



NEP 2020 implementation: A successful journey traversed by HNB Garhwal University (A Central University)

HNB Garhwal University has not only been proactive in the implementation of the National Education Policy (NEP) but has also played an active role in its finalization process. In response to the call from the Ministry of Education for all stakeholders to submit their suggestions on the Draft New Education Policy 2019, HNB Garhwal University, Uttarakhand organized several brainstorming sessions and seminars that actively involved faculty members and students from different schools within the university. The summary of these suggestions was subsequently discussed during a university-level seminar held on August 13, 2019, focusing on the Draft National Education Policy (2019).



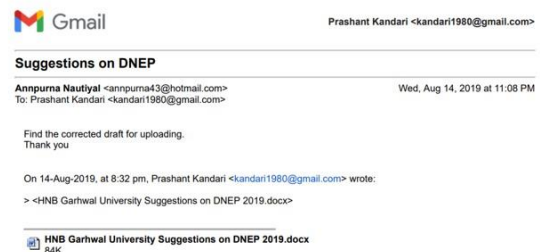
This seminar was presided over by Vice Chancellor Prof. Annpurna Nautiyal, with Prof. K.P. Vijayalakshmi, from the Centre

for US, Canadian, and Latin American Studies at the School of International Studies, Jawaharlal Nehru University, New Delhi, serving as the Chief Guest. All Deans, Head of Departments and faculty members of the University participated in the seminar. In the seminar they presented their proposal on various aspects of draft Nep 2019 and suggested different measures to make the NEP more effective and inclusive.



The complete draft, covering comments and suggestions on all sections and chapters of the DNEP 2019, was submitted to the Ministry of Education in August 2019.

(The copy of Draft prepared by HNB Garhwal University and which was submitted to Ministry of Human Resource Development, New Delhi is annexed with this document)



Furthermore, after the final announcement of the NEP 2020, HNB Garhwal promptly established an implementation committee

in the year 2021, with Prof. A.K. Dobriyal as its head. The committee comprised of 40 different members representing different schools and departments of the University. This committee organized various discussion sessions with different schools and departments within the University. The NEP implementation process was executed with a commitment to uphold the spirit of the NEP document and align it with the University's vision and mission. In an effort to extend the reach of NEP 2020 to the local community, HNB Garhwal University took the initiative to translate the NEP document into the Garhwali language. This significant step aimed to make the policy more accessible and comprehensible to the local population, ensuring that its benefits and objectives could be fully understood and embraced by the community. In year 2022, the NEP was fully implemented in the University, emphasizing students' freedom in choosing courses and programs, an increased focus on field-based studies, skill development, value education, multiple entry and exit options, among other aspects. Furthermore, the NEP-based program and course structure emphasized the implementation of courses tailored to the specific needs and requirements of the mountainous regions, aligning with the University mission of fostering development in these regions of the state.

Following are some other major initiatives taken by HNB Garhwal University in the process of implementing NEP.

- University organised a webinar in collaboration with SGRR University Dehradun on E Content Development for Online Learning on June 14, 2020
- University organised an online panel discussion on National Education Policy 2020 on August 8-9, 2020
- University organised a web dialogue on NEP 2020 Pathways to assessment for quality teacher (13 Feb 2021)
- University Coordinator for NEP implementation has conducted various School level meetings to share the basic essence of the NEP 2020 and various sub-group meetings to formulate NEP courses
- Faculty development Centre (PMMMNMTT) of the university organised an online training course on 'Pedagogy of Digital learning and New Education policy' (Jan 19-25, 2021; 46 beneficiaries)
- A webinar was organised on September 14 and 15, 2021 on NEP 2020 Transforming the system of Assessment by the school of education
- A total of 7 Research and General Articles have been published for SWAYAM promotion.
- Language lab has translated the NEP document in Garhwali language for its larger dissemination.

To mark the need and requirements of the region in which the University is nestled and to cover the holistic development of the learner, the University prepared four Additional Multidisciplinary Skill courses (AMDSC): Nursery Training Course; Basic Yoga Practices; Health and Fitness Management; Folklores and their cultural context.

The NEP implemented by the University covers the following important aspects which are aligned with the aims and objectives of the New Education Policy:

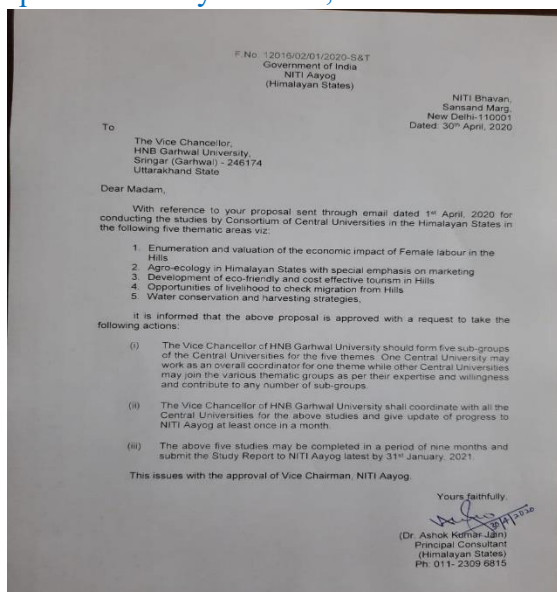
1. Multidisciplinary Education
2. Learning Outcome Based Curriculum framework (LOCF)
3. Experimental learning
4. Multiple Entry-Exit

5. Skill Development courses

(Final NEP course structure finalised and implemented by the University is enclosed with this document)

Further in line with the spirit of NEP 2020, the university established a Memorandum of Understanding (MoU) with Central Universities in the Himalayan region, forming the Indian Himalayan Central Universities Consortium (IHCUC). This consortium is dedicated to serving the Himalayan region through collaborative studies that engage both students and faculty members from these academic institutions.

"The IHCUC, marking the essence of NEP and working towards the development of Himalayan regions of the country, submitted a proposal for a study to NITI Aayog, which was finally approved and sponsored by UGC, New Delhi.

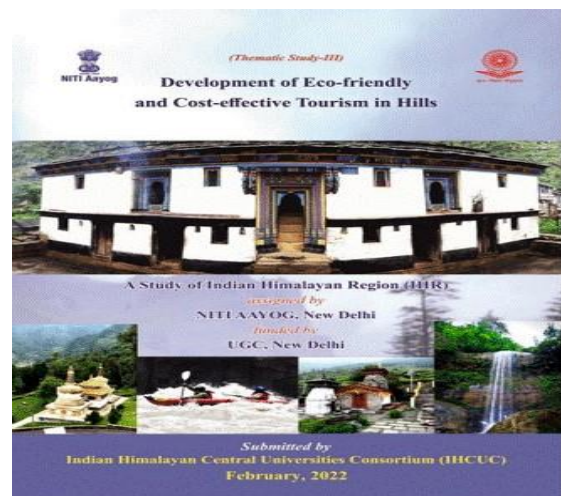


The study was based on five thematic areas: Theme 1: Enumeration and valuation of the economic impact of Female labour in the Hills, Theme II: Agroecology in Himalayan states with special emphasis on marketing, Theme III: Development of eco-friendly and cost-effective tourism in hills, Theme IV: Opportunities of livelihood to check

migration from hills, and Theme V: Water conservation and harvesting strategies. The final reports of the study conducted in five thematic areas were submitted by the IHCUC to NITI Aayog, which were accepted by the Aayog in June 2022.



Cover Page- Theme -I and III Reports



Annexure:

1. Seminar Schedule (Seminar organised in 2019)
2. Comments and suggestions submitted to MHRD on DNEP 2019
3. Finalised NEP program course strcutre for UG

Seminar on Draft of National Education Policy, 2019

Organized by:

H.N.B. Garhwal University (A Central University)

Programme Schedule

Date: 13th August, 2019

Venue: ACL Hall, Birla Campus

Time	Events /Topics	Speakers
11:00 AM	Lightening of Lamp	
11:05 AM	Introduction and Welcoming of Chief Guest Prof. K.P. Vijayalakshmi, Centre for Canadian, US and Latin American Studies, School of International Studies, Jawaharlal Nehru University, New Delhi	
11:08 AM	An Overview of Draft of NEP, 2019	Presentation by Dr. Seema Dhawan
11:20 AM	Introduction to the Programme and its objectives 1.Early Childhood Care and Education: The Foundation of Learning 3. Reintegrating Dropouts and Ensuring Universal Access to Education 4. Curriculum and Pedagogy in Schools 5. Teachers 6. Equitable and Inclusive Education 15. Teacher Education	Prof. P.K. Joshi
11:30 AM	. Efficient Resourcing and Effective Governance through School Complexes 23. Rashtriya Shiksha Aayog	Summary of suggestions by Dean, School of Earth Sciences
11:37 AM	8. Regulation and Accreditation of School Education 16.5. Governance, Regulation and Accreditation 16.7. Legal Education	Summary of suggestions by Dean, School of Earth Sciences
11:44 AM	9. Quality Universities and Colleges: A New and Forward Looking Vision for India's Higher Education System 10. Institutional Restructuring and Consolidation	Summary of suggestions by Dean, School of Life Sciences
11:51 PM	11. Towards a More Liberal Education	Summary of suggestions by Prof. S.S. Negi
11:57 PM	12. Optimal Learning Environments and Support for Students	Summary of suggestions by Prof. R.P. Gairola
12:04 PM	13. Energised, Engaged and Capable Faculty 14. National Research Foundation 16.6. Agriculture and allied disciplines	Summary of suggestions by Dean, School of Agriculture & Allied Sciences
12:11 PM	16. Professional Education	Summary of suggestions by Dean, School of Management

Time	Events /Topics	Speakers
12:18 PM	17. Empowered Governance and Effective Leadership for Higher Education Institutions 18. Transforming the Regulatory System	Summary of suggestions by Prof. C.S. Sood
12:25 PM	19. Technology in Education 16.9. Technical Education	Summary of suggestions by Dean, School of Engineering
12:32 PM	20. Vocational Education 21. Adult Education	Summary of suggestions by Dean, School of Education
12:39 PM	22. Promotion of Indian Languages 4.5. Education in the local language/mother tongue; multilingualism and the power of language	Summary of suggestions by Dean, School of Languages
12:46 PM	A1 Financing	Summary of suggestions by Prof. P.S. Rana
12:53 PM	A2 Way Forward	Summary of suggestions by Dean, School of Commerce
1:00 PM	2. Foundational Literacy and Numeracy 4.9. Transforming assessment for student development	Summary of suggestions by Dean, School of Sciences
1:07 PM	Director, Pauri Campus	Summary of suggestions by Director, Pauri Campus
1:14 PM	Director, Tehri Campus	Summary of suggestions by Director, Tehri Campus
1:21 PM	Chief Guest Prof. K.P. Vijayalakshmi	
1:36 PM	Prof. Annpurna Nautiyal	
	Other suggestions and discussion	
	Vote of Thanks	

Note:

- *All respected faculty members are requested to read out only the summary of their suggestions (without PowerPoint presentation) which they have received from departmental level seminars and group discussions. Please follow the allocated timeline for the same.*
- *All suggestions should be, along with the given sections (Such as 6.7; P 6.7.1 etc) mentioned in the draft of NEP 2019.*
- *Please do not repeat the suggestions which are already incorporated in the draft of NEP 2019.*
- *Please submit one page suggestions (soft copy) positively by 11th August, 2019 by 5 PM at hnbguvc@gmail.com so that it could timely compiled for further necessary action*
- *General discussion over the draft of NEP and suggestions put forth will be carried out once all presentations are completed*
- *We hope your efforts and suggestions evolved from it will pave the way for refinement of the New Education Policy*

Suggestions and comments

Submitted to the

**Ministry of Human Resource Development, Government of
India**

On

Draft National Education Policy 2019

by

Hemvati Nandan Garhwal University (A Central University)

Srinagar Garhwal, Uttarakhand



At the outset, the HNB Garhwal University family applauds the excellent, innovative, meticulously framed new draft education policy and hard work of the Dr. K. Kastuirangan committee. The University also appreciates the MHRD's initiative of inviting comments and suggestions for Draft NEP, to enable everyone to connect and become integral part of framing the the National Education Policy.

We are submitting our comments and suggestions with the hope that this New Educational Policy will achieve its objectives of developing a New and prosperous India. These suggestions submitted by our institution have been compiled after various brainstorming sessions and seminars organized by the faculty members and students of the different schools and their respective departments of the University. The summary of suggestions was finally discussed in the University level seminar held on August 13, 2019 on Draft of National Education Policy, (2019). The seminar moderated by Prof. P.K. Joshi Head Department of Education and chaired by the Vice Chancellor Prof. Annpurna Nautiyal. Prof. K.P. Vijayalakshmi, Centre for US, Canadian, and Latin American Studies, School of International Studies, Jawaharlal Nehru University, New Delhi was the Chief Guest on the occasion. In the following pages the chapter wise suggestions and comments are being presented on the draft new education policy.

Part-I School Education

Chapter 1 Early Childhood Care and Education: The Foundation of Learning

1. What does quality ECCE entail? (p.46)

'During the ages prior to 3 years,.....Exposure to languages, numbers, and simple problem-solving is also considered important during this period'.

Submission: The sentence should be phrased as under:

'During the ages prior to 3 years,.....Exposure to mother tongue is considered important during this period'.

Justification: Exposure to multiple languages, numbers and simple problem solving is against the principle of the instinctive natural development of the child.

2. 'From 3 to 6 years of age,..... sitting for longer periods of time in order to work on and complete a task,'

Submission: The phrase 'sitting for longer period of time', can be deleted from the document as it is also against the principles of instinctive natural development of the child. Any attempt contrary to it will hamper the freedom of the child and his natural growth

3. P1.1.b.(p. 49) The second part.... as well as various socio-emotional skills such as curiosity, patience, teamwork, cooperation, interaction, and empathy required for school-preparedness.

Submission: The term 'skills' should be replaced by 'attributes.' **Justification:** All socio-emotional attributes as mentioned in the paragraph cannot be taught, they can only be inculcated by providing appropriate environment.

4. P1.2.c.(p.49) Co-locating pre-schools with primary schools where possible: Alternatively,.....The care and educational requirements of 0-3 year old children in the region would continue to be handled by neighborhood Anganwadis in such cases.

Submission: The sentence should be modified as follows:

Alternatively,.....The care of 0-3 years old in the region would continue to be handled by neighborhood Anganwadis in such cases.

Justification: As at the stage of 0-3 years, child has no educational requirements, as such there is no need of writing it at this stage.

5. P1.5. para 2 (p 52) Professionalization of high quality educators for early childhood education: ...Current Anganwadi workers and educators handling the pre-school education component of the ICDS will be given the opportunity to participate in a 6-month special training programme to enable them to carry out effective early childhood teaching-learning practices.

Submission: It appears that the paragraph has been written in a casual manner. Provisions of 6 month special training programs may turn out to be just like the experiment of initiation of Vishist

BTC by certain States in the elementary education sector which has failed miserably in improving the quality of education Any training/ recruitment etc. should be based on a concrete and comprehensive framework.

Chapter 2 Foundational Literacy and Numeracy

Observation:

1. Policy document while referring to the measures of reversing the crisis, ‘what **can be done to reverse this crisis and urgently**’, have suggested multiple paths. It has strongly emphasized upon the participation of local communities in the teaching learning process in a big way. While the idea looks delightful, however in practice there are serious doubts in its success. As idea of engaging local remedial instructors’/ volunteers may lead to adhocism in the system, which will be detrimental to the objectives of quality education. Volunteers from the community are welcome but in the ultimate analysis, the task of achieving the targets of literacy/ numeracy should primarily be left to the regular teachers

2. P 2.1 Expansion of mid day meal programme (p 58)

Submission: Idea of integrating nutritious breakfast and mid day meal for pre-primary and primary level students is appreciable, however, there is no clarity regarding the management of such schemes. Experiences of the mid day meal scheme testifies that by involving teachers in its management, the quality of education has been severely affected. Hence, separate mechanism should be evolved for managing breakfast/ MDM, leaving teachers exclusively to their professional tasks. Policy document should have a clear mention of it.

3. P 2.3 Workbooks on language and mathematics (p 59)

Submission: Yashpal committee and NCF 2005 strongly advocated the principle of learning without burden. The policy recommendations are against such principles. Learning at this level is effective if it is in an informal manner. Proposed policy should make every effort to reduce the unnecessary burden on child.

4. P 2.5. (p60) National tutors’ program

Submission: While the idea of peer tutoring is appreciable, however, in the absence of any objective, unbiased and tested criteria, the idea of getting identified as ‘best performers’, may allow malpractices and Nepotism. Further, in single teacher schools it will not work

5. P2.6. Remedial instructional Aides program

Submission: Involvement of IAS without any full proof objective criteria in the educational system, will again lead to adhocism, and in a long term may lead to agitations/ demonstrations, demanding regularization. It may result in replacing regular teacher from the foundation stage of education.

P 2.15 Expansion of public and school libraries and building a culture of reading and communication

Suggestions: Nature, in its elegance and economy, often repeats certain forms, patterns, similarity and symmetry. By understanding these, one can have idea of geometry, the concepts of triangle, circle, polygons and different shape and size in one to three dimensional form. Therefore to enhance the quality of learning in children the **Nature can be used as learning resources for skill numeracy.**

To build the foundation of numeracy at primary level, mathematical laboratories should be established in each school. These may be useful in understanding the concept of dimensional geometry.

Chapter 4 Curriculum and Pedagogy in Schools

1. Restructuring school curriculum and pedagogy in a new 5+3+3+4 design:

4.1.1 a (p75) **Submission:** The proposed document has failed to identify the role of a teacher at important Foundational stage, which is again in conformity with the provisions of 6 months training of Anganwadi workers, as described in chapter 1. Policy document should therefore clarify the role of teacher at this important stage of education.

2. 4.1.1 b **Submission:** While elaborating the aims of Preparatory stage, Yoga should also be introduced at this stage along with physical education.

3. 4.1.1 d Each year of the Secondary Stage will be divided into 2 semesters, for a total of 8 semesters. Each student would take 5 to 6 subjects each semester.

Submission: The draft recommendations on current nature of examination (p104) states as under:

Unfortunately, the current nature of examinations - and the coaching culture of today - is very harmful, especially at the secondary school level, replacing valuable time for true learning with excessive examination, coaching and preparation.

While on the one hand it strongly advocates reducing pressure on the students but on the other, by introducing 8 semesters at the secondary stage; it contradicts its own stand. The proposal is making education more examination centered, rather than reducing the burden of board exams. The idea behind 8 semester system is to provide multiple chances to the students for the upward mobility, but it may again revive the experiences of the earlier no retention policy, which has already damaged the quality of education. Further the draft suggests modular board examination system but does not specify its structure/mechanism.

4. P4.5.1 and p 4.5.3 (p86)

Observation: The essence of both paragraphs is contradictory to each other. While 4.5.3 advocates mother tongue as the medium of instruction at least up to grade 8, 4.5.3 advocates exposure of 3

or more languages in schools, right from pre-school and grade one onwards. There is a need of clarification in this regard in the policy document.

The committee wishes to introduce formative assessment, involving instead of total 4 'in-school final examinations' at the end of each class in the secondary stage, '40+semester courses' with at least 24 subjects board Examinations, or an average 'three a semester'. With so many examinations at the Secondary stage when and how will the students study? Besides, the pupil at the age of 14 at the secondary stage lack maturity to learn a course at a fast pace within six months moreover despite all attempts of remedial action if any student still lags behind, will he/she be detained and asked to repeat the course? The document does not provide any guideline evading the vexed question of no-detention as a policy. So proposal of semester in schools is objected (P4.1.1 d).

There should be 2-language structure to be followed, right from the Foundational stage to all stages of education, instead of 3-language formula as suggested. This would entail, the mother tongue from the Schedule -8 as the medium of instruction and the second one will be English (P4.5.6).

Chapter 5 Teachers

1. Para 2 (p117) The harmful practice of excessive teacher transfers will be stopped with immediate effect.

Submission: Proposal as above has both its advantages and disadvantages. Retaining local teachers up to preparatory level in the schools may help building relationships. However, at higher levels, the move may be counterproductive. Hence, need is to evolve a transparent transfer policy.

2. Para 3(p117) "To ensure that the best enter the teaching profession, the **(TETs) will be strengthened** through improved test material correlated to capacities of outstanding teachers, both in terms of content and pedagogy".

Submission: There is strong emphasis on four year integrated B.Ed courses, but if we filter out any trained prospective teacher through TET, after making investment for 4 years in the system; it will lead to the wastage of precious resources. It is advised that the test like TET should be conducted at the entry level and only those students should be allowed to take admission in teacher education courses, who possess desired attitude and aptitude of joining teaching as a profession. Modalities for teacher recruitment may be duly evolved, for filtering out sub-standard prospective teachers.

Chapter- 7 Efficient Resourcing and Effective Governance through School Complexes

Suggestions: 5 to 10 kilometer radius of school complex can be applied in the plain areas in the hexagonal pattern but in hilly areas it is not applicable due to geographical complexities. The crow flight linear distance method is applicable in plain areas, so maximum radius should not be more than 5 kilometers in the hills. Locational isolation cannot be changed but in hills easily accessible and inaccessible school and school complexes can be categorized.

7.1.2 Size of villages, road connectivity, time factor and distance of settlements from school and school complex must be taken into account.

Suggestions: Migration is very high in the hills especially in the Uttarakhand and needs to be taken into consideration.

7.23 and 7.71 There should be a well laid down criteria about the selection of people like social worker etc. who will be the part of SMC.

7.7 As per the policy "those who have greatest investment in the school must find adequate and empowered role in the SMC". But it may create imbalance and biasness in the decisions due to vested interest.

Chapter- 8 Regulation and Accreditation of School Education

8.3.4. Public Disclosure of all Information:

Suggestions: This point makes provision for disclosure of the various information such as the fees structure, facilities, learning outcomes, details of teachers and their qualification in order to enable the parents to make informed choice about their child's education. In addition to the information specified, it is suggested that the following information should also be disclosed:

Co-Curricular activities, which shall be the venture of the School and the academic as well as non-academic achievements of the students both at the national as well as State level

8.3.6. Fees in Private Schools:

Suggestions: The maximum percentage increase in fees by the private schools has to be fixed by SSRA every three years. It is suggested that in addition to the maximum percentage increase in fees by the private Schools as prescribed by SSRA, the upper cap on the limit of fees charged by the schools should also be laid down. Such amount should be in the form of annual fees.

8.3.8. Diversity in Private School:

Suggestions: It is suggested that the regulatory as well the licensing authority should provide the minimum amount of scholarship that the schools should provide compulsorily in one academic year so that the economically weaker students could be benefitted and diversity could also be maintained in the schools.

8.4.2. Review of the Right to Education Act

Suggestions:

8.4.2. c.i. Under the Right to Education Act, the time limit for the settlement of claims regarding funds is not prescribed, therefore, it is suggested that time Limit should be fixed for the government to settle the claims of the schools with regard to the requisite funding guaranteed to them under the Right to Education Act.

8.4.2. e. No-detention Policy till standard 8th should be substituted by Limited Detention Policy in which the students who score very less marks may be asked to repeat the same class. Provision should be made through which SSRA shall have the authority to impose penalty over those schools where the students detained under the Limited Detention Policy fail again in the same class.

Part- II Higher Education

Chapter- 9 Quality Universities and Colleges: A New and Forward Looking Vision for India's Higher Education System

9.1. Moving towards a higher educational system consisting large, multidisciplinary universities and colleges.

Suggestions: The idea of establishing multidisciplinary institutions and adopting multidisciplinary approach in teaching and research is actually the need of the hour. However, if a student opts subjects from science, arts, humanities, social sciences for his/her study, it should be made clear in advance, that what type of degree *viz.* B. Sc./B.A./B.Com, he/she will obtain?

In view of the main objective to encourage the youth for basic higher education (improvement in GER) and involving them in National development, it is desirable to open Vocational Universities across the country with multidisciplinary vocational courses (certificate, diploma and degree courses) with sound practical knowledge. To attract the youth for education start up projects may be sanctioned as these will also produce employment.

In view of population structure of India, i.e., being maximum in rural setting, multiple vocational courses related to agriculture, horticulture and forestry should be encouraged.

9.2. Moving towards a more liberal undergraduate education

Suggestions: The draft of NEP emphasizes to adopt liberal education for the students. This is a very nice concept. However, it can be successfully implemented only if ideal student-teacher ratio is ensured.

9.3. Moving towards faculty and institutional autonomy

Suggestions: Section 9.3 mentions to provide autonomy to the faculty in respect of teaching and pedagogical approaches. To enhance the quality of research, it is also suggested to make provisions to grant financial autonomy to the investigators of the research projects.

9.4. Curriculum, pedagogy, assessment, and student support will be revamped.

Suggestions: Idea of revamping the items mentioned in this section is in the line of advancing existing education system. However, the methodology is not clearly mentioned in the draft. A detailed scheme of transformation of existing system should be framed.

9.5. Reaffirming the integrity of faculty positions and institutional leadership through merit based appointments and career management

Suggestions: The idea to reaffirming the integrity of faculty positions is welcome. Commitment for filling up the vacant posts by regular appointments and stopping the practice of contract appointment is really important to improve the quality of teaching and research at our HEIs. However, we should be very clear and cautious during framing the guidelines for career based promotions of the teachers. During assessment of faculty members for CAS, geographical, regional and other constrains should also be taken into account.

The central theme of success of new education policy is of course the appointment of teaching and nonteaching faculties on regular basis. (Maintenance of proper PTR) No post should remain vacant for more than 6 months. In each public service training process is employed after recruitment for shaping knowledge about that particular job except in higher education. Therefore in higher education also there must be a compulsory 1-2 weeks training of modern teaching and pedagogy after recruitment for teachers through HRDC/FDC/Schools of Education(PMMMNMTT) should be made compulsory. For this purpose the existing orientation course contents must be redefined.

9.6. Establishment of a National Research Foundation

Suggestions: The establishment of “National Research Foundation (NRF)” to promote high quality research in universities and colleges is an imperative step to meet the need of the present time.

9.7. Higher education institutions will be governed by Independent Boards, with complete academic and administrative autonomy.

Suggestions: The points emphasize under this section is acceptable as proposed.

9.8. “Light but tight” regulation

Suggestions: As proposed in NEP draft, accreditation based on minimal parameters is acceptable. However, geographical, regional and other constraints should also be considered during the accreditation.

Chapter 10: Institutional Restructuring and Consolidation

10.1. Nationwide ecosystem of vibrant multidisciplinary universities and colleges

Suggestions: The concept of establishing multidisciplinary Universities/ colleges is really meaningful in the present scenario. However, to accomplish the objectives of any such programme, recruitment of a large number of well-qualified faculty members and sufficient infrastructure will be needed.

Section 10.1(c) of NEP draft mentions the idea of promoting private institutions, which is appreciable. However, fair and strict evaluation of such private institutions must be ensured on regular basis by competent authorities.

10.2. Public higher education will be expanded and improved

Suggestions: Under section 10.2, NEP draft proposes establishing vibrant multidisciplinary universities and colleges. The proposal is really good, however we also feel that specialized and super-specialized institutions have their own importance, thus they should not be compelled for opting multidisciplinary approach. Such institutions need to be encouraged for interdisciplinary studies in relevant areas of their mandate to improve and refine the outputs and subsequent applications of their research for the benefit of the society.

Section 10.2 also highlights the need of expansion and improvement of Public higher education. In this context, while the expanding the new HEIs, the improvement of already existing HEIs is also equally important.

10.3. New institutional architecture for higher education

Suggestions: This section of the draft categorizes HEIs into 3 different categories as type I, II and III. The basis of categorization of HEIs is fine. However, we suggest a minor change as in our opinion, the type I HEIs should mainly focus on high quality research along with exclusively high quality PG teaching for meritorious students. Role of type II HEIs is fine as they will also provide well skilled human resources to type I HEIs. **To enhance the GER of higher education, focus should be to encourage the registration in Type III HEIs.**

10.4. Liberal education and programmes/departments/schools of higher education institutions

Suggestions: Liberalization of the course at UG level can be accepted as proposed in the draft.

10.5. Development of the new institutional architecture

Suggestions: Restructuring of the existing academic structure (Schools and Departments) can also be made to increase GER, particularly in the subjects, in which the student enrollment is persistently low.

10.9. Support from the National Research Foundation

Suggestions: In NEP draft limited number of NPDFs & NDFs is mentioned (500 each). We feel it should be increased in proportionate to the GER across the country.

10.10. Equal encouragement and empowerment for private higher education Institutions

Suggestions: The private institute could be promoted but the quality of teaching and research must not be compromised.

10.11. Quality transformation of open and distance learning and expansion for Access

Suggestions: This section emphasizes the need of opening new “Open Universities”. Since the mandate of open universities is different from the regular universities, we suggest framing of separate guidelines for their functioning.

10.13. Degree-granting powers

Suggestions: As per NEP draft all HEIs including type III, are going to attain the independent capacity to award their own degrees. The concept is alright to provide the adequate autonomy to these institutes. However, past experiences warrant us to make strict guidelines to check any forgery in awarding academic degrees.

10.15. Missions Nalanda and Takshashila for catalyzing the new institutional architecture

Suggestions: The concept of Mission Nalanda (MN) and Mission Takshashila (MT) to catalyze new institutional architecture under the governance of Mission Directorate (MD) is really meaningful, and we also feel that only such kind of systematic approach could help us in attaining the targets of revamping our existing higher education system.

Chapter- 11 Towards a More Liberal Education

The basic approach towards more liberal education is to prepare us to live responsible, productive and creative lives in a changing world and should also prepare to deal with complexity, diversity and change in the context of wider world (i.e. science, nature, culture and society).

Suggestions: For achieving the goal following **suggestions** should be considered:-

- A. The core paper of humanities and social sciences should be designed with an intention to cater the need of vocational purpose across the discipline; to help people live productivity and responsibly amidst all confusion of the present times.
- B. In continuation of above, we humbly suggest that the core course should have themes prominently related to values, Ethics and Professional Ethics.
 - (i) The suggestion is based on the need that every citizen and professional requires strong moral insights to scrutinize his/her conduct while performing his professional duties assigned to him/her. Apart he /she have to maintain a balance between personal and professional behavior where the question of priorities, decision and moral dilemmas arise.
 - (ii) The attempts regarding moral dilemma nurture the capacities to critical rational thinking and widen the horizon to human welfare with open-minded scientific temper and thinking. For deciding good-bad, right-wrong, fair-unfair, just and unjust; an individual should be equipped with moral insights and conscience. This inner conscience develops the emotional intelligence to deal with the complexities of artificial intelligence with human intentions.
 - (iii) It would help to cater the need to deal with complexity, diversity and change with justice, equality/equity in the society, which is core objective of liberal education.
 - (iv) To promote values such as discipline, tolerance, honesty, justice, knowledge of professional ethics and applied aspects of it will relate to various vocational fields.
- C. To ensure the availability of standard text books in regional languages. To fulfill this need efficient departments of translation should be established to furnish literature as per student's need such as, Hindi Madhyam Karyanvay Nideshalay, Delhi University.
- D. Induction of new curriculum work, which will be helpful to develop self- confidence, self-dependence, and responsibility for society.
- E. Formation of religion and principles of religions should be incorporated in the course for better understanding of nucleus ethos of various religions and their role in the unity of society to develop the sectarian tolerance. Such courses should be added to develop the understanding about the basic causes of social conflicts.
- F. Institutes should be small and residential, and facilitate close interaction between faculty and students.
- G. It is humble suggestion that this system should be introduced in primary and secondary level at first and subsequently in higher education as groundwork.

Section 11.5.1: The objective is Programmes and certification in higher education: Undertaking a PhD shall require either a Master's degree or *a four-year Bachelor's degree with Research*. *The MPhil programme shall be discontinued.*

Point of rethinking: (i) Master degree should be minimum requirement for Ph D. (ii) M Phil program should continue because it provides an opportunity to several students to pursue research activity in some specific field as every student do not get opportunity to do Ph D.

Chapter-12. Optimal Learning Environments and Support for Students

Comment: Open Distance Learning and MOOC may only supplement formal education, but cannot be an alternative to formal education with teacher-student contact. It should be need based (P12.3.9).

Chapter-13. Energised, Engaged & Capable Faculty

Suggestions:

(i) The policy recommendation to do away with the temporary faculty can only be realized if the time between creation of the permanent faculty position and appointment of the faculty is kept to a minimum to prevent disruption of teaching classes. In case of a time gap for filling up the position, alternate arrangement for teaching should be made.

(ii) Although the policy has nicely covered the faculty concerns about the facilities for teachers, teacher student ratio and involvement of field practitioners in the faculty but the rural/ remotely located Universities should be seen with a different view as the good faculties always move away from these institutions to good locations due to lack of facilities and remoteness of areas.

Chapter- 14. National Research Foundation

Comments and suggestions: It is a very good initiative and can improve the research outcome of HEIs in near future if implemented properly.

(i). Rural/ remotely located Universities should be funded adequately to develop the research facilities to come up with quality research in near future and these Universities should not be considered at par in funding policies with the well developed Institutions.

(ii). Medicinal and Aromatic Plants should be one of the thrust area for research mainly in the Universities/ Institutions located in Himalayas.

(iii). To foster healthy competition as well as to get an assessment of the research output of the colleges, an intra-institutional annual review of research performance across the departments should be done, based on metrics such as publications, research projects launched, student/teacher conference attendance, etc; and the appropriate feedback given to the corresponding individuals or departments.

(iv) At present the research credits given for promotion, recruitment and career advancement or for examining the research contribution of a researcher are only based on publication in standard

National or International journals in this line we suggest that such research which even might be carried out at a very micro level but helps in enhancing the living standard and economic welfare or employment generation of a certain section of a society **may also be given equal credits or even more credits.**

Section 14.2.2.f: Object: Research facilities of national and international importance:

Every institute or multiple departments in the same university demands for similar instruments. In most of the cases they are not used or misused due to non availability of skilled technicians.

Suggestion: It will be fruitful if NRF can establish a Central Instrumentation park in each central university with all instruments costing more than 1 crore rupees and with skilled technicians. Any researcher / group can use the facility.

Benefit: Money will be saved as multiple instruments will not be purchased. Results of study will be genuine. Researcher can focus more on his research ideas.

Chapter 15 Teacher Education

1. (p283) Teacher education is truly vital in creating the team of teachers that will shape the next generation.

Submission: While the initial remarks are encouraging but since the continuous professional development component is also included in teacher education, the policy document should redefine teacher education in its true sense.

2. Section 15.1(p284)

Submission: Accepting the failure of regulatory bodies in curbing the menace of corruption and shutting down of sub-standard teacher education institutions is a bold step, which is highly appreciable. However, the casual use of the terms like 'corrupt', 'sub-standard', 'good' or 'genuine', 'sound' vis- a- vis teacher education institutions is avoidable in the policy document

3. The NCF 2005 had also advocated for longer duration teacher education programs. Proposed NPE strongly advocates introduction of ITEP. However, no substantive evidence is provided in support. It will be dangerous to assume that ITEP alone shall be the solution of all malice in the teacher education sector.

4. The proposed NPE does not discriminate effectively between M.A. Education (A disciplinary program) and M.Ed.(A professional degree of Teacher Education). More clarifications are needed in the policy draft in this regard.

5. No model schools are proposed in the NPE. Such schools are laboratories of any teacher education program and should become integral part of any teacher education institution. Making

it mandatory will also help in filtering out the so called sub-standard teacher education institutions. Experiences of two year B.Ed. program have underlined its importance further, as it is very difficult to find adequate number of practicing schools, specially in the geographically remote and hilly areas of the nation.

Chapter- 16 Professional Education

Suggestions:

16.1.3 Teachers of professional education should be given annual industrial visit to understand and learn the latest developments of industry.

16.4.3 Teachers training and orientation should be more focused on practical issues, rather than theory.

16.1.1 There need to be more decentralization in the governance of higher education institutions offering Professional education.

16.3 In New Education Policy, Management courses should also be included separately.

16.3.2 There is a need for more clarification on National Research Fund and ensuring transparency and accountability at all levels.

16.2 Diploma programmes of professional courses should be specifically defined in the draft. The education of History should be linked with archaeology for a better understanding of historical events.

16.9.3 Introduction of proper linkage of institutions with industry is needed

16.2 A common placement cell should be introduced for all the professional institutions so that the students can have an extra edge of getting job.

16.9.4 A hill specific education policy is required for the institutions situated in the hilly regions.

16.5 Governance, Regulation and Accreditation of Professional Education

Comments and suggestions:

a. 16.5.1. Fees for Professional Education

According to this policy, the power to decide the fees has been left to the educational institutions in the name of autonomy. It is suggested that autonomy regarding fixing of the fees for the professional courses should be provided to the colleges however, the upper limit or the maximum fees that can be charged by the private colleges and universities imparting professional education

should be fixed by the regulatory body. The universities and colleges should be free to decide any amount as the fees for their services but such amount should be within the limit prescribed by the body.

b. Increasing Quality of Education: Point 16.5.2 of the policy talks about equitable access of quality professional education. To achieve the objective the following suggestions are being made:

i. Teacher Student ratio laid down by the regulatory body should be strictly followed;

ii. Infrastructural facilities should also be provided on non-compromising basis;

iii. The quality of education can be improved only when equal priority to teaching, research and application is given. In order to establish the pattern of collaborative learning and implementing the two-way learning process it is suggested that the ratio of 50:30:20 should be implemented where 50% preference is given to teaching, 30% to research and 20% to application. This will enhance the productivity of the student as well as the teacher. It will strengthen the participatory form of learning.

c. Independent Accreditation Agency: This policy mentions that the accreditation shall be done by NAAC once in five years. It is thus suggested that independent accreditation agencies under the supervision of NAAC should be constituted and be entrusted with the task of accreditation of the institutes imparting professional education. These independent accreditation agencies shall comprise of experts in the relevant field of professional education for which the accreditation is supposed to be done.

16.6. Agriculture and allied disciplines

Suggestions:

(i). The animal science component should be an integral component of Agricultural education at undergraduate level for encouraging natural/organic farming.

(ii). Allied subjects like forestry, horticulture, rural technology and medicinal and aromatic plants should be incorporated with Agriculture.

16.6.1 Agriculture education:

The title we suggests is Agriculture and Forestry education

16.7 Legal Education

16.7.1. Curriculum to reflect Socio-cultural context

Comments and suggestions:

This policy advocates that it shall be the duty of the concerned authorities in the universities to develop the curriculum of the law course and such curriculum should reflect the history of legal thinking, principle of justice, practice of jurisprudence and other relevant content. However, it is suggested that this power should be given to the regulatory body so that uniformity in the curriculum is maintained throughout the country.

16.7.2. Multilingual education: Currently, the medium of instruction is Hindi and English. This policy in point 16.7.2 mentions that in addition to English the regional language should also be the medium of teaching of the subject law. It is hereby suggested that learning of law in regional language should be made optional. Discretion should be given to students because the admission to NLUs is given on the basis of the rank obtained in CLAT and this leads to a situation where the students admitted in the colleges come from different states and imposing regional language on all the students would be an arbitrary step. Implementation of this point should be done only after the academic resources are provided in the regional language suiting the needs of academic standards. It is thus suggested that firstly availability of academic resources in the regional language is ensured and then this policy is given effect to.

16.8 Lateral entry of BDS or Nursing to the MBBS course after completing a bridge course, will also dilute the MBBS course. Incorporation of the AYUSH into the mainstream course will only dilute the later as the ancient system of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy are not yet based on enough research. The proposed one or two year foundation course to get entry to the course of MBBS will simply increase the cost for students and delay input of doctors.

Chapter-17 "Empowered Governance and Effective Leadership for Higher Education Institutions" and Chapter-18. "Transforming the Regulatory System"

Comments and suggestions:

Bearing in mind the importance of synchronizing the higher education system to the emerging industrial needs and the importance of building academia-industry linkages, representatives of both manufacturing and service industry should be included in the Board of Governance (BOG). (P17.1.6.)

1. Mechanism for facilitating representation on the BOG should be specified in clear terms.
2. Specific provisions for ensuring adequate representation of women on the Board should be built in for facilitating better understanding of gender issues and concerns as also ensuring gender equity in the governance of HEIs.
3. Inclusion of at least one differently- able person in the Board should be made mandatory for facilitating better understanding and ensuring due attention to the problems and

challenges faced by differently abled employees, teachers and students in order that the same might be resolved/mitigated.

4. In keeping with high democratic values of governance of academic institutions, all decisions shall be taken by the Board in accordance with the views of the majority of Board Members and the authority of the Board may not be delegated to the Chair Person under any circumstances.
5. Keeping in view the blanket authority of the BOG and sweeping powers proposed to be granted to the VC, a clearly defined mechanism of internal autonomy should be put in place for nurturing high academic values in a democratic manner.
6. The manner and extent of the functional autonomy of the various functional units of HEIs such as Faculties/Schools and Academic Departments should be clearly specified for avoiding undue confusion/conflict.
7. Provisions for representation of students on the various bodies/committees of an Academic Department should be made to fulfill the expectations, understanding and solving them in a more coherent manner.
8. A clearly defined institutional mechanism and framework for ensuring placement of students should be envisaged and put in place.
9. The commitment and responsibilities of the funding agency/organization should be specified in clear and explicit terms.

Part III - Additional Key Focus Areas

Chapter-20 Vocational Education

Comments and suggestions:

1. Integrating vocational education into all schools, colleges and universities (P 20.1)

For the Integration of various department and agencies or non government organization for the implementation of the vocational education all concerning agencies should be formally prepared and design courses for learner's/ students which can help them to understand their values and career opportunities.

Formal MOUs should be signed between nodal agency (vocational education) and various technical, professional and academic agencies.

Applied research must be encouraged specifically in humanities and social sciences to analyze the skill gaps and for mapping of local opportunities.

Results, recommendations and ground level conditions should be considered for the development of vocational courses

More and more motivation and appreciation should be given to applied research so that research outcomes can be directly implemented in vocational education.

In order to promote vocational education, there should be a system of easy financial withdrawal and distribution along with financial resources. As smooth financial withdrawal and distribution system will affect the quality of vocational education.

2. Frameworks and standards (P-20.2 & 21.1.1)

Counseling and motivation for students about the relevance and importance of various vocational education programs should be arranged from secondary school level.

Counseling of parents to promote vocational education for their children.

Collaborative efforts should be made between nodal agencies and national/ international agencies to understand their vocational education models, occupational standards and international compatibility.

3. Vocational education from secondary to under graduate level should be placed under the same framework, so that it could be integrated from secondary to higher education.

4. Local arts & crafts and other regional/state arts & crafts should be incorporated with vocational education.

5. Traditionally trained local experts and experienced persons in art & crafts should be identified and their services should be utilized as resource persons in the promotion of vocational education.

6. Vocational education for adults and youth (P- 20.5)

Migrated families living in urban societies should be linked with self-employment programmes and income generating courses through vocational education.

7. Areas of special focus (P- 20.6)

About 69 percent of the population in India resides in rural areas. Many women groups in rural and urban areas and people belonging to scheduled castes and tribes are placed under the weaker section. Through vocational education these vulnerable sections of the society especially women and tribal communities must be focused as main target group. The socio-economic change in their living conditions by vocational education and their participation in social and economic development must be a part of the curriculum.

Chapter 21: Adult Education

Comments and Suggestions:

Page: 374

- A country which accepted democracy, socialism and secularism as its national goals to achieve development cannot afford to restrict the knowledge only to a few privileged ones. It is widely accepted that literacy and education are key enabling factors in human resource development and to ensure social justice. Illiteracy is a serious impediment in the socio-economic development of the country.
- Education is the most powerful tool that can help us systematically eliminate the various forms of inequality that exist in our country. Higher education can play significant role in eradication of illiteracy and socio- economic change. Systematic efforts should be made to achieve 100% literacy by 2030 in a time bound manner.

Page: 375 & 378 P- 21.1.2 Developing a curriculum framework for adult education

- knowledge and expertise of higher education institute should be utilized in-
 - I. Developing literature, proforma and educational tools for conducting survey, organizing trainings and monitoring and evaluation process in collaboration with state and block level agencies involved in literacy and continuing education programmes.
 - II. Helping in revision, reformation and modification of teaching learning materials and tools in order to make them more effective & need based.
- Adult continuing education and lifelong learning (extension) should be incorporated and linked with the curriculum as a teaching subject.
- Small projects and field works should be given to the students related to continuing education.
- ICT should be made frequently for learning. University departments should develop program and packages on adult learning and motivation and provide facilities and training to the agencies and functionaries engaged in adult education programmes.

Page: 381 P- 21. 3 Training of functionaries-

- Universities and colleges should be involved in-
 - I. Helping in the development of effective plan/programme of training.
 - II. Providing infrastructure support and facilities for organizing training programmes
 - III. Co-coordinating and supporting SRC, SNLM and DIET to provide resource and technical support for effective training of different levels of functionaries.

Page: 382 P- 21.4 Ensuring widespread participation in adult education-

There is an urgent need to increase people's participation in the programme and to create conducive Environment to learn. People's participation and active involvement of agencies/ organizations are the essential conditions for the success of literacy programme.

Following responsibilities should be given to university department and colleges-

- Seminars, symposium, workshop and conferences should be organized on adult continuing education and lifelong learning.
- Literature, posters, short films, slides and modules should be developed.
- Street play (Nukkad Natak), rallies, folk music programs and community meetings should be organized to motivate target groups and to popularize the programme.
- Online certificate courses should be developed.
- University and colleges should develop linkages and networking with government departments, other educational institutions, NGOS, health workers, local bodies, technical institutes, industries, CIAE, NIOS, SNLM, SRC and DIET for sharing information, resources, resource persons and other supports.
- Providing technical and support resource and other facilities to the agencies involved in teaching-learning activities, curriculum and material development.
- University and college teachers/research scholars and students should be directly involved in literacy and continuing education programme.
- Large number of students should be involved through each one teach one approach.
- The work of the student volunteers involved in adult literacy and lifelong learning program should be considered for academic credit. Each university and college should have to determine the measures of weightage and evaluation process for the award of an academic credit.

(A) Effective planning-

- Proper representation should be given to university & college faculty members in various committees constituted for following purpose:
 - I. Programme planning
 - II. Training of literacy functionaries
 - III. Curriculum Development & reform
 - IV. Development of teaching learning material & resources
 - V. Programme implementation
 - VI. Monitoring and evaluation
- Proper coordination and co-operation should be developed between higher education institutions and adult continuing education agencies (CIAE, SNLM, SRC, and DIET) to involve research scholars and students in field surveys.
- Provision should be made to utilize field data and relevant information available in different university faculties/depts.

(B) Research & Development-

- Higher education institutions should encourage faculty and students to participate in extension research and action research in selected areas in relation to major problems and difficulties of adult continuing education and lifelong learning programs.

- Special funds and facilities should be provided to educational institutions to conduct evaluation, assessment and impact studies of educational and skill development programs/schemes organized in the area.
- Opportunities should be given to the students to conduct interdisciplinary and participatory researches related to adult continuing education and lifelong learning.

(C) Strengthening Extension as third dimension of Higher Education-

- The higher education channel is expected to absorb the concept of Extension Culture; as an integral part of the system. Teaching, research and extension are three specific areas where the system has to play very important roles. Various national commissions and committees have in their reports focused on the social role of higher education institutions. The UGC stated, "If the university has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must accept extension as the third important responsibility and provide it the same status as research and teaching.
- All universities and colleges should develop close relationship of mutual services and support with their local communities. All students and teachers must be involved in literacy, continuing education, lifelong learning and other extension programs as an integral part of their education.
- University and colleges should promote a meaningful and sustained rapport with the community and extend knowledge and other institution resources to the community.
- Systematic efforts should be made to strengthen extension in higher education and developed as a discipline of study and field practice in all faculties and departments.

Chapter- 22 Promotion of Indian Languages

Note-*(font- kruti dev 020)*

jk"Vªh; f'k{kk uhfr ds izk:i ds vUrxZr Hkkjrh; Hkk"kkvksa ds lao)Zu ds laca/k esa

1- fo'ofokj;ksa esa Hkkf"kd Lrj ij Hkkjrh; Hkk"kkvksa ds fy;s ,d ,sslk lsrq gksuk pkfg, Tksk muds foLrkj ,oa yksxksa esa Lohdk;Zrk dks csgYkj cukus dk dk;Z djs A lsrq ds :i esa fo'ofokj;ksa ,oa mPp f'k{kk laLFkkuksa esa Hkk"kk izlkj ,oa leUo; dsanzksa dh LFkkiuk gksuh pkfg,A

2- fgUnh Hkk"kk dks lez Hkkjr dh lEidZ Hkk"kk cukus ds fy;s vke lgefr cukus ds fy;s dk;Z ;kstuk Hkh cuuh pkfg, A

3- lafo/kku dh vkBoha vuqlwph esa fuc) Hkjrh; Hkk"kkvksa ds 'kCndks"k cuk;s tka; ftuesa 'kCnksa dk vuqokn Hkkjrh; Hkk"kkvksa esa gh gksuk pkfg, A lFk gh] oSKkfud 'kCnkoyh dks Lkgt vkSj lji:i esa vuqfnr fd;k tk; A

4- izR;sd mPp f'k{k.k laLFkku esa ,d o"khZ; laLd`r laHkk"kk.k ikB~;dze vfuok;Z:i Is LFkffir fd;k tk; A bls laLd`r Hkk"kk ds izlkj esa lgk;rk feysxh A

5- fgUnh] vaxzth] ,oa laLd`r Hkk"kkvksa ds vfrfjDr nks vU; izkUrh; @{ks=h; Hkk"kkvksa dks i<+kus gsrq muds foHkkx fo'ofokj;ksa@ mPp f'k{k laLFkkvksa esa LFkffir gksus pkfg,A

6- fo'ofokj;h Lrj ij Hkk"kk vuqokn foHkkvksa dh LFkkiuk gksuh pkfg, ftlesa Hkkjrh; Hkk"kkvksa ds fo'ks"kk vuqoknd gksus pkfg, rFkk bl rjg ds vuqokn dks ikB~;~dze dk fglk cukus dk izkfo/kku gksuk pkfg,A

7- LFkkuh;@{ks=h; cksfy;ksa ds mUuk;u@fodkl gsrq muds ekudhdj.k ds fy;s fo'ofokj;ksa dk nkf;Ro fu/kkZj.k fd;k tk;A

8- Hkk"kk vf/kxe ¼Hkk"kk xzg.k½ dks lh/ks:i Is jkstxkj Is tksM+ dj ikB~;dze dk fu/kkZj.k gsuk pkfg,A

9- izLrkfor f'k{k uhfr esa Hkkjrh; Hkk"kkvksa ds mUu;u dh tks egRoiw.kZ cksa dh x;h gS] mlds fy;s i;kZlr foYkh; lalk/kuksa dks lqfuf'pr fd;k tkuk Hkh vko';d gS A

10- izkFkfed Lrj ij vko';drkuqlkj Hkk"kk dh vfuok;Zrk lqfuf'pr dh tk ldrh gS ijUrq mPp f'k{k laLFkkvksa esa fdlh Hkh Hkk"kk ds fdlh ikB~;&dze dh vfuok;Zrk ugha gkuh pkfg, A Hkk"kk ikB~;&dze ds p;u dk vf/kdkj Nk=@Nk=k dk gksuk pkfg, A

Part IV - Transforming Education

Chapter- 23 Rashtriya Siksha Ayog (National Education Commission)

Comments and suggestions:

- There are large numbers of committees in the Rashtriya Shiksha Ayog and in most of the committees politicians are included, however the outcome should not be on the basis of political affinity.
- Larger the number of committee, more are the chances of power conflicts.
- Selection of committee members should be based on merit. .
- Regional based representation in the state committees should be mandatory.
- The committee should also comprise of some VCs of central universities/state universities/ director of higher education as they have the first hand knowledge of existing system.
- Institution must be run by the rules, regulation and institutional relation.
- Implementation and follow up is required on regular basis for sustainable education system under NEP 2019.

- For the success of this policy, holistic and employment oriented approach is required.

Addendum - Making It Happen

A1 Financing

A1.1. Education - perhaps the best investment for a society

Reflection: In the country which is marked with very high poverty level i.e. economic inequality along with social deprivation and inequality, it is very **appreciable** that draft of the NEP policy seems to focus on public investment as a major mode of investment in education. It also becomes significant due to the growing inequity among the public and private sector institutions creating a huge inequality in terms of Equity, Quality and certainly Affordability.

A1.2. Inadequate investment and other financial issues

Reflection: The DNEP appreciably raises the importance of enhancing the public sector spending on Education and further accepts how in past decades the dependence of even the private sector institutions has grown largely on public sector funding. But on the contrary in pretext of history suggests that education has been the private philanthropic activity somehow still undermines the 100 percent role of public sector in investing in education. This sub-section suggest the Approach of the Policy to encourage not for- profit, public-spirited private funding in education.

Suggestions:

In this line the draft of policy clearly suggest towards the significant role of private philanthropy by individuals (whether large or small scale), corporate social responsibility (CSR) funds of corporates, and community mobilisation of funds.

This draft NEP Policy in subsection A1.2.6. also calls for the rejuvenation, active promotion and support for private philanthropic activity in the education sector. In this regard we suggest that it could only be achieved through community participation and its sensitization towards their realization that how significant their contribution could be in development of a better society through development of higher education and that they are further indirectly accountable to the success or failure of a higher education institution. In school levels we do involve community to some extent through various associations like PTA. But somehow we have lost the community involvement totally in the higher education system. This has distracted the community participation and its significance and role in the development of higher education. It's very high time that we have to realize this role of community and work on its participation.

A1.2.6. sub section suggests an equitable method for charging fees to those students who have the capacity to pay in higher education, while fully recognizing that such fees cannot support financial viability of any HEI.

In this regard we suggest that every fee structure should have a minimum and maximum limit but this fee structure should be subsidized so that each section of the society could gain the benefits of it and could avail the benefit of minimum fee. Further this facility should go along with an option for each and every individual household to avail or let go the subsidy for as a part of philanthropic activity.

A1.3. Policy for higher investment to improve quality and equity of education

Reflection: The sub section of the draft of the policy further focuses on enhancing the investment in education (The Policy envisions significant increase in public investment in education. This would go up from the current 10% of overall public expenditure in education to 20%, over a 10-year period) . Further to meet up this objective the draft of the policy puts certain financial targets subject to realization of two goals 1, increase in number of personal income tax payers and increase in GST revenue collection. These goals certainly though achievable to large extent indicate again towards the larger role of private Philanthropy.

Suggestions: The policy at large puts focus on the philanthropic activity but somehow does not define or suggest the way for it. This question is certainly important for the institutions which are at large deprived of such funding due to their geographical locations which makes them inapproachable for potential philanthropists, be it an individual or a corporate entity. In this light we suggest the creation of a common pool (Philanthropist fund) which will drive all such fund at one place at National or state level.

Further in this light we recommend the amendment in the companies act, 2013 or to set up a new guideline for the corporate sector mandating every certain company to drive their contribution on education sector at the Common National level fund as part of their Corporate Social Responsibility activities. The draft of policy suggests four thrust areas to channelize private funding for existing institutions, which are scholarship, infrastructure, recruitment and teacher professional development. We suggest the use of Common national fund for infrastructure, recruitment and teacher professional development while the scholarship should be left out for institute or region specific CSR activity to retain the region or institute specific emotional and social commitment of the corporate be it individual or corporate entity.

We further suggest the allocation and disbursal of such funds in same transparent and timely manner as defined and suggested for the public funds along with meeting the major objective of equitable benefit of CSR activity. This will largely help in attaining the equity in its distribution.

A2 Way Forward

- The policy stated that the comprehensive Grade 10 and 12 Board Examination will be eliminated and replaced with modular assessments for each subject that can be taken any time between Grade 9 and Grade 12. This has to be implemented by 2023. It seems quite difficult to implement certification of competencies without having Board Examination at 10 and 12 Grade. To undermine the importance of Boards may lead to chaotic accreditation and implementation of policy.
- Though the policy aims to transform education comprehensively it requires not state-wise but region-wise (North, East, West, South) step by step approach which includes prioritisation of action.
- Step by step implementation is a critical approach as it lays the foundation for the next level of implementation. Therefore the monitoring must be standardised.

Other Suggestions

- All schools should be linked together through internet and a **Permanent Enrollment Number (like AADHAAR)** must be provided to each student at the time of admission so that the schools can keep track of the students throughout their educational career and of dropouts and employ measures to prevent it.
- Talented and gifted students should be identified in their early years and be trained according to their ability. For example many students have athletic qualities; these qualities should be identified and encouraged in the early years so that they may become good athletes in future. This method is termed as **Seed Picking** in European countries.
- **Emotional Development Courses** must be organized for teachers so that they are more capable of understanding the psyche of children and thereby teach them to understand and handle their own emotions with maturity.
- **Happiness Program** should be introduced in the schools so that students learn stress management and thereby recognize stress triggers, signs and symptoms of stress and their effects. This will help children to cope up with stress in their daily life and thus improve their mental health.
- Government should exercise some strict regulations and develop norms to keep private schools in control. Fee structure, admission process, teachers' appointment and salary should be based on these norms. There should be adherence to the minimum standards for preschools as laid down in the Early Childhood Education Policy, 2013 and Quality Standards for ECCE and the National ECCE Curriculum Framework.

- Students should be imparted ancient Indian knowledge which is present in our **Vedic Literature**. There can be separate Vedic subjects or the content can be added within the existing subjects.
- Living in Joint families and proximity with grandparents plays a crucial role in the value education of children. With the increasing trend of nuclear family, this process of value development has been excluded from the growing years of children. So in the early classes, value education should be provided through classic ancient Indian stories which are called as “*Dadi-Nani ki kahaniya*” or “*Jatak kathaen*”.
- Anganwadis running ICDS program should network with local central or state universities and the department of education and Home Science should be given the tasks of training of anganwadi workers and formulating training modules, monitoring and evaluation of the anganwadis and for developing indigenous play materials for infants and pre-school children.
- B.Ed curriculum should include a course on teaching entrepreneurship skills and knowledge required for establishing private play schools.
- Trainee students may also be sent to the local anganwadis or private pre-schools for practice teaching in the local stand-alone preschools running in the locality and develop creative educational play material and use them with children in the anganwadis to teach them different concepts.
- Norms involving no-testing of children through either formal/informal tests or interviews for admissions should be developed for private stand-alone or co-located preschools for choosing children for admission and be monitored closely to ensure strict adherence to the prescribed rules.

**UNDERGRADUATE CURRICULUM
FRAMEWORK - 2022
BASED ON
(NATIONAL EDUCATION POLICY 2020)**

**H.N. B Garhwal University
(A Central University)
Srinagar Garhwal, Uttarakhand**

Abbreviations:

N.E.P- New Education Policy
B.C.C- Birla Constituent College, Srinagar Campus
B.G.R- Bezawada Gopala Reddy, Pauri Campus
S.R.T- Swami Ram Tirth, Tehri Campus
CUET- Central University Entrance Test
U.G. – Undergraduate
P.G. – Postgraduate
S.E.C- Skill enhancement course
A.C.- Additional Course
I.D.C- Interdisciplinary Course
M.D.C- Multidisciplinary Course
V.A.C- Value Addition Course
I.K.S- Indian Knowledge System
L.B.C- Language based Course
S.S.D.C- Self and social Development Course
C.C.C- Community connect course
S.T.S.C.- Short term Skill course

Descriptions related to the contents:

Credit: Number of Credits measure the course work on the basis of minimum time required to be devoted for a course in the form of teaching and practical or tutorial. One credit is equivalent to one hour of teaching in a week and two hours of practical work. **The total number of credits will be 20 in each semester.** Each student has to earn these credits through passing the exam for successful completion of any particular semester.

Core Subjects: Any student can enroll in U.G. program with any two core subjects. The core subjects could only be selected from the subject combinations offered by the University. Students will have to opt two core subjects under U.G. program.

Note: Student looking for admission in UG program will have to give a preference of four core subjects. The student will be offered core subjects as per score secured by him/her in the CUET-2022.

Core: Denotes the compulsory paper/course selected under the Core subject.

Core Elective: Under Core Elective, Student under core subject will be provided a pool of papers/courses from which student will have the option to select the paper/course of his/her preference.

Additional course: This course is apart from the two core subjects which are already selected by the student while enrolling for a U.G. Program. Additional courses offered are of two types: An interdisciplinary course will be of 4 semesters (semester 1- 4) and the multidisciplinary course will be of two semesters for each subject as selected by the student (semester 1-2 or semester 3-4).

I.D- Subjects which provide Additional courses as Interdisciplinary courses will offer the student an opportunity to pursue the same subject as additional course from first to fourth semester. It means student selecting I.D subject in first semester will have to pursue the same subject till 4th semester of U.G. Program.

M.D- Subjects which opt for additional course as multidisciplinary courses will offer the student an option to study multidisciplinary course of one subject in one year (1st and 2nd semester) and that of other subject in another year (3rd and 4th semester).

Skill Enhancement Course: SEC focuses on enhancing the skills of the students related to the two selected core subjects. Students can opt for any one SEC from one core subject in first year (1st and 2nd semester) and SEC of second core subject in second year (3rd and 4th semester).

Value Addition course: These are the courses which are apart from any discipline related courses and aims to add value to the overall personality and development of an individual while focusing on areas such as Life skills, personality development, Communication skills, connecting to environment and community, Culture, traditional and moral values, etc. It is compulsory to study all these value-added courses as offered by the University in different semesters.

Language courses: The language courses are meant to help the student to learn new languages of his/her choices. Student will be provided a pool of languages from which student may opt to study one language in any one semester and the other language in another semester for 2 credits each (5th or 6th semesters).

Self and social Development Course: University will offer two courses under SSD that are (1) **Community Connect & Service** (2) **Extracurricular activities**. Student will have the choice to complete anyone of the two coursework. The course objective is to promote student participation in extracurricular activities for their self-development along with increasing their participation and developing within them a responsibility towards social development. Student along with attaining the required credits (160 credits- for 4-year Program/120 credits for 3-year Program) will have to secure additional 2 credits under SSD for completing four-year U.G. course or same 2 credits under SSD if he/she opts to exit after completing 3 years U.G. course. Student will have to take at least one time in any one semester such SSD credits in entire U.G. Program.

Community connect & service Coursework: This course is aimed to connect students with community with the objective of understanding their issues and delivering their valuable inputs for the welfare of society. Student will have to offer a minimum of 30 hours of service for completing the course. This mandatory service of 30 hours may be completed in any one semester (from 1st to 8th) through any social activity organised under the banner of “Swaach Bharat”, “Ek Bharat Shrestha Bharat”, “NSS”, “NCC”, “Namami Gange” or social activities organised by the Campus or Departments. Student will have to produce a certificate in this regard from the organizers of the event(s).

Extracurricular activities coursework: This course work required student participation in university demarcated activities such as (1) Participation/representation of institution in Intercollegiate activities/State level activities/National level activities.

Additional Multidisciplinary Skill course (AMSC) courses: Under the AMS course the University will provide student a choice to acquire skill in multidiscipline.

Short term Skill course (STSC): The university will also offer **short term Skill course (STSC)**, which will be open to the local community, dropouts, college education candidates not having college education and other aspirants who can do them fulfilling minimum eligibility required for the course for admitting in the course. These courses will be of short duration for target groups and will not be for students undergoing four-year U.G. program.

Different stages of Four Year U.G. Programme (W.e.f. Academic Session 2022-23)

As per the UGC Guidelines Multiple Entry and Exit options will be available for the students.

First Year

- ❖ Certificate program (for those who exit the Bachelors program after successfully completing I year (2 semesters- I & II) of the U.G. program i.e., securing 40 credits.

Second Year

- ❖ Diploma program (for those who exit the Bachelors program after successfully completing II year (4 semesters-I, II, III, IV) of the U.G. program i.e., securing 80 credits.

Third Year

- ❖ 3-year bachelor's program (for those who exit the Bachelors program after successfully completing III years (6 semesters- I, II, III, IV, V, VI) of the program, i.e., securing 120 credits along with additional 2 credits under Self and social Development course work (SSD).

After completing the requirements of a three-year Bachelor's Degree, candidates who secure a minimum CGPA of 7.5 shall be allowed to continue studies in the fourth year of the undergraduate programme to pursue and complete the Bachelor's Degree with Research/Honours (4 Year).

Fourth Year

- ❖ 4-year bachelor's (With research) program – (for those students who are inclined towards research and thus extend and continue Bachelor's course to 4th year) and completes total 8 semesters.
- ❖ *UG Degree with research will be focussed more on research specific studies (Research Methodology, Research writing and Ethics, Research paper presentation skills, Dissertation and research-based field work, etc.) apart from some core and elective papers.*
- ❖ 4-year bachelor's (With honours) program – (for those students who have specific inclination towards advanced knowledge in 2 subjects (Major and Minor papers) and thus extend and continue Bachelor's course to 4th year) and completes total 8 semesters.

- ❖ 4-year bachelor's program - (6 semesters- I to VIII) of the program, i.e., securing 160 credits along with additional 2 credits under Self and social Development course work (SSD).

U.G. degree with honours along with delivering the basic knowledge of research will focus on delivering knowledge in two subjects of which one will be a major subject and another will be a minor subject.

PG Program

- The students having UG 4 Year Degree with Research/ Honours will have an option to get enrolled in 1 Year PG Program.
- Those students who do not opt for/or are not eligible for 4 years U.G. (Honours/Research) will have the option to get enrolled in 2-year PG Program.
- In case of exit after successful completion (securing 40 credits) of first year of the two Years P.G. program, the student will get a P.G. Diploma in concerned discipline.

Note: 1 Year PG program (as per NEP) will commence in the session 2026-27. However, in the present session (2022-23) the PG courses will run as per existing course structure.

Note: Following schools/departments will offer U.G. program as per the guidelines issued by their governing bodies/council.

1. School of Law
2. School of Education (Except Department of Naturopathy and Yoga & Physical Education)
3. School of Management
4. School of Agriculture & Allied Sciences
5. Pharmaceutical sciences

Learning mode: Following will be the learning mode in the U.G. Program:

- All courses may be conducted in blended mode, i.e., 80% offline and 20% on line in Bachelor's Degree Programmes.
- Courses will be taught through Lectures, Tutorials and Practical/field-based studies.

Department offering, I.D and M.D. Courses

Following schools/department are offering (ID) Interdisciplinary course as an Additional subject.

- (1) Zoology, Botany, Bio chemistry, Biotechnology, Micro biology
- (2) Physics, Chemistry, Mathematics, Statistics
- (3) Geology
- (4) Home Science, Defense and Anthropology

Note: In case of selecting I.D. course under an additional subject the student will have to study the same subject as an additional course for first 4 semesters of U.G. Program. E.g., If a student with Zoology and Botany as Core subjects selects 'Chemistry' as an additional subject then he/she will have to study 'Chemistry' as an additional subject in first 4 semesters (I, II, III, IV semesters).

Following Schools/ Departments are offering (MD) multidisciplinary course as an

Additional subject.

1. School of Humanities and Social Sciences
2. School of Arts, communication and Languages
3. School of commerce
4. School of Engineering and computer Science
5. Yogic Sciences, Defense, Home Science and Physical Education

Note: In case of selecting M.D. course under an additional subject the student will have to study one subject as an additional course in first year (I & II semesters) of U.G. Program and another subject as an additional course in another year (III & IV semesters). Example: If a student with Economics and Sociology as Core subjects selects 'History' as an additional (MD) subject for first year then he/she will have to study 'History' as an additional subject in first year (I, II semesters) and if, he/she selects 'Political Science' as an additional subject (MD) for another year then he/she will study 'Political Science' in second year (III & IV) as an additional multidisciplinary subject.

Note: Student looking for admission in UG program will have to give a preference of five Additional subjects. The student will be offered additional subject(s) as per score secured by him/her in CUET-2022.

Subject Combinations for Core Subjects:

Student will select two (02) core subjects from the subject combinations already existing in the University.

(While applying for the UG course, the students must fill up 4 options for core subjects in merit of his/her choice. Allocation will be on the basis of CUET score)

Seat allotment/Intake in additional subject (I.D. or M.D):**(1) Seats under Subjects offering I.D. course**

Under the I.D. (additional course) the number of seats will be Maximum 40 percent of the total seats (Seats allocated under the admission for core subject) allocated for the Subject. Only in case of chemistry Maximum 50 percent of the total seats (Seats allocated under the admission for core subject) will comprise of additional ID seats for Chemistry.

(While applying of Additional ID subjects, the students must give maximum 5 Subject choices in order of preference. Admission in I.D course will be on the basis of CUET score).

(2) Seats under Subjects offering M.D. Course

The total number of seats for a department for M.D course shall not exceed maximum 50 percent of the total seats (Seats allocated under the admission for core subject) allocated for the subject. Under MD (Additional course) also, the students will have to give maximum 5 subject choices in order of preference. Admission for M.D course will be on the basis of CUET score)

Note: The University will have the right to change/modify the course structure or other information mentioned in prospectus as per UGC guidelines or NEP 2020 suggested framework in future.

Course Structure along with credit distribution

For student of the following schools/departments*

Course/Subject Type	Semester-I				Semester-II			
	Subject/Title	No. of paper	Credits		Subject /Title	No. of paper	Credits	
			T	P			T	P
Core Subjects (two)	Core Subject-I	1	4	2	Core Subject-I	1	4	2
	Core Subject-II	1	4	2	Core Subject-II	1	4	2
Additional-Multidisciplinary/ Interdisciplinary	M.D-I/ I.D-I	1	2	2	M.D-II/ I.D-II	1	2	2
SEC	Skill of Subject-I	1	2	-	Skill of Subject-I	1	2	-
Value Addition Course (VAC)	Understanding and connecting with environment	1	2	--	Life Skills & personality development	1	2	-
Total		5	14	6		5	14	6

Student on exit after successfully completing first year (i.e., securing minimum required 40 credits) will be awarded "Undergraduate Certificate" of one year, in related field/discipline/subject

*Note: students of the following schools/departments will study "Understanding and connecting with environment" in first semester while "Life Skills & personality development": in second Semester.

- (1) Zoology, Botany, Bio chemistry, Biotechnology, Micro biology
- (2) Physics, Chemistry, Mathematics, Statistics
- (3) Geology
- (4) Anthropology
- (5) All subjects under engineering and technology department

Course Type	Semester-III				Semester-IV			
	Subject/Title	No. of paper	Credits		Subject /Title	No. of paper	Credits	
			T	P			T	P
Core Subjects (two)	Core Subject-I	1	4	2	Core Subject-I	1	4	2
	Core Subject-II	1	4	2	Core Subject-II	1	4	2
Additional-Multidisciplinary/ Interdisciplinary	M.D-I/ I.D-III	1	2	2	M.D-II/ I.D-IV	1	2	2
SEC	Skill of Subject-II	1	2	-	Skill of Subject-II	1	2	-
Value Addition Course (VAC)	Indian Knowledge System (IKS) or Additional Multidisciplinary Skill course (AMSC) ⁺⁺	1	2	Indian Knowledge System (IKS) or Additional Multidisciplinary Skill	Indian Knowledge System (IKS) or Additional Multidisciplinary Skill course (AMSC) ⁺⁺	1	2	-

				course (AMSC) ⁺⁺				
Total		5	1 4	6		5	1 4	6

⁺⁺ Student will have to study both value addition courses i.e., Indian Knowledge system or Additional Multidisciplinary Skill course (AMSC) in 3rd and 4th semester but he/she will have the choice to study anyone one course in one semester and other in another semester. If he/she elects IKS in 3rd semester then he/she will opt AMSC in 4th semester and if he/she elects AMSC in 3rd semester then he/she will opt IKS in 4th semester.

Student on exit after successfully completing two years (i.e., securing minimum required 80 credits) will be awarded “Undergraduate Diploma” of two years, in related field/discipline/subject.

Course Type	Semester-V				Semester-VI			
	Subject/Title	No. of paper	Credits		Subject /Title	No. of paper	Credits	
			T	P			T	P
Core Subjects (two)	Core Subject-I	1	4	2	Core Subject-I	1	4	2
	Core Subject-II	1	4	2	Core Subject-II	1	4	2
Field Visit/Vocational Course	Subject-I	1	2	2	Subject-II	1	2	2
Value Addition Course (VAC)	Culture, traditions and moral values	1	2	-	Communication skills	1	2	-
Language based course	Indian, Modern, Regional Language-I	1	2	-	Indian, Modern, Regional Language-II	1	2	-
Total		5	14	6		5	14	6

Student on exit after successfully completing three years (i.e., securing minimum required 120 credits along with securing additional 2 credits under SSD course work) will be awarded “Bachelor’s Degree” of three year, in related field/discipline/subject.

Fourth Year- (U.G. with Research)

Entry requirement	(After completing requirements of a 3-year bachelor’s degree (120 credits) and 2 additional credits under SSD, candidates who meet a minimum CGPA of 7.5 will be allowed to continue studies in the fourth year of the undergraduate programme leading to the four years bachelor’s degree (Research).							
Course Type	Semester-VII				Semester-VIII			
	Subject/Title	No. of paper	Credits		Subject /Title	No. of paper	Credits	
			T	P			T	P
Core Subject (One)	Core -I	1	2	2	Core -I	1	2	2
	Core -II	1	2	2	Core -II	1	2	2
	Core Elective-I	1	2	2	Core Elective -I	1	2	2

Core Course (Research Based)	Research Methodology	1	6		Dissertation	1	6	
	Research Writing & Ethics	1	2		Research presentation skills (oral)	1	2	
Total		5	14	6		5	14	6
<i>Student on exit after successfully completing four years (i.e., securing minimum required 160 credits along with securing additional 2 credits under SSD course work) will be awarded “Four years Bachelor’s Degree with Research”, in related field/discipline/subject</i>								

Fourth Year- (U.G. with Honours)

Entry requirement	(After completing requirements of a 3-year bachelor’s degree (120 credits) and 2 additional credits under SSD, candidates who meet a minimum CGPA of 7.5 will be allowed to continue studies in the fourth year of the undergraduate programme leading to the four years bachelor’s degree (Honours).							
Course Type	Semester-VII				Semester-VIII			
	Subject/Title	No. of paper	Credits		Subject /Title	No. of paper	Credits	
Core Major Subject (One)	Core -I	1	2	2	Core -I	1	2	2
	Core -II	1	2	2	Core -II	1	2	2
	Core Elective – I	1	2	2	Core Elective -I	1	2	2
Core (Research based)	Basic Research Methods-I	1	2		Basic Research Methods-II	1	2	
Core Minor Subject (One)	Core –I	1	2	1	Core -I	1	2	1
	Core Elective –I	1	2	1	Core Elective -I	1	2	1
Total		5	12	8		5	12	8
<i>Student on exit after successfully completing four years (i.e., securing minimum required 160 credits along with securing additional 2 credits under SSD course work) will be awarded “Four years Bachelor’s Degree (Honours)”, in related field/discipline/subject</i>								

Note: Required changes in pattern of skill/vocational/ training/ extracurricular courses may be made by different schools based on their specific requirements.

Self and Social Development (SSD) course work	<p>This Self and Social Development course work will be compulsory for all student and the student will have the choice to complete any two forms of the following course work in any one of Eight semester (I to VIII semester) of UG program:</p> <p>(1) Community connect & Service (2) Extracurricular activities</p> <p>Both the coursework will carry 2 (Two credits)</p> <p>Community connect & service - Under community connect there will be a requirement of Minimum 30 hours of community service within any semester (I to IV). The courses will be based on community connect, swaachbharat, ek bhara shrestha bhara, NSS, etc. It will be based on number of hours devoted under this course. Concerned department will verify the fulfillment of minimum hours towards CCS.</p> <p>Extracurricular activities: This course work required student participation in university demarcated activities such as (1) Participation/representation of institution in Intercollegiate activities/State level activities/National level activities. A committee set up by university will verify the student participation in activities for award of credits for the coursework</p>
<i>Student for successfully completing 4 Year U.G. Program degree, along with securing the required credits (160 credits- for 4 year Program) will have to secure additional 2 credits under SSD.</i>	

Student for successfully completing 3 Year U.G. Program degree (if he/she opts to exit after completing 3 years U.G. course) along with securing the required credits (120 credits- for 3 year Program) Student will have to secure same 2 credits under SSD.

Course Structure along with credit distribution

For the following schools and Department**

Course/Subject Type	Semester-I			Semester-II		
	Subject/Title	No. of paper	Credits	Subject /Title	No. of paper	Credits
Core Subjects (two)	Core Subject-I	1	6	Core Subject-I	1	6
	Core Subject-II	1	6	Core Subject-II	1	6
Additional-Multidisciplinary/ Interdisciplinary	M.D-I/I.D-I	1	4	M.D-II/I.D-II	1	4
SEC	Skill of Subject-I	1	2	Skill of Subject-I	1	2
Value Addition Course (VAC)	Life Skills & personality development	1	2	Understanding and connecting with environment	1	2
Total		5	20		5	20

Student on exit after successfully completing first year (i.e., securing minimum required 40 credits) will be awarded "Undergraduate Certificate" of one year, in related field/discipline/subject

****Note:** students of the following schools/departments will study "Life Skills & personality development" in first semester while "Understanding and connecting with environment" in second Semester:

- (1) Economics, Sociology, History, Political science, Philosophy, Psychology
- (2) School of Commerce
- (3) Home Science
- (4) Yogic Sciences
- (5) School of Arts, communication & Languages
- (6) School of Law
- (7) School of Management
- (8) Defense, Strategic and Geopolitical studies & Geography

Course Type	Semester-III			Semester-IV		
	Subject/Title	No. of paper	Credits	Subject /Title	No. of paper	Credits
Core Subjects (two)	Core Subject-I	1	6	Core Subject-I	1	6
	Core Subject-II	1	6	Core Subject-II	1	6
Additional-Multidisciplinary/ Interdisciplinary	M.D-I/I.D-III	1	4	M.D-II/I.D-IV	1	4
SEC	Skill of Subject-II	1	2	Skill of Subject-II	1	2
Value Addition Course (VAC)	Indian Knowledge System (IKS) or Additional Multidisciplinary Skill course (AMSC) ⁺⁺	1	2	Indian Knowledge System (IKS) or Additional Multidisciplinary Skill course (AMSC) ⁺⁺	1	2
Total		5	20		5	20

++ Student will have to study both value addition courses i.e., Indian Knowledge system or Additional

Multidisciplinary Skill course (AMSC) in 3rd and 4th semester but he/she will have the choice to study anyone one course in one semester and other in another semester. If he/she elects IKS in 3rd semester then he/she will opt AMSC in 4th semester and if he/she elects AMSC in 3rd semester then he/she will opt IKS in 4th semester.						
<i>Student on exit after successfully completing two years (i.e., securing minimum required 80 credits) will be awarded “Undergraduate Diploma” of two years, in related field/discipline/subject.</i>						
Course Type	Semester-V			Semester-VI		
	Subject/Title	No. of paper	Credits	Subject /Title	No. of paper	Credits
Core Subjects (two)	Core Subject-I	1	6	Core Subject-I	1	6
	Core Subject-II	1	6	Core Subject-II	1	6
Field Visit/Vocational Course	Subject-I	1	4	Subject-II	1	4
Value Addition Course (VAC)	Culture, traditions and moral values	1	2	Communication skills	1	2
Language based course	Indian, Modern, Regional Language-I	1	2	Indian, Modern, Regional Language-II	1	2
Total		5	20		5	20
<i>Student on exit after successfully completing three years (i.e., securing minimum required 120 credits along with securing additional 2 credits under SSD course work) will be awarded “Bachelor’s Degree” of three year, in related field/discipline/subject.</i>						

Fourth Year- (U.G. with Research)

Entry requirement	(After completing requirements of a 3-year bachelor’s degree (120 credits) and 2 additional credits under SSD, candidates who meet a minimum CGPA of 7.5 will be allowed to continue studies in the fourth year of the undergraduate programme leading to the four years bachelor’s degree (Research).					
Course Type	Semester-VII			Semester-VIII		
	Subject/Title	No. of paper	Credits	Subject /Title	No. of paper	Credits
Core Subject (One)	Core -I	1	4	Core -I	1	4
	Core -II	1	4	Core -II	1	4
	Core Elective-I	1	4	Core Elective -I	1	4
Core Course (Research Based)	Research Methodology	1	6	Dissertation	1	6
	Research Writing & Ethics	1	2	Research presentation skills (oral)	1	2
Total		5	20		5	20
<i>Student on exit after successfully completing four years (i.e., securing minimum required 160 credits along with securing additional 2 credits under SSD course work) will be awarded “Four years Bachelor’s Degree with Research”, in related field/discipline/subject.</i>						

Fourth Year- (U.G. with Honours)

Entry requirement	(After completing requirements of a 3-year bachelor’s degree (120 credits) and 2 additional credits under SSD, candidates who meet a minimum CGPA of 7.5 will be allowed to continue studies in the fourth year of the undergraduate programme leading to the four years bachelor’s degree (Honours).					
Course Type	Semester-VII			Semester-VIII		
	Subject/Title	No. of paper	Credits	Subject /Title	No. of paper	Credits
Core Major	Core -I	1	4	Core -I	1	4

Subject (One)	Core -II	1	4	Core -II	1	4
	Core Elective -I	1	4	Core Elective -I	1	4
Core (Research based)	Basic Research Methods-I	1	2	Basic Research Methods-II	1	2
Core Minor Subject (One)	Core -I	1	3	Core -I	1	3
	Core Elective -I	1	3	Core Elective -I	1	3
Total		5	20		5	20
<p><i>Student on exit after successfully completing four years (i.e., securing minimum required 160 credits along with securing additional 2 credits under SSD course work) will be awarded “Four years Bachelor’s Degree (Honours)”, in related field/discipline/subject.</i></p>						

* **General Elective/ multidisciplinary Courses:** Students can opt for any other General elective/ multidisciplinary course designed by the University or MOOC course to earn required or extra credits.

Self and Social Development (SSD) course work	<p>This Self and Social Development course work will be compulsory for all student and the student will have the choice to complete any two forms of the following course work in any one of Eight semester (I to VIII semester) of UG program:</p> <p>(1) Community connect & Service (2) Extracurricular activities</p> <p>Both the coursework will carry 2 (Two credits). Student may select any one of the above 2 course work.</p> <p>Community connect & service - Under community connect there will be a requirement of Minimum 30 hours of community service within any semester (I to IV). The courses will be based on community connect, swaachbharat, ek bharat shrestra bharat, NSS, etc. It will be based on number of hours devoted under this course. Concerned department will verify the fulfillment of minimum hours towards CCS.</p> <p>Extracurricular activities: This course work required student participation in university demarcated activities such as (1) Participation/representation of institution in Intercollegiate activities/State level activities/National level activities. A committee set up by university will verify the student participation in activities for award of credits for the coursework</p>
<p><i>Student for successfully completing 4 Year U.G. Program degree along with securing the required credits (160 credits- for 4-year UG Program) will have to secure additional 2 credits under SSD.</i></p> <p><i>Student for successfully completing 3 Year U.G. Program degree (if he/she opts to exit after completing 3 years U.G. course) along with securing the required credits (120 credits- for 3-year UG Program) Student will have to secure same 2 credits under SSD.</i></p>	

* **General Elective/ multidisciplinary Courses:** Students can opt for any other General elective/ multidisciplinary course designed by the University or MOOC course to earn required or extra credits.

++List of Additional Multidisciplinary Skill course (AMSC) courses:

Following are the courses which will be offered by the University under AMSC under the 4-year U.G. program. University may add new courses under AMSC in future along with the following courses:

1. Nursery training course

2. Basic Yoga practices
3. Physical education/sports management
4. Folk and culture
5. Indian traditional music
6. Tour and travel operator

The following table is only for reference for undertaking admission in affiliated colleges:

SUBJECTS COMBINATIONS PERMITTED AT U.G. LEVEL IN SCHOOLS OF SCIENCES, EARTH SCIENCES AND LIFE SCIENCES

(For All three University campuses)		
Mathematics Group		
Physics	Mathematics	Chemistry
Physics	Mathematics	Statistics
Physics	Mathematics	Geology
Physics	Mathematics	Defense Studies
Physics	Mathematics	Computer Science
Note: Any two of each subject combination may be taken as a core subject.		
Life Science Group		
Botany	Zoology	Chemistry
Botany	Zoology	Defense Studies
Botany	Zoology	Anthropology
Botany	Zoology	Microbiology
Botany	Zoology	Bio-Chemistry
Botany	Zoology	Geology
Note: Any two of each subject combination may be taken as a core subject.		