

**IMPLEMENTATION OF
NATIONAL EDUCATION
POLICY-2020 PLAN
ROAD MAP FOR ACTION PLAN
AND
SHORT TERM & LONG TERM
GOALS**



**GURUKULA KANGRI (DEEMED TO BE UNIVERSITY)
HARIDWAR
2022**

Institutional Priorities

- **Phased-implementation of the Policy**
- **Outcome-based Curricular Reforms**
- **Devising of Institutional Development Plan (IDP)**

1. **Multidisciplinary and Holistic Education**

Action Plans (Strategic plan to achieve the goals)

(A) Flexible Curriculum Structure

- i.** Restructuring the academic programmes in a phased manner.
- ii.** Revamping curriculum

(B) Multiple Entry/Exit

- i.** Introducing multiple entry/exit options for B.A., B.Sc. and B.B.A., B.P.E.S. programmes in the first phase;
- ii.** Subsequently, multiple entry/exit options shall be introduced in other disciplines and professional courses also.

(C) Credit Based System— Academic Bank of Credits (ABC)

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

(D) Ending Fragmentation

- i.** Adopting integrated approach;
- ii.** Integrating Arts, Humanities and Oriental Studies with Science, Technology, Engineering and Management (STEM);
- iii.** Integrating Values with Skills;
- iv.** Integrating co-curricular and extra-curricular with curricular aspects;

- v. Integrating ancient and modern knowledge;
- (E) Elective Courses of multidisciplinary nature**
 - i. Offering of General/Open elective courses on Value Education, Yoga, Indian Knowledge System, Vedic Science, Vedic Mathematics and Ancient India;
 - ii. Offering multidisciplinary courses by each department.
- (F) Multidisciplinary Research**
 - i. Multidisciplinary Research Centre to act as a bridge between university and industries.

2. Equity and Inclusion in Higher Education

(A) Access/GER

- i. Gradual increase in the number of seats;
- ii. Expanding the range of academic, vocational and professional programmes;
- iii. Flexible exit/entry options to facilitate Lifelong learning opportunities;
- iv. Increasing employability potential of all programmes;
- v. Equitable access to the highest quality education.

(B) Student Support

- i. Mechanism for professional, academic, psychological and career counselling;
- ii. Students friendly University website;
- iii. Technological support;
- iv. Sports/recreation facilities, Clubs, etc.;
- v. Creation of various informal platforms to support diverse student groups;
- vi. On-campus logistic and academic support;
- vii. Adequate financial support to the students belonging to Economically Disadvantaged Groups;
- viii. Continuation of schemes like Earn While You Learn;
- ix. Quality residential facility to attract international students;

- x. Mechanism for students' wellness such as physical and mental health, psycho-social well-being and sound ethical grooming.

(C) Socio-Economically Disadvantaged Groups (SEDGs)

- i. Learning opportunities for all irrespective of social, economic or linguistic backgrounds;
- ii. Active role of Equal Opportunity Cell for academic and professional support to SEDGs;
- iii. Providing financial assistance and scholarships to SDEGs;
- iv. Making the admission processes and curriculum more inclusive;
- v. Developing more programmes/courses taught in Indian languages
- vi. Developing bridge courses for students coming from disadvantaged educational backgrounds;
- vii. Strict enforcement of all no-discrimination and anti-harassment rules;
- viii. Institutional Development Plan that contains specific plans for action on increasing participation from SEDGs.

(D) Gender Equity

- i. Sensitization of faculty, staff, and students on gender-identity issue and its inclusion in all aspects of University;

(E) Persons with Disability (PwD) – Divyang Jan

- i. Ensuring that all buildings and facilities are wheelchair-accessible and disabled-friendly;
- ii. Constitution of the Cell for the Persons with Disabilities/ Divyangs with representatives from administration, teachers and students;
- iii. Extensive use of technology in teaching and learning to remove language barriers, and to increase access for Divyang students;
- iv. 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;

3. Motivated, Energized and Capable Faculty

(A) Service conditions and Career Progression

- i. Clearly defined and transparent processes and criteria for faculty recruitment;
- ii. Timely promotions under Career Advancement Scheme;
- iii. Linking of high impact research contribution with fast track promotion system;
- iv. Rigorous performance assessment parameters for promotions, increase in salary and recognition at the University level;
- v. Mechanism for incentivising the excellence through appropriate rewards, promotions, recognitions and movement to institutional leadership positions.

(B) Professional Development and Leadership and Management Skill

- i. 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;
- ii. Provision of Seed Grants for research to the newly inducted faculty;
- iii. Faculty Induction Programme for newly recruited faculty;
- iv. Annual departmental presentations to motivate the faculty for incremental progress;
- v. Motivating the faculty for quality publications and research by way financial incentives, publicity and recognition;
- vi. The faculty identified as ‘excellent’ may be given special opportunities for professional development and leadership and management skills;
- vii. 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;
- viii. Providing Computers, Conferencing facility and adequate ICT support to facilitate the teachers in academic and research activities.

(C) Student-Teacher ratio

- i. The increase in number of seats/intake capacity should be in consonance with availability of faculty and academic infrastructure;

- ii. Expediting the faculty recruitment against all the vacant seats to maintain ideal student-teacher ratio;
- iii. Autonomy to the University to review and increase the teaching positions with respect to the increase in number of students, courses and programmes;
- iv. The University should be empowered to engage the faculty against the additional workload in anticipation of the sanction by UGC;
- v. With an ideal student-teacher ratio, teachers will have adequate time for interaction with students, conducting research and other university activities.

(D) Role of Faculty in Curricular Design, Pedagogy, Research, Student Engagement

- i. Empowering the faculty to adopt innovative pedagogical approaches to enable them to perform creatively;
- ii. Recognition to the faculty adopting engaging innovative methods and tools for teaching;
- iii. Freedom to the teacher to review and amend the curriculum, periodically;
- iv. Promoting the teachers to integrate research with teaching.

(E) Institutional Development Plan

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

(F) Autonomy in conducting research projects/collaborative researches/extension activities/consultancies

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

4. Technology Use and Integration

(A) National Educational Technology Forum (NETF)

- i.** 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;
- ii.** Adequate technology support for improvement of educational processes and outcomes;
- iii.** Induction, deployment, and use of technology guided by the National Educational Technology Forum (NETF) to enhance learning, assessment, planning and administration;

(B) Technology-Enabled Teaching, Learning and Governance

- i.** Provision of technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for enhanced learning experience;
- ii.** Educational software and hardware for technology-enabled learning;
- iii.** 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;
- iv.** Utilisation of Digital Infrastructure for Knowledge Sharing (DIKSHA) platform for Professional Development of teachers;
- v.** Orientation on ethical issues surrounding the development and deployment of AI-based technologies;
- vi.** Exploring the possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content.

- vii. One smart classroom with latest ICT facilities with sound technical support in each department.

(C) Online and Digital Education

- i. Optimum use of technology-based education platforms, such as DIKSHA/SWAYAM;
- ii. 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;
- iii. University may offer Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields and professional areas through SWAYAM platform;
- iv. Blending of traditional teaching with the online in undergraduate and vocational programmes;
- v. Rigorous teacher training in learner-centric pedagogy and on how to become high-quality online content creators using online teaching platforms and tools;
- vi. Online education to be blended with experiential and activity-based learning for desired outcomes;
- vii. Identifying different effective models of blended learning for different subjects while considering the essential importance of Face to Face learning;
- viii. 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;
- ix. Digital content in multiple Indian languages to address the issue of linguistic diversity.

5. Global Outreach of Higher Education

(A) Credit Recognition / Transfer

- i. Considering universities/HEIs with equal or higher NAAC/NAC grades as equivalent for credit transfer;

- ii. Counting the credits acquired by the students from foreign Universities;
- iii. Awarding 1-2credits for Seva/Service/Community Service;
- iv. Credits in the courses of related streams, entrepreneurial competencies, communication, soft skills, etc.;
- v. More freedom to the student to earn the credits from institutes of higher learning located in India and abroad;
- vi. Restructuring academic programmes of uniform and compatible credit pattern;
- vii. Constituting a Committee to recommend the multidisciplinary courses and their credits.

(B) International Students’ Office at each HEI

- i. Establishing an International Students Office in the University.
- ii. Campuses of Indian HEIs abroad and vice-versa
- iii. Research and teaching collaborations with high-quality foreign institutions;
- iv. Setting up campuses in other countries;

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

(A) Holistic Individuals

- i. Space for creative and critical thinking for holistic growth;
- ii. Integrating sports in education to foster holistic development;
- iii. Character building and well-rounded individuals;
- iv. Sensitizing teachers and parents to promote holistic development of the student;
- v. Multidisciplinary and holistic education across the domains;
- vi. Restructuring the academic programmes to impart multidisciplinary and holistic education.

(B) Skills and Values

- i. Mapping of skills for better employability;

- ii. Introducing more programmes in vocational education;
- iii. Introducing short-term skill-based programmes;
- iv. Establishment of various clubs for up-skilling of the students;
- v. Revision of syllabi to integrate multidisciplinary skill component;
- vi. Identifying set of professional/life skills to be imparted across the disciplines;
- vii. Improving students' employability in local area;
- viii. Employability in cutting-edge areas;
- ix. Offering a course on value-based education;
- x. Training on knowledge of India and its values/ ethos/ art/ traditions, and more;
- xi. Integrating skills and values in curriculum;
- xii. Curriculum rooted in ethics, Constitutional values and respect for Indian culture, art and heritage.

(C) Culture and Arts

- i. Including traditional Indian knowledge including vedic knowledge in the curriculum;
- ii. Promoting the culture of cross-disciplinary and interdisciplinary research;
- iii. Introduction of courses familiarising the students about Indian culture and art;
- iv. Starting special scholarships for studies in Indian languages, arts and culture;
- v. Introducing the Departments of Music, Fine Arts, Translation and Interpretation, Comparative Literature, Philosophy and Performative Arts;
- vi. Establishment of various clubs for sports, dance, music, photography, fine arts, etc.

(D) Indian Languages

- i. Coordinating with classical language Institutions;

- ii. Coordination with National Mission for Mentoring for necessary support in teaching in Indian languages;
- iii. Promoting Sanskrit as one of the language options.

7. Research, Innovation and Rankings

(A) National Research Foundation (NRF)

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

(B) Internships

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

(C) Start-ups

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