions.
- The project-work/dissertation/internships

Mid-term (3-5 Years)

- *Establishing partnership with the Ministries/ Organisations/ Institutions such as Ministry of Social Justice and Empowerment, NCERT, NCTE, RCI, Ministry of Skill Development and Entrepreneurship etc.*
- *Ranking among top 50 universities in the country in NIRF.*
- *Exploring the possibilities for internships in foreign universities.*
- *Establishment of University Research Foundation.*
- *Offering consultancy in the areas of vocational and professional skills.*
- *Liberal grants for multidisciplinary research through collaborative research models.*
- *Networking with research institutions and funding agencies for resource sharing and grants.*
- *Encouraging Action Research.*
- *Plan for commercialisation of research— Lab to market approach.*
- *Establishment of Industry-University Interface Cell.*

may be conducted in collaboration with industry, other Universities/research organisations.

- Including the component of research and internship in the Undergraduate curriculum
- Awarding 1-2 credits for Seva/ Service/ Community Service programmes in tune with the existing provisions of Swachh Bharat Summer Internship programme.
- Institutionalising of competitions on students' innovation activities at regular intervals and annual Innovation awards.
- Incentives to faculty and students for research and innovation.
- Promoting innovation on local/ethnic/



regional foods/ dress to promote local area culture.

- Prioritisation of research areas.
- Establishment of Incubation Centres in partnership with industries/ Sector-Skill Council.

Long-term (5-10 Years)

- *Streamlining the efforts for participation in QS World University and Times Higher Education Rankings.*
- *NBA accreditation of professional courses.*
- *Industry-University research engagement in relevant areas.*
- *Industry defined innovations and community incubators.*
- *Incentivised IP and Consultancy policy.*
- *Inter-university collaboration for innovations and entrepreneurship development.*
- *Linkages with regional/national and international innovation hubs.*
- *Establishing centres of excellence to promote state of the art research, teaching and extension with quantitative outcomes.*
- *Implementation of the remaining targets relating to Research, Innovation and Ranking as envisioned in NEP-2020.*





8. Integrated Higher Education System

A) Action Plans (Strategic plan/initiatives to achieve the goals)

8.1. Teacher Education

- 8.1.1. Curricular and pedagogical reforms to integrate Indian values, languages, knowledge, ethos and traditions with latest advances in education;
- 8.1.2. Only multidisciplinary and integrated Teacher Education programmes by 2030;
- 8.1.3. Cutting-edge research in various aspects of education;
- 8.1.4. B.Ed programme in collaboration with other departments such as Psychology, Philosophy, Sociology, Neuroscience, Indian Languages, Arts, Music, History, Literature, Physical Education and Mathematics for optimum multidisciplinary inputs;
- 8.1.5. Introducing four-year integrated B.Ed as a dual-major holistic Bachelor's degree in Education as well as a specialised subject such as a language, History, Music, Literature, Mathematics, Computer Science, Chemistry, Economics, Art, Physical Education, etc.;
- 8.1.6. Two-year B.Ed. for students who have already received a Bachelor's degree in a specialized subject;
- 8.1.7. One-year B.Ed. programme for candidates who have received a 4-year undergraduate degree in a specialized subject;
- 8.1.8. A pool of experts in education, specialized subjects and related disciplines for appropriate academic support;
- 8.1.9. Liaising with neighboring government/private schools for teaching internships, collaborative community engagement, adult and vocational education related activities;
- 8.1.10. Enrolment of learners from diverse age groups to realize the vision of Life Long Learning;
- 8.1.11. National level entrance/ admission tests/ aptitude tests for Teacher Education programmes to attract the students from diverse linguistic and cultural backgrounds;
- 8.1.12. Faculty of the School of Education should possess diverse teaching/field/research experience to promote and strengthen multidisciplinary education of teachers;
- 8.1.13. Credit-based courses on teaching/ education/ pedagogy/ writing for Ph.D students, irrespective of discipline, for exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, etc.;



- 8.1.14. Ph.D students to have a minimum number of hours of actual teaching experience through teaching assistantships or other means;
- 8.1.15. Provision of minimum 50 hours of continuous Professional Development opportunity to each teacher every year, to orient them towards innovative curricular and pedagogical practices;
- 8.1.16. Coordination with the proposed National Mission for Mentoring for necessary support to the University teachers in teaching in Indian languages.

8.2. Vocational Education, Skills and Employability

- 8.2.1. Adding more number of certificate, diploma, and UG/PG programmes in vocational education and 'Lok Vidya';
- 8.2.2. Introducing short-term skill-based vocational programmes;
- 8.2.3. Introducing research programmes in vocational studies;
- 8.2.4. Vocational Education programmes to integrate with mainstream general/ professional education programmes;
- 8.2.5. General education curriculum to have provision of credits from courses on entrepreneurial competencies, communication, soft skills, critical thinking, problem solving, and decision making abilities;
- 8.2.6. Application and experience-based learning, on-the-job training with specific job roles in the curriculum of vocational and professional programmes;
- 8.2.7. Mitigating fees for pursuing vocational programmes, particularly in case of SEDGs;
- 8.2.8. Providing financial assistance and scholarships to socio-economically disadvantaged students pursuing vocational programmes;
- 8.2.9. Establishing partnership with the Ministries/ Organisations/ NGOs/Institutions for running skill-based vocational programmes;
- 8.2.10. Establishment of various clubs for up-skilling of the students;
- 8.2.11. Identifying set of professional/life skills to be imparted across the disciplines;
- 8.2.12. Introducing skill-based general elective courses at UG/PG level;
- 8.2.13. Vocational Education to promote employment in local area and rural employment;
- 8.2.14. Short- term add-on Vocational Certificate/Diploma courses even for the students enrolled in other UG programmes;
- 8.2.15. Facilitating the dropouts from the formal system to align their practical experience with the relevant level of the NSQF;
- 8.2.16. Establishment of Incubation Centres in partnership with industries/ Sector-Skill Council;
- 8.2.17. Vocational Education programmes with multiple exit/entry options.

8.3. Professional Education

- 8.3.1. Identifying set of professional and life skills;
- 8.3.2. Integration of professional skills and life skills in the curriculum;
- 8.3.4. Devising the measurable performance parameters for periodical assessment of professional competency;
- 8.3.5. Making the skill component necessary for professional courses;
- 8.3.6. Collaborations with industry and other HEIs;
- 8.3.7. Exploring the opportunities for internships and projects with local industry;
- 8.3.8. Projects in collaboration with industry.

Integrated Higher Education System

B) Goals:

Short-term (< 2 Years)

- Restructuring the academic programmes in tune with the spirit of the policy to impart multidisciplinary education.
- Integrating Arts, Humanities, Social Sciences, Engineering, Science, Mathematics, Professional and Vocational Education.
- Integration of co-curricular and extra-curricular with curricular aspects.
- Integration of traditional Indian knowledge in the curriculum of various disciplines.
- Integration of multidisciplinary skill component in the curriculum of Vocational, Professional and other academic programmes.
- Identifying set of professional and life skills to be imparted to all the students across the disciplines.
- Making the skill component necessary for Science, Engineering and Professional Courses

Mid-term (3-5 Years)

- *Partnership with the Ministries/ Organisations/ Institutions focused on specific skills.*
- *Introducing research programmes in vocational studies.*
- *Mitigating fees for pursuing vocational programmes, particularly in case of SEDGs.*
- *Providing financial assistance and scholarships to socio-economically disadvantaged students pursuing vocational programmes.*
- *Department of Vocational Studies and Skill Development to review the outcome of vocational programmes periodically.*
- *The Department of Vocational Studies and Skill Development to introduce various short-term skill-based Certificate courses to promote 'Lok Vidya.'*
- *Establishment of a Centre for Skill Development to benefit the local community.*
- *Employing the teachers with familiarity with local languages to impart skill training to the group of learners from neighbouring community.*
- *Short-term add-on Vocational Certificate/Diploma courses even for the students enrolled in other UG programmes.*
- *Measuring the outcome scale and review of Vocational and Professional courses for further reforms in curriculum and pedagogy.*
- *Special merit-based scholarships to attract the students to join vocational programmes.*
- *Empowering Centre for Innovation, Skill and Entrepreneurship Development for dissemination of employable skills and training.*

with an appropriate ratio for academic and skill components.

- Introducing some more certificate, diploma, UG/PG programmes in vocational education.
- Establishment of various clubs for up-skilling of the students.
- General elective courses in Communication Skills, Behavioural Science, Environment Education, etc. for the UG/PG students.
- Establishment of various clubs for up-skilling of the students.
- The School of Life Long Learning, Department of Yoga and School of Education may plan Generic Elective Courses on Life Skills as compulsory for all UG and PG students.
- Introducing some more certificate, diploma, UG/PG programmes in vocational education.
- Improving students' employability by providing internships with local industry, businesses, artists, crafts persons, etc.
- Component of research and internship in the Undergraduate curriculum.
- Internships/projects with local industry, businesses, artists and craft persons.
- Vocational Education programmes with multiple exit/entry options.
- Minimum 50 hours of continuous Professional Development to each teacher every year.
- The School of Education to offer a course on value-based education including the components of constitutional values, ethics, righteous conduct, scientific temper, citizenship values, etc. as Generic Elective Course.
- Four-year Teacher Training programme with component of research orientation in the last year.
- Four-year integrated B.Ed as a dual-major holistic Bachelor's degree in Education as well as a specialised subject.
- One-year B.Ed. programme for candidates who have received a 4-year undergraduate degree in a specialized subject;
- Liaising with neighbouring government/ private schools for teaching internships, collaborative

community engagement, adult and vocational education related activities.

- Ph.D students to have a minimum number of hours of actual teaching experience through teaching assistantships or other means.
- A pool of experts in education, specialized subjects and related disciplines for appropriate academic support.
- Coordination with National Mission for Mentoring for necessary support in teaching in Indian languages to University teachers.
- Credit-based courses on teaching/ education/ pedagogy/writing for Ph.D students, irrespective of discipline, for exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, etc.

Long-term (5-10 Years)

- *Establishment of advanced Incubation Centres and technology development centres in frontier areas of research/ innovation with greater industry-academic linkages.*
- *Facilitating the dropouts from the formal system to align their practical experience with the relevant level of the NSQF.*
- *Adoption of imaginative and creative pedagogies for vocational and professional disciplines.*
- *Linkages with foreign universities, research organisations or MNCs to boost vocational education in the university.*
- *Only multidisciplinary and integrated Teacher Education programmes by 2030*
- *Transforming the teachers through periodical trainings, autonomy in collaborative researches and adequate financial support for research and extension activities.*
- *Implementation of the remaining targets relating to Integrated Higher Education System as envisioned in NEP-2020.*

Upcoming Institutional Priorities



- *Phased-implementation of the Policy*
- *NEP and Outcome-based Curricular Reforms*
- *Devising of Institutional Development Plan*
- *Governance Reforms in tune with NEP-2020*



‘नई राष्ट्रीय शिक्षा नीति-2020 के सफलतम क्रियान्वयन से भारत बनेगा वैश्विक ज्ञान शक्ति का केन्द्र: प्रो. कुहाड़’

महेंद्रगढ़, 3 जून (मोहन, परमजीत): भारत को वैश्विक ज्ञान शक्ति का केन्द्र बनाने में नई राष्ट्रीय शिक्षा नीति-2020 की भूमिका महत्वपूर्ण होगी। यह वह नीति है जो इंडिया को भारत का रूप प्रदान करेगी। यह उच्च गुणवत्तापूर्ण शिक्षा व्यवस्था के साथ-साथ एक ऐसे उत्कृष्ट राष्ट्र की स्थापना में सहायक होगी जो कि समूचे विश्व में अपनी ज्ञान परम्परा द्वारा पहचाना जाएगा।

यह नीति भारत की पुरातन सांस्कृतिक परम्परा व ज्ञान की श्रृंखला को संजोते हुए भविष्य की नींव मजबूत करने वाली नीति है। यह विचार हरियाणा केंद्रीय विश्वविद्यालय महेंद्रगढ़ के कुलपति प्रो. आर.सी. कुहाड़ ने राष्ट्रीय खाद्य प्रौद्योगिकी उद्योग और प्रबंधन संस्थान

नवाचार, पाठ्यचर्या पर रणनीतिक योजनाएं विषय पर आयोजित विचार को सम्बोधित करते हुए व्यक्त किए। निरूपित के अंतर्गत आने वाले कन्ट्रिब्यूटर्स रिसर्च ऑर्गेनाइजेशन (सी.आर.ओ.) रिसर्च सेल द्वारा आयोजित इस विचार में हर्केवि के कुलपति प्रो. आर.सी. कुहाड़ ने मुख्य वक्ता के रूप में सम्बोधित किया।

प्रो. कुहाड़ ने नई राष्ट्रीय शिक्षा नीति-2020 पॉलिसी इम्प्लीमेंटेशन एंड स्ट्रैटेजिक प्लान विषय पर अपने विचार व्यक्त करते हुए बताया कि किस तरह से इस नीति को सफलता के साथ लागू किया जा सकता है।

उन्होंने अपने सम्बोधन में नई राष्ट्रीय



कुलपति आर.सी. कुहाड़।

तरह से इस नीति के माध्यम से शिक्षण व्यवस्था को विद्यार्थियों के सर्वांगीण विकास से जोड़ा जाएगा। प्रो. कुहाड़ ने कौशल विकास के महत्व पर प्रकाश डालते हुए कहा कि प्रधानमंत्री नरेंद्र मोदी व केंद्रीय शिक्षा मंत्री रमेश पोखरियाल

निशंक के मार्गदर्शन में यह नई राष्ट्रीय शिक्षा नीति-2020 भारत की पुरातन ज्ञान परम्परा को पुनः स्थापित करने और भारतीय शिक्षा व्यवस्था को फिर से फिर से अंतर्राष्ट्रीय स्तर पर पहचान दिलाने का काम करेगी। कुलपति प्रो. आर.सी. कुहाड़ ने अपने सम्बोधन में नई राष्ट्रीय

नवाचार संबंधी कार्ययोजना पर विस्तार से प्रकाश डाला।

कुलपति ने अपने प्रस्तुतिकरण में पाठ्यक्रम सुधार, शैक्षणिक सुधार व प्रशासनिक सुधारों पर भी प्रकाश डाला और बताया कि किस तरह से नई शिक्षा नीति के अंतर्गत छात्र केंद्रित शिक्षा व्यवस्था को लागू किया जा सकता है। प्रो. आर.सी. कुहाड़ ने नई राष्ट्रीय शिक्षा नीति-2020 के क्रियान्वयन में आने वाली संभावित चुनौतियों का उल्लेख करते हुए कहा कि इसके लिए सबसे जरूरी है, बदलाव के लिए तैयार रहना तथा सामान्य शिक्षा व्यवस्था के साथ-साथ वोकेशनल, वैल्यू एजुकेशन तथा प्रोफेशनल सर्विसेस का विकास, परम्परागत ज्ञान के प्रति रुचि और

नए भारत के निर्माण में अविस्मरणीय होगा शिक्षा नीति का योगदान : प्रो. आर.सी. कुहाड़

कुलपति बोले- प्रधानमंत्री ने किया नई ऊर्जा का संचार, एक दिवसीय कॉन्क्लेव में ऑनलाइन शामिल हुआ हर्केवि अमर उजाला व्यूरो

महेंद्रगढ़। नए भारत के निर्माण में राष्ट्रीय शिक्षा नीति 2020 का योगदान अविस्मरणीय होगा। इस शिक्षा नीति में भारतीय क्षमताओं और वैश्विक आवश्यकताओं को समझ और उनके अनुरूप युवा शक्ति को सकारात्मक दिशा प्रदान करने की नीति, नियत, निश्चय का संकल्प उपलब्ध है। यह विचार हरियाणा केंद्रीय विश्वविद्यालय (हर्केवि) के कुलपति प्रो. आर.सी. कुहाड़ ने शिक्षा मंत्रालय, विश्वविद्यालय अनुदान आयोग (यूजीसी) की ओर से राष्ट्रीय शिक्षा नीति 2020 पर केंद्रित कॉन्क्लेव में प्रधानमंत्री नरेंद्र मोदी के अध्यक्षता में आयोजित



नई राष्ट्रीय शिक्षा नीति पर केंद्रीत कॉन्क्लेव में भागीदारी करते कुलपति प्रो. आर.सी. कुहाड़।

हरियाणा केंद्रीय विश्वविद्यालय इस दिशा में हर संभव प्रयास करेगा। कुलपति ने

भारत अपनी पुरानी ख्याति को पुनः प्राप्त कर सकेगा। प्रो. आर.सी. कुहाड़ ने कहा कि नए भारत के निर्माण में शिक्षा का योगदान अविस्मरणीय होगा।

प्रधानमंत्री ने अपने संबोधन में मातृभाषा में प्रारंभिक शिक्षा, रोजगारपरक शिक्षा, वैश्विक स्तर पर शोध को बढ़ावा और शिक्षकों की क्षमताओं में निरंतर विकास के क्रम को जारी रखने पर जोर दिया। कुलपति ने कहा कि प्रधानमंत्री का संबोधन बेहद प्रेरणादायक रहा। कुलपति ने कहा कि आगामी सितंबर माह तक हम सभी को इस दिशा में सकारात्मक सोच के साथ आवश्यक सुझाव प्रस्तुत करने के लिए दृढ़ संकल्प होना होगा और कुलपति ने भरपूर जताया कि हम इसे बखूबी पूर्ण करेंगे। मौके पर उपस्थित शिक्षा राज्य मंत्री संजय धोरे, उच्च शिक्षा सचिव अमित खरे, राष्ट्रीय शिक्षा नीति निर्माण समिति के अध्यक्ष डॉ. कृष्णमूर्ति, उच्च शिक्षा

नई शिक्षा नीति को जन-जन तक पहुंचाएगा हर्केवि

■ कुलपति बोले- राष्ट्र निर्माण के प्रयास में हर्केवि पूर्ण ऊर्जा के साथ सक्रिय

महेंद्रगढ़, 16 सितंबर (परमजीत/मोहन): राष्ट्रीय सेवा योजना, राष्ट्रीय कैडेट कोर, नेहरू युवा केंद्र संगठन और उन्नत भारत अभियान के स्वयंसेवकों के माध्यम से राष्ट्रीय शिक्षा नीति 2020 के बारे में जागरूकता पैदा करने के लिए शिक्षा मंत्रालय, रक्षा मंत्रालय एवं युवा कार्यक्रम और खेल मंत्रालय, भारत सरकार के संयुक्त तलावधान में शिक्षक एवं आयोजन के अंतर्गत आयोजित विचार को सम्बोधित करते हुए केंद्रीय शिक्षा मंत्री रमेश पोखरियाल निशंक ने कहा कि आज पूरा देश शिक्षा के उत्सव को मना रहा है। यह शिक्षा नीति ज्ञान, विज्ञान, तकनीकी, अनुसंधान, नवाचार और जीवन मूल्यों पर आधारित ऐसी शिक्षा नीति है जो शिक्षा के मोर्चे पर हमारे देश को विश्व पटल पर खड़ा करेगी और हमें एक महाशक्ति के रूप में स्थापित करने में सहायक करेगी। उन्होंने कहा कि आजादी के बाद संभवतः यह पहली ऐसी नीति है जो



कार्यक्रम में भाग लेते हर्केवि के वरिष्ठ अधिकारी।

सशक्त, समृद्ध और उन्नत भारत के निर्माण की दिशा में अग्रसर करती है। राष्ट्रीय शिक्षा नीति 2020 को बनाने में अंतिम छोर के व्यक्तियों से भी उनके सुझाव मांगे गए और उनके सुझावों को नीति में प्रमूखता के साथ समाहित किया गया है। उनके इस सुझाव के लिए उनको धन्यवाद करने का समय आ गया है और एन.एस.एस., यूथ रैडक्रॉस नेहरू युवा केंद्र और उन्नत भारत अभियान के स्वयंसेवकों के माध्यम से यह कार्य करेंगे। साथ ही इन सहयोगियों की मदद से नई शिक्षा नीति के विभिन्न सकारात्मक पक्षों को जन-जन तक पहुंचा जाएगा। विचार के संबंध में हरियाणा केंद्रीय

विश्वविद्यालय (हर्केवि), महेंद्रगढ़ के कुलपति प्रो. आर.सी. कुहाड़ ने केंद्रीय शिक्षा मंत्री रमेश पोखरियाल निशंक को आभार व्यक्त किया कि हरियाणा केंद्रीय विश्वविद्यालय राष्ट्रीय शिक्षा नीति 2020 के क्रियान्वयन को लेकर गंभीर है। शिक्षा नीति के क्रियान्वयन के लिए टास्क फोर्स का गठन तो किया जा चुका है साथ ही विश्वविद्यालय अपने एन.एस.एस. और यूथरैडक्रॉस के स्वयंसेवकों के माध्यम से शिक्षा नीति को आमजन तक पहुंचाने का कार्य भी करेंगे।

युवा मामलों एवं खेल मंत्रालय के राज्य मंत्री किरन रिजिजू ने राष्ट्रीय शिक्षा नीति 2020 से प्रत्यक्ष-अप्रत्यक्ष

रूप से जुड़े सभी लोगों का आभार व्यक्त करते हुए कहा कि नई शिक्षा नीति से देश को नई दिशा और दशा मिलेगी। उन्होंने कहा कि शिक्षा नीति के विभिन्न पक्षों को आमजन तक पहुंचाना हमारी जिम्मेदारी है और मुझे पूरा विश्वास है कि हमारे विभिन्न संगठनों से जुड़े स्वयंसेवक इस कार्य को निपुणता के साथ पूरा करेंगे। वे गांव-गांव, गली-गली जाकर स्थानीय स्तर पर अलग-अलग माध्यमों से राष्ट्रीय शिक्षा नीति के महत्वपूर्ण बिंदुओं को आमजन तक पहुंचाएंगे।

देश के शिक्षा मंत्री माननीय राजनाथ सिंह ने कहा कि मुझे उम्मीद है कि आज का यह आयोजन युवा छात्रों को समकालीन मुद्दों पर जागरूकता

लाने में अहम कड़ी साबित होगा। देश के इतिहास में यह पहली ऐसी नीति है जिसमें पंचायत, ब्लॉक व जिला स्तर पर इतने बड़े स्तर पर भागीदारी हुई है। रक्षा मंत्री ने कहा कि प्रधानमंत्री ने भी इस नीति को सरकार नहीं बल्कि देश की नीति बताया है और इसे नए भारत के निर्माण में अहम नीति के रूप में प्रस्तुत किया है।

हरियाणा केंद्रीय विश्वविद्यालय के कुलपति प्रो. आर.सी. कुहाड़ ने भी इस आभारी कार्यक्रम के संबंध में कहा कि विश्वविद्यालय नई शिक्षा नीति के सफलतम क्रियान्वयन से लेकर इसकी खूबियों को जन-जन तक पहुंचाने के लिए हर मूमकिन कोशिश कर रहा है और इसे जारी रखेगा। कार्यक्रम में कुलसचिव डा. जे.पी. भूकर, नेहरू युवा केंद्र, महेंद्रगढ़ के समन्वयक महेंद्र नायक, छात्र कल्याण अधिष्ठाता प्रो. दिनेश गुप्ता, शैक्षणिक अधिष्ठाता प्रो. संजय कुमार, डा. रमेश देशवाल, डा. अजयपाल, एन.एस.एस. की प्रोग्राम ऑफिसर डा. रतु यादव, एन.एस.एस. इकाई के समन्वयक डा. दिनेश चहल, नई शिक्षा नीति के क्रियान्वयन के लिए गठित विश्वविद्यालय की टास्क फोर्स के सदस्यों सहित स्वयंसेवकों ने भी हिस्सा लिया।

‘राष्ट्रीय शिक्षा नीति और आत्मनिर्भर भारत के सपनों को साकार करेगा सार्थक एडुविजन-2021: प्रो. कुहाड़’

महेंद्रगढ़, 15 मार्च (परमजीव/मोहन) : शिक्षा मंत्री रमेश फोखरियाल विश्वविद्यालय के अध्यक्ष प्रयासों और प्रधानमंत्री नरेंद्र मोदी के नेतृत्व में राष्ट्रीय शिक्षा नीति-2020 बनाने में मदद करने के लिए हरियाणा केंद्रीय विश्वविद्यालय के अध्यक्ष डॉ. हरिप्रताप सिंह और कार्यपालकों के माध्यम से इस नीति को विचारकियों, शिक्षकों को भी भागी भाति अवसर करा रहा है। नई राष्ट्रीय शिक्षा नीति-2020 को लागू करने के लिए हरियाणा केंद्रीय विश्वविद्यालय ने यह ता शिक्षा नीति-2020 को ही विश्वविद्यालय के चारों ओर आवाजें और विश्वविद्यालय के बाहर शिक्षा क्षेत्रों के विद्वानों का एक उच्च स्तरीय कार्य दल गठित किया और इसे विश्वविद्यालय स्तर



सार्थक एडुविजन-2021 में प्रतिभागीत करते हकेविप के शिक्षक।

के सुचारु रूप से कार्यान्वयन और आत्मनिर्भर भारत के सपने को साकार देने के उद्देश्य से हरियाणा केंद्रीय विश्वविद्यालय कुलपति प्रो. आर. सी. कुहाड़ ने एक निमनस्वीय दल सार्थक एडुविजन-2021 में भाग लेने के लिए मध्य प्रदेश की राजधानी भोपाल भेजा है। इस कार्यक्रम का आयोजन

मिलेगा। इसलिए यहां राष्ट्रीय प्रदर्शनों और सम्मेलन का आयोजन किया जा रहा है। भोपाल में आयोजित इस आयोजन का उद्घाटन 14 मार्च को शाम 6 बजे गडकरी, सड़क परिवहन मंत्री, भारत सरकार और शिक्षा विभाग के सहित मुख्यमंत्री मधु प्रदेश सरकार द्वारा किया गया, साथ ही यहां बनाई गई पुस्तक प्रदर्शनी प्रदर्शनी का भी उद्घाटन किया। भारत के अनेक विश्वविद्यालयों के कुलपति, अनेक आचार्यों और शिक्षाविदों के साथ-साथ भारत सरकार के मंत्री, मध्य प्रदेश सरकार के मंत्री का कार्यक्रम में भाग ले रहे हैं। राष्ट्रीय शिक्षा नीति-2020 और प्रधानमंत्री नरेंद्र मोदी के आत्मनिर्भर भारत के सपने को साकार करने के लिए विचार मंचन कर रहे हैं। औद्योगिक रूप से यह प्रदर्शनी 15 से 17 मार्च तक चलती। हरियाणा

युवाओं को नवाचार व रोजगार सृजन के लिए सक्षम बनाएंगी नई शिक्षा नीति : प्रो. कुहाड़

महेंद्रगढ़, 18 अगस्त (परमजीव/मोहन) : नई राष्ट्रीय शिक्षा नीति-2020 युवा पीढ़ी को नवाचार के साथ-साथ रोजगार सृजन के लिए सक्षम बनाएंगे। 134 साल के लंबे अंतराल के बाद नई शिक्षा नीति में भारत की संस्कृति, भारतीयता का भाव और वैश्विक आवश्यकताओं को पूर्ण करने की क्षमता मौजूद है। इस नीति के अंतर्गत क्रियान्वयन के माध्यम से हम नवाचार को साधन, सफल, आत्मनिर्भर व विश्व भ्रातृत्व के रूप में स्थापित कर पाएंगे। यह विचार हरियाणा केंद्रीय विश्वविद्यालय (हकेविप), महेंद्रगढ़ के कुलपति प्रो. आर. सी. कुहाड़ ने भारतीय साहित्य एवं उद्योग महसूस (विक्रम) के द्वारा 'नवतार एजुकेशन पब्लिसिटी 2020' के 'फोरेवर्ड' विषय पर आयोजित 'संविधान में नवाचार' कार्यक्रम में व्यक्त किए। इस आयोजन में मुख्य अतिथि के रूप में शिक्षा मंत्रालय के उच्च शिक्षा सचिव अमित खेर, राष्ट्रीय शिक्षा नीति निष्पत्ति के अध्यक्ष प्रो. के. जयशंकर और विश्वविद्यालय



संविधान में सफल हकेविप कुलपति प्रो. आर. सी. कुहाड़।

अभी तक लागू शिक्षा नीति युवाओं को डिग्री तो प्रदान कर रही थी, लेकिन युवाओं को उसका लाभ रोजगार के मोर्चे पर नहीं मिल पा रहा था। नई शिक्षा नीति जोकि 3 दशक से भी अधिक समय गुजर जाने के बाद आई है, में विशेष रूप से इस समस्या का समाधान प्रस्तुत किया गया है। इस नीति में सामाजिक, आर्थिक स्थिति व राजनीतिक परिस्थितियों के अलग-अलग राष्ट्रीय और भारतीय कला

क्षेत्रों में उत्कृष्टतम नवाचार को बढ़ावा देने और उत्कृष्ट शोध को बढ़ावा देने का काम करेगा। नई शिक्षा नीति में विशेष रूप से रिसर्च पर जोर दिए जाने का उल्लेख किया है कि वे दिन-दर-दिन नए नए नवाचार अपने-अपने उच्च शिक्षण संस्थानों के माध्यम से न सिर्फ देश बल्कि समूचे विश्व को नई दिशा दिखाने का मार्ग प्रशस्त करेगा। इससे पूर्व में इस वैश्विक को संबोधित करते हुए शिक्षा मंत्रालय के उच्च शिक्षा सचिव अमित खेर ने नई शिक्षा नीति के पांच प्राथमिक धर्मों से अलग कर दिया। पहला, टीचिंग से लीनिंग पर जोर, दूसरा, कौशल में परिकल्पना के साथ अध्यापन, तीसरा, विद्यार्थी, साहित्य व कला स्टीम के क्षेत्रों से इतर होस्टेलिक एजुकेशन पर जोर, चौथा, ज्ञान के उपयोगकर्ताओं की प्रत्यक्ष ज्ञान के सुनकरताओं को विचार करना तथा पांचवां, रोजगार पाने के इच्छुक को रोजगार सृजन करने वाली नई शिक्षा नीति मौजूद समस्याओं का निवारण बेहद बेहतर ढंग से कर पाएंगे में सक्षम साधित

संस्थाओं के युवाओं के लिए प्रस्तुत किए जाने की भी बात कही। उन्होंने कहा कि आगामी सत्र 2021-22 से जो भी शिक्षण संस्थान नई शिक्षा नीति के अनुसार नए पाठ्यक्रमों के अद्ययन की सुविधा उपलब्ध करने के लिए तैयार होंगे, उन्हें इस्का अवसर दिया जाएगा। इसी तरह उन्होंने शिक्षण संस्थानों का, नए विषयों के अद्ययन के संबंध में भी विशेष ध्यान देना आवश्यक बताया। इससे राष्ट्रीय शिक्षा नीति निर्माण समिति के अध्यक्ष प्रो. के. जयशंकर ने भी इस नीति की आशा पर प्रकाश डाला और बताया कि इसका उद्देश्य नवाचार, विकास को बढ़ावा देना, भारतीयता की भावना को कायम रखते हुए युवाओं को नवाचार व कौशल विकास की भावना रोजगार सृजन के लिए प्रेरित करना है। इस आयोजन में विश्वविद्यालय अनुदान आयोग के अध्यक्ष प्रो. डीपी सिंह ने कहा कि नई शिक्षा नीति को क्रियान्वयन

भारतीयता को अपने में समाहित कर लेखल सिटीजन के निर्माण का मार्ग प्रशस्त करेगा। उन्होंने कहा कि 21वीं सदी ज्ञान की सदी है और चूंकि शिक्षा व्यवस्था ही जिनसे भी समाज का अर्थ बनती है इसलिए यह शिक्षा नीति साबित करेगी कि भारतीय ज्ञान संरचना की जड़ें कितनी मजबूत हैं। प्रो. डीपी सिंह ने शिक्षा के स्तर पर परामर्श का उल्लेख करते हुए कहा कि अंत में सत्र में भी उनके द्वारा प्रस्तुत 64 कक्षाओं के ज्ञान की अवधारणा उचित साबित होती है और नई शिक्षा नीति में कौशल विकास, नवाचार को महत्व और शोध व अनुसंधान के प्रति विशेष ध्यान दिया जाने साबित करता है कि हम प्रगति के पथ पर अग्रसर हैं और मल्टी डिप्लिमेंटरी शिक्षा व्यवस्था के माध्यम से नए भारत के निर्माण की दिशा में अग्रसर हैं। इस आयोजन के अंत में कुलपति प्रो. आर. सी. कुहाड़ ने कहा कि नई शिक्षा नीति को क्रियान्वयन में आगे बढ़ाने के लिए शिक्षा मंत्रालय के साथ-साथ राज्य सरकारों के साथ-साथ उद्योगों के साथ-साथ नए नए विषयों के गठन, शिक्षण संस्थानों की भविष्य के विकास

राष्ट्रीय शिक्षा नीति 2020 हुई घोषित क्रियान्वयन की दिशा में प्रयास जारी

हरिप्रताप न्यूज़ ॥ महेंद्रगढ़
राष्ट्रीय शिक्षा नीति 2020 घोषित हो चुकी है और अब इसके क्रियान्वयन की दिशा में योजनागत प्रयास जारी हैं। इस शिक्षा नीति के क्रियान्वयन की दिशा में आरंभ से अग्रणी भूमिका निभाते हुए हरियाणा केंद्रीय विश्वविद्यालय ने टास्क फोर्स के गठन के साथ उसकी रिपोर्ट को भी अंतिम रूप देना शुरू कर दिया है। विश्वविद्यालय के कुलपति प्रो. आर. सी. कुहाड़ का कहना है कि नई

हकेविप की टास्क फोर्स नई राष्ट्रीय शिक्षा नीति के क्रियान्वयन में बनेगी भागीदार, टास्क फोर्स के गठन रिपोर्ट को भी अंतिम रूप देना शुरू किया



महेंद्रगढ़। हरियाणा केंद्रीय विश्वविद्यालय।

शिक्षा नीति की मूल भावना भारतीयता को आत्मसात करते हुए अंतरराष्ट्रीय नेतृत्व क्षमता का विकास करने वाली युवा शक्ति का निर्माण

आत्मनिर्भर भारत के सपने को साकार करे: कुहाड़



फोटो: हरिप्रताप

करना है और हम इसी उद्देश्य केन्द्र में रखते हुए माइक्रो लेवल पर काम कर रहे हैं। उन्होंने कहा कि विविप द्वारा

के क्रियान्वयन की दिशा में जारी प्रयासों के अंतर्गत विविप की टास्क फोर्स सदस्यों व प्रतिष्ठित शिक्षाविदों की एक प्रमुख बैठक को संबोधित करते प्रो. आर. सी. कुहाड़ ने कहा कि सभी विभाग अपने-अपने विषय के संबंध में विशेषज्ञता, क्षमताओं, महत्त्व आकांक्षाओं को ध्यान में रखते हुए क्रियान्वयन के संबंध में सुझाव प्रस्तुत करें। ऐसे सुझाव जिसमें गुणवत्तापूर्ण पाठ्यक्रम, बहुविषयक अवसर, उपयोगी कार्ययोजना का समावेश हो।





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