

Institutional Development Plan (IDP)
National Education Policy 2020:
Current Status and Implementation Strategies

**विद्या ददाति विनयं विनयाद् याति पात्रताम्।
पात्रत्वाद् धनमाप्नोति धनाद्धर्मं ततः सुखम्॥**

Knowledge makes one humble, humility begets worthiness,
worthiness creates wealth and enrichment,
enrichment leads to right conduct, right conduct brings contentment.

विद्या विनय देती है, विनय से पात्रता, पात्रता से धन,
धन से धर्म, और धर्म से सुख प्राप्त होता है.

Source: Hitopadesha 6

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1. Introduction

Evidence from the world's leading universities suggests that the best teaching and learning processes occur in an environment where there is also a strong culture of research. A robust ecosystem of research at universities can lead to exceptional forms of innovations and knowledge creation. Importantly, much of the quality research occurs in a multidisciplinary university setting. In a rapidly changing world, issues related to climate change, expanding digitalisation, the rise of machine learning, artificial intelligence, increasing frequency of epidemics and pandemics (COVID-19) etc., have led to surmounting challenges in two sectors, viz., education and health. To find solutions to these emerging challenges, there is a need for creating multidisciplinary and interdisciplinary university settings.

NEP 2020 very well recognises the importance of multidisciplinary and interdisciplinary university settings in developing holistic individuals for the society and creation of knowledge and innovation. Unfortunately, the education systems around the world heavily emphasises on acquisition of skills and knowledge, that enhances productivity of an individual so as to produce economic value. The purpose of education has been restricted to acquisition of skills and knowledge for personal and national economic gains. Moreover, the contemporary challenges of climate change, increasing pollution, depleting natural resource, growing emergence of epidemics and pandemics, global terrorism, rising economic inequalities, etc. is a by-product of excessive focus of our economic and educational systems on economic gains.

These ever-increasing challenges to humanity require humans to be more humane. What is required is instilling of 'Humane Capital' rather than 'Human Capital, i.e., acquisition of skills, knowledge and values for not only personal

economic gains but for the complete realization and liberation of the society (social gains). This requires that education systems must not only inculcate cognitive capacities but also instil character, in addition to developing social, emotional and physical capacities. More precisely, there is need for education that develops cognitive capacities for economic prosperity but should also “ensure that all learners acquire knowledge and skills needed to promote sustainable development.....sustainable life styles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of culture diversity” (Sustainable Development Goal 4, Target 4.7).

2. Vision: Instilling Humane Capital

The NEP 2020 envisions to create an educational system imparting quality higher education to develop good, thoughtful, well-rounded, and creative individuals. It intends to produce holistic individuals with not only academic prowess but character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities (Policy Point 9.1.1 and 9.1.2). NEP 2020 envisages that the purpose of education is more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation (Policy Point 9.1.3).

The National Education Policy Implementation 2020 at SGT University envisions to provide high-quality education imbued in Indian ethos, contributing in transforming India into an equitable and vibrant knowledge society and global knowledge superpower. Therefore, it envisages to inculcate ‘Humane Capital’ among students, i.e., skills, knowledge and values that build ‘**Capabilities with Character**’, viz., instilling academic and social-emotional capabilities, and

character development among students. In other words, students of the contemporary world need to build capabilities for success beyond high academic scores or monetary gains via better employment opportunities. There is a need for building social-emotional capabilities and character development among students for their holistic development and prepare them for life. These are discussed below:

Instilling Humane Capital		
Building Academic Capabilities	Building Social and Emotional Capabilities	Building Character

1. Building Academic Capabilities:

Driven by intellectual and empirical rigour, the objective is to build high-quality inter-disciplinary academic capabilities among students, specifically, instilling creativity, critical thinking and research skills.

2. Building Social and Emotional Capabilities:

Instilling academic capabilities alone is not enough to achieve success and well-being in whatever endeavours we wish to pursue. Social and emotional capabilities which refer to the abilities to regulate one’s thoughts, emotions and behaviour are central to this. These capabilities are different from cognitive capabilities and mainly concerns how people manage their emotions, perceive themselves and engage with others. Importantly, social and emotional capabilities have been proved to influence a wide range of personal and societal outcomes.

Building Social and Emotional Capabilities



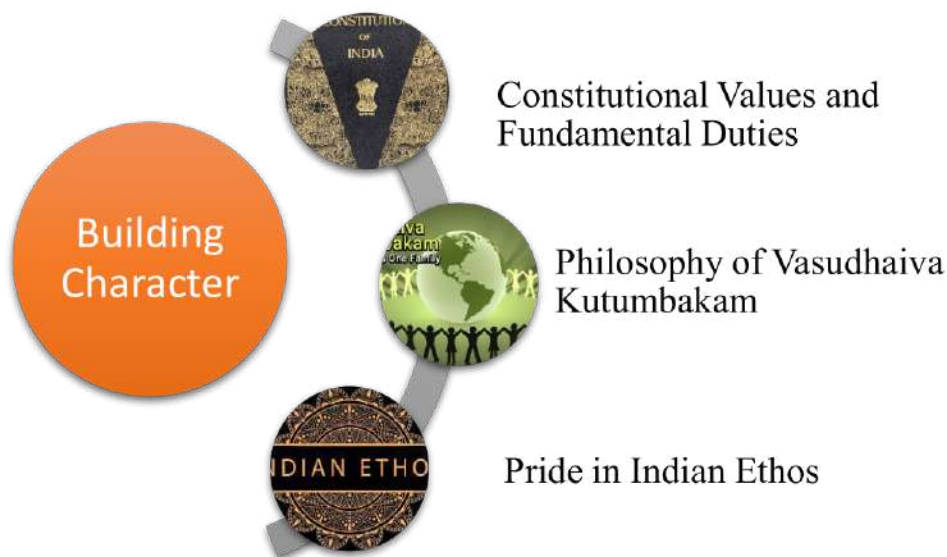
3. Building Character:

The highest recommendation of NEP 2020 has been inculcation of ethical, human and constitutional values, and Indian ethos for character development of students. Though, social and emotional learning helps in character building by promoting core values, virtues and ethical reasoning, SGT envisions character building by specifically emphasising on the following:

- (i) **Instil Constitutional Values and Fundamental Duties:** Develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, and a conscious awareness of one's roles and responsibilities in a changing world;
- (ii) **Promote the Philosophy of Vasudhaiva Kutumbakam:** Develop responsible commitment to human rights, ethical reasoning, sustainable development and living, and global well-being, thereby reflecting a truly global citizen; and

- (iii) **Instil Pride in Indian Ethos:** Instilling among students and teachers a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect and deeds.

Building Character



3. Key Principles and Implementation Strategies at SGT University

The implementation of the National Education Policy 2020 at SGT University is guided by the following set of principles. Explained below are the principles and implementation strategies:

4. Principle 1: Institutional Restructuring and Consolidation

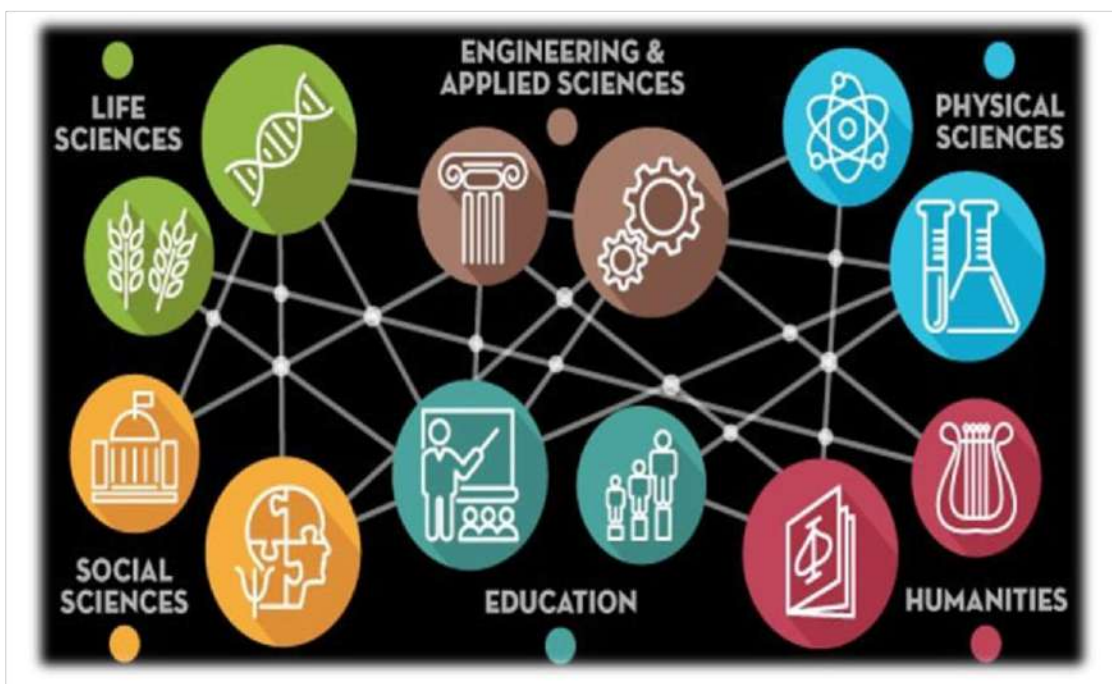
Policy Targets:

- ❖ The highest recommendation of NEP 2020 is to transform higher education institutions into large multidisciplinary institutions, each of which will aim to have 3,000 or more students. The purpose is to break down harmful silos, build vibrant communities of scholars and peers, holistic development of the students and develop active research communities across disciplines including interdisciplinary research (Policy Point 10.1 and 10.2).

- ❖ The NEP 2020 envisages universities as multidisciplinary institution of higher learning engaged in high quality teaching, research, and community engagement. Universities that place equal emphasis on teaching and research will be called Research-intensive Universities, and those that place greater emphasis on teaching but still conduct significant research will be Teaching-intensive Universities (Policy Point 10.3).
- ❖ To pursue other crucial responsibilities of supporting other HEIs in their development, community engagement and service, faculty development and support to school education (Policy Point 10.6).
- ❖ Universities shall enhance its capacity and aim to have larger student enrolments and contribute in enhancement of GER preferably in thousands, for optimal use of infrastructure and resources (Policy Point 10.6 and 10.8).
- ❖ Universities shall aim to be an integrated higher education system, including professional and vocational education (Policy Point 10.13).

Strategies for Implementation

- ❖ **Creating Multidisciplinary and Interdisciplinary University Setting:**
SGT University is one of the first Multidisciplinary universities in the North India with over 7,500 students. In its eight-year journey towards excellence, SGTU has achieved maturity in various fields of professional and applied subjects, presently delivered through its eighteen Schools.



❖ Evidence from the world’s best universities suggests that when scholars are provided with interdisciplinary university setting, unanticipated forms of innovation and knowledge can be created. However, very few universities in India offer an academically conducive environment to imbibe this into practice. We at SGTU intend to develop a culture of multidisciplinary and interdisciplinary teaching-learning and research by bringing together experts from various fields and facilitate interactions across the Schools of SGTU. This will be done through the following two strategies:

1. **Creation of a Multidisciplinary University Umbrella within the Framework of CBCS:** A University Umbrella consisting of 225 Multidisciplinary Generic Electives (MGE), Ability Enhancement Compulsory Courses (AECC), and Value-Added Courses (VAC) was offered by 18 Faculty/Schools of the University in 2021–22. In 2022–2023, 225 courses are offered to students across the university. The University Umbrella gives an opportunity to all the students to opt from multidisciplinary courses in the arts, humanities, Indian languages, literature, culture, ethics, values, sports and fitness, yoga and meditation,

dance, and music, in addition to science and mathematics, to develop all aspects of learning capacities; and make education more well-rounded, useful, fulfilling and holistic to the learner. Under the University Umbrella:

- i. 75-80% credits of the program are offered by any School/Faculty comprising core and department electives at the School/Faculty level.
- ii. 20-25% of credits are offered under the University Umbrella as Multidisciplinary Generic Electives (MGE), Ability Enhancement Compulsory Courses (AECC), and Value-Added Courses (VAC).
- iii. A Maximum 20% credits can be earned through MOOCS offered by SWAYAM/MOOCS recognized by UGC.

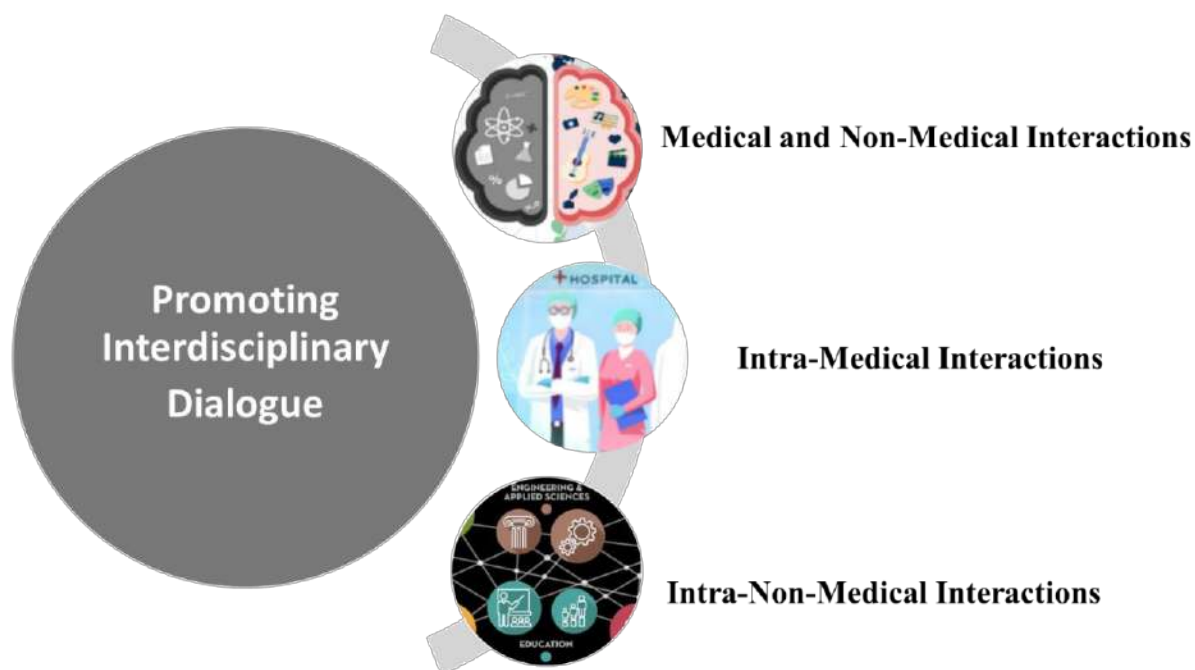
CORE COURSES			UNIVERSITY UMBRELLA COURSES		
SEMESTER	CORE COURSE	DISCIPLINE SPECIFIC ELECTIVE (DSE)	MULTIDISCIPLINARY GENERAL ELECTIVE (MGE)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)	VALUE ADDED COURSES (VAC)
Courses Offered	CBCS Implemented		225 Courses Introduced (138 Multidisciplinary & 87 Value added/Skilled)		
Percentage Distribution Of Course Credits	75-80%		20-25%		

Note: - A detailed sample scheme for Choice Based Credit System (CBCS) in B.A/B.Com/B.Sc. programme and honours programmes at undergraduate level is in the appendix.

- iv. **Creation of an Interdisciplinary Dialogue Forum:** To foster a multidisciplinary and interdisciplinary environment university will create a 'Forum for Interdisciplinary Dialogue' at the departmental and university level. The university will work on a three-pronged strategy for promoting interdisciplinary teaching-learning and research:
 - (i) **Medical and Non-Medical Interactions:** Interaction between medical and non-medical schools;

- (ii) **Intra-Medical Interactions:** Interactions within medical schools; and
- (iii) **Intra-Non-Medical Interactions:** Interaction between non-medical schools.

Promoting Interdisciplinary Dialogue



Every Faculty/School will have a dedicated ‘Forum for Interdisciplinary Dialogue’ and the interaction shall be institutionalised by incorporating it into Scheme of Studies (Setting aside specific hours weekly with credits). Deans of all Faculties/Schools will report to the PVC Academics for teaching related aspects and PVC Research for research related aspects once in a month with progress report. The outcome of these interactions shall culminate in three forms:

- (i) Proposing new interdisciplinary courses for teaching (Faculties should propose courses in line with NEP 2020).
- (ii) Writing research papers in interdisciplinary areas for publication.
- (iii) Formulating research projects in interdisciplinary areas.

A specific task force will be formed for orienting and facilitating the Deans and HODs regarding working of ‘Forum for Interdisciplinary Dialogue’.

Current Status and Strategies for Implementation:

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
10.1 & 10.2	To end harmful silos and create multidisciplinary and interdisciplinary university setting	1. Creation of a Multidisciplinary University Umbrella.	Implemented
		2. Promoting Interdisciplinary Dialogue via creation of a ‘Forum for Interdisciplinary dialogue’.	July 2023
		3. A Task-force to be formed to orient and facilitate faculties about point 2.	June 2023
		<p>4. The university umbrella briefed above gives an opportunity for interdisciplinary learning to every student of the university. In addition, the concept of Major and Minor was introduced in the Faculty of Engineering and Technology (FEAT) in 2021–2022. From 2023-2024 Academic Sessions, Major and Minor distinction will be made for most and appropriate programmes.</p> <p>Major Discipline: a student pursuing a four-year undergraduate programme in a specific discipline will be awarded an appropriate degree with Major in that discipline on completion of VIII Semester with a minimum of 96 credits (55% as core credits), out of a total of 174 credits for the programme.</p> <p>Minor Discipline: a student can also be awarded Minor in a</p>	July 2023

		discipline on completion of a minimum of 20-24 of a particular specialisation.	
10.3	To be a Teaching-Intensive University	1. SGTU envisions to be a predominantly teaching intensive university.	June 2023
		2. Format of Institutional Development Plan (IDP) to be formulated and shared with respective Deans to chart-out roadmap for curriculum, pedagogy and assessment related reforms.	January 2023
10.6	Supporting other HEIs	1. Teacher Training Centre	Implemented
		2. Opening-up University infrastructure for the use of HEIs	July 2023
10.8	Enhancing Capacity	1. Mapping of courses that are in high demand and increasing number of seats accordingly.	Partially done
		2. Schools will be asked to provide details w.r.t this target via Institutional Development Plan (IDP). Detailed plan is expected by June 2023	Jan 2023- June 2023
10.13	Integrate higher education system, including professional and vocational education	1. Offering professional and vocational courses to students of all mainstream programmes via university basket.	Partially provided through University Umbrella Concrete plan to be shared by April 2023
		2. Integration and easing eligibility conditions for vertical and horizontal academic mobility.	To be implemented post NCF implementation

5. Principle 2: Transforming Curricula, Teaching-Learning & Assessment

Policy Targets: Promoting Holistic and Multidisciplinary Learning

- ❖ The NEP 2020 envisions holistic and multidisciplinary learning approach. The aim is to bring back the notion of a ‘knowledge of many arts’ or what

in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) into its higher education system (Policy Point 11.1 and 11.2).

- ❖ The policy visualizes this holistic and multidisciplinary approach to learning to produce well-rounded individuals, with holistic capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Individuals that possess critical 21st century capacities across fields, an ethic of social engagement, soft skills, and rigorous specialization in a chosen field or fields (Policy Point 11.3).
- ❖ In the long term, professional, technical, and vocational disciplines shall also adopt holistic and multidisciplinary approach (Policy Point 11.4).
- ❖ Universities shall provide imaginative and flexible curricular structures and remove disciplinary boundaries. This shall enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries (Policy Point 11.5).
- ❖ In addition to a disciplinary specialisation, programmes shall aim to provide novel and engaging courses along with research-based specialization (Policy Point 11.5).
- ❖ Pedagogy shall emphasize on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking (Policy Point 11.6).
- ❖ Universities shall aim to establish and strengthen Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects for a multidisciplinary, stimulating Indian education and environment. Credits shall be given in all Degree programmes for these subjects (Policy Point 11.7).

- ❖ To promote the holistic and multidisciplinary learning, credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education shall be offered (Policy Point 11.8).
- ❖ Universities shall provide opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions (Policy Point 11.8).
- ❖ Universities shall have the flexibility with respect to length and structure of different Undergraduate, Master’s, Certificate and Diploma programmes (Policy Point 11.9 and 11.19).
- ❖ Universities shall establish an Academic Bank of Credit (ABC) which shall digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned (Policy Point 11.9).
- ❖ Universities shall enable and support a vibrant culture of research and innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry-academic linkages, and interdisciplinary research including humanities and social sciences research.
- ❖ Universities shall develop hand holding mechanisms and competitions for promoting innovation among student communities.

Current Status and Strategies for Implementation:

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
11.1, 11.2 & 11.7	Promotion of holistic and multidisciplinary learning via bringing back the notion of a	1. Creation of a Multidisciplinary University Umbrella.	Implemented
		2. Promoting Interdisciplinary Dialogue via creation of a ‘Forum for Interdisciplinary dialogue’.	July 2023

	'knowledge of many arts' or 'liberal arts.'	3. A Task-force to be formed to orient and facilitate faculties about point 2.	June 2023
		4. Establishment of centres/schools in: (i) Liberal Arts & Humanities; (ii) Music, Art, Dance, Theatre, Sports, etc. 5. Strengthening of departments of language and literature. 6. New Courses Offered: Introduction to Sociology, Applied Sociology, Schools of Economic Thought, Health Economics, India Through the Ages, Culture and Heritage of India, Introduction to Political Theory, and Indian Political thought.	Under Process July 2023
11.3	Building holistic capacities through inculcation of academic, social and emotional skills.	1. Creation of a Multidisciplinary University Umbrella.	Implemented
		2. Reformulation of Curriculum and Pedagogy to inculcate social and emotional learning.	Partially Implemented – To be completed by July 2023
11.4	Professional, technical, and vocational disciplines shall also adopt holistic and multidisciplinary approach	1. Professional and technical disciplines have adopted the proposed augmented CBCS framework with multidisciplinary university umbrella.	Implemented
		2. University umbrella consisting of multidisciplinary courses includes courses offered by professional, technical, and vocational disciplines.	Implemented
		3. Students from professional, technical, and vocational disciplines can opt for multidisciplinary courses.	Implemented
11.5 & 12.2	Imaginative and flexible curricular structures to enable creative combinations	1. Creation of a Multidisciplinary University Umbrella. 2. Corporate liasoning with IBM, TCS, SMC, Ladder, etc.	Implemented

	of disciplines for study and would offer multiple entry and exit points.	<ol style="list-style-type: none"> 3. Realigning or Re-capsuling of Programmes to Provide: 1 year - Certificate, 2 year - Diploma and 3 year – Degree. 4. Increased faculty autonomy in setting curricula and introducing new courses and programmes. 	Most of the Undergraduate Programmes are redesigned as per certificate, diploma and degree.
11.5	To provide rigorous research-based specialisation.	<ol style="list-style-type: none"> 1. 4-Year Bachelors Programmes with Rigorous Research in the 4th Year 	To be fully implemented by July 2023
11.6	Pedagogy shall emphasize on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking	<ol style="list-style-type: none"> 1. Project based pedagogy. 2. Teacher training on incorporating interactive pedagogies via FDPs. 3. Provisions and training of faculties in ICT and teaching softwares. 	Implemented
		<ol style="list-style-type: none"> 4. Reformulation of curriculum to include perspectives from other disciplines to inculcate cross-disciplinary and interdisciplinary thinking among students. 	Partially Implemented July 2023
11.8	Credit- based courses & projects in community engagement & service, environmental education, & value-based education.	<ol style="list-style-type: none"> 1. Provided through creation of a Multidisciplinary University Umbrella. 	Implemented
11.8	Opportunities for internship with local industry, business, artists, etc. as well as research internships with faculty & researchers.	<ol style="list-style-type: none"> 1. Establishment of Industry Advisory board (IAB) with an aim of involving minimum 500 experts from industry for a period of 5 years. 2. Research in liasoning with corporate sector to deal with real-time problems through CAB 3. Necessary research internships with faculties/mentor/researchers (can be credited). 4. Strengthening of outreach activities in order to give exposure to real-life problems in the vicinity of the university. 	Partially Implemented – To be completed by July 2023

11.8	Other Initiatives	Establishment of Industry Advisory Board (IAB) to promote industry-based teaching and learning & produce quality research, Corporate liaisoning in Programme/Course Formulation, Teaching and Training IBM, TCS, SMC, Ladder, etc.	Implemented
11.9 & 11.10 & 11.19	Providing flexibility with respect to length and structure of different Undergraduate, Master's, Certificate and Diploma programmes.	1. Introduction of 4 Year bachelor's degree.	July 2023
		2. Introduction of 1-year Masters Programme	July 2023
		3. Introduction of integrated BA and MA Program	Implemented
11.9	An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs.	1. University will comply with central rules w.r.t Academic Bank Credit (ABC). 2. University will enrol each student to ABC and will ensure uploading the credits through as per the guidelines laid-out by the concerned body.	As and when the concerned agency comes out with rules and regulations.
11.12	Enabling and supporting a vibrant culture of research and innovation	1. Promoting Interdisciplinary Dialogue via creation of a 'Forum for Interdisciplinary dialogue'.	July 2023
		2. ATAL Incubation Centre	Implemented
		3. Establishment of Centre for Learning, Innovation and Research. Whereby recruitment of minimum 30 experts/ faculties from multidisciplinary areas of research as Research Track Faculties (RTF) will be done.	Implemented
11.12	Develop hand holding mechanisms and competitions for promoting innovation among student communities.	1. Establishment of Faculty-Student Research Mechanism (FSRM)	July 2023

Policy Targets: Optimal Learning Environment and Student Support

- ❖ The NEP 2020 envisages creating Optimal Environment for Effective Learning. This would require a comprehensive approach touching upon the

four crucial cornerstones of effective learning, i.e., appropriate, interesting and updated curriculum; engaging pedagogy; continuous formative assessment, and adequate student support (providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas) (Policy Point 12.1).

- ❖ To promote creativity, Universities and faculties shall have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications (Policy Point 12.2).
- ❖ The policy envisions revision of the Choice Based Credit System (CBCS) for instilling innovation and flexibility (Policy Point 12.2).
- ❖ Universities shall move to a criterion-based grading formative assessment of student which shall be based on the learning goals for each programme (Policy Point 12.2).
- ❖ Universities shall integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP) (Policy Point 12.2).
- ❖ Universities shall create strong internal systems for supporting diverse student cohorts in academic and social domains by establishing mechanisms and opportunities to create topic-centred clubs and activities organized by students, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. (Policy Point 12.3 and 12.9). Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed (Policy Point 12.3).
- ❖ Universities shall establish high-quality support centres and professional academic and career counselling to all students, as well as counsellors to ensure physical, psychological and emotional well-being (Policy Point 12.4 and 12.9).

- ❖ Faculties shall have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides (Policy Point 12.3).
- ❖ Universities shall create a systematized arrangement to provide the requisite support to students from rural backgrounds, including increasing hostel facilities (Policy Point 12.9).
- ❖ Universities shall ensure quality medical facilities for all students (Policy Point 12.9).
- ❖ Universities shall provide financial assistance to students from SEDGs (Policy Point 12.10).

Current Status and Strategies for Implementation

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
12.1 & 12.2	Appropriate, Interesting & Updated Curriculum	1. Updation of curriculum in line with latest CBCS	Implemented
		2. Creation of a Multidisciplinary University Umbrella.	Implemented
		3. Reformulation of Curriculum and Pedagogy to inculcate social and emotional learning.	July 2023
12.1 & 12.2	Engaging Pedagogy	1. The University has adopted following as advance pedagogical tools and faculty orientation is done via FDPs on: (i) Project Based Learning, (ii) Peer Learning (iii) Collaborative Learning (iv) Flipped Classroom	Implemented
		2. For outcome-based learning university has oriented faculties through a 5-Day workshop on the framework of Bloom's taxonomy consisting of six major categories of knowledge, comprehension, application, analysis, synthesis and evaluation.	Implemented.
12.1 & 12.2	Continuous Formative Assessment	1. Introduction of Learning Management System (LMS)	Partially Implemented

	<p>critterion-based grading formative assessment of student which shall be based on the learning goals</p>	<p>2. Online learning modules are being made for implementing formative assessment.</p> <p>3. Faculties are oriented to incorporate discussion and debates as part of assessment as move away from high-stakes examinations.</p>	
<p>12.1, 12.2, 12.3, 12.4, 12.9 & 12.10</p>	<p>Student Support and Progression</p>	<p>1. Establishment of Student Care Centres under DSW will cater to: (i) Student Counselling (ii) Carrer Counselling (iii) Mentoring (Department level)</p>	<p>Partially Implemented</p>
		<p>2. 5. Creation of Recreational Clubs and its Integration in the University Time-table.</p> <p>3. 10 Students Clubs in literary, dance, singing, sports, photography, instruments, etc., established under DSW.</p>	<p>Implemented</p>
		<p>4. Following infrastructural facilities to be established/enhanced: (i) 22 Smart classrooms (ii) 25 Ultrasmart Classrooms (iii) Libraries and Academic Resource, including e-content (iv) Labs (v) Sports, Yoga and Meditation (vi) Hostel Facilities (vii) ICT: MS Teams, Google meet, Cisco Webex, One to one internet solutions for hostels (viii) Discussion Spaces (ix) Dining Areas/ Construction of Cafeteria</p>	<p>Partially Implemented</p>
		<p>5. SGT Medical College is providing top medical facilities to its students and their families.</p>	<p>Implemented</p>
		<p>6. Financial Assistance to meritorious students and special assistance to students who lost their parent due to Covid-19</p>	<p>Implemented</p>
<p>12. 3</p>	<p>Formulation of an Institutional Development Plan (IDP) to integrate academic plans.</p>	<p>1. Format of Institutional Development Plan (IDP) is formulated and will be shared with respective Deans.</p>	<p>Partially Implemented</p>

12.2	Revision of the Choice Based Credit System (CBCS) for instilling innovation and flexibility	1. Updation of curriculum in line with latest CBCS.	Implemented
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Policy Targets: Motivated, Energized, and Capable Faculty

- ❖ The NEP 2020 acknowledges the criticality of faculty in achieving the goals of higher education. The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Universities shall have a systematize recruitment system and career progression, and to ensure equitable representation from various groups in the hiring of faculty (Policy Point 13.1).
- ❖ Universities shall have a clearly defined, independent, and transparent processes and criteria for faulty recruitment (Policy Point 13.6).
- ❖ Universities shall provide professional development opportunities to its faculties (Policy Point 13.1).
- ❖ To motivate faculties, universities shall ensure that each faculty member is happy, enthusiastic and engaged towards advancing her/his students, institution, and profession (Policy Point 13.1).
- ❖ Other initiatives that universities shall take to achieve the best, motivated, and capable faculty shall include (Policy Point 13.1, 13.2, 13.3, 13.4):
 1. Universities shall be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses;
 2. Every classroom shall have access to the latest educational technology that enables better learning experiences;
 3. Teaching duties shall not be excessive, and student-teacher ratios not too high;

4. Freedom to design their own curricular and pedagogical approaches;
 5. Empowering the faculty to conduct innovative teaching, research, and service;
 6. Excellence shall be incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership.
- ❖ Universities shall have a fast-track promotion system for recognizing high impact research and contribution. Universities shall have clearly defined performance assessment parameters, enunciated in the Institutional Development Plans (IDPs) (Policy Point 13.6).
 - ❖ Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills shall be identified early and trained through a ladder of leadership positions (Policy Point 13.7).

Current Status and Strategies for Implementation

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
13.1 & 13.6	Clearly defined, independent, and transparent processes and criteria for faculty recruitment.	<ol style="list-style-type: none"> 1. The university follows a clearly defined recruitment policy in line with UGC rules and regulations. 2. Future faculty recruitments of only PhD candidates. All new faculty appointments are PhD holders. 	Implemented
13.4, 13.5 & 13.6	Faculty Development and Progression.	<ol style="list-style-type: none"> 1. Teacher Training Centre (TTC) CEAPS – Centre for Excellence in Andragogy and Pedagogy Studies. 	Implemented

		<p>2. Faculty Development Programmes are conducted regularly for enhancing teaching and research capabilities of all faculties. Details of some are mentioned below:</p> <ul style="list-style-type: none"> (i) 8-Week FDP on Teaching-Learning methods was conducted at university. (ii) 5-Day Workshop on Teaching Modalities was conducted for select faculties of the university. (iii) Numerous one day seminars and webinars to orient faculties about principles and implementation of NEP 2020. (iv) One day international workshop on Academic Leadership in the Covid 19 era. (v) Numerous research related seminars by experts from government and private institutes. (vi) One day workshop on promoting the culture and know-how of how to do patenting for faculties. (vii) Training of all faculties in numerous online platforms like WebEx, Google Teams, Zoom, etc. (viii) Training of all faculties in pedagogical softwares. (ix) Training of all faculties in important editing softwares like Adobe and Filmora. 	Implemented
		3. Faculty internships with corporate sector to be introduced.	June 2023
13.4	Freedom to design their own curricular and adopt interactive pedagogies.	<p>1. University provides enough freedom to the faculties in curriculum redesign, introducing new courses & programmes and adopting new pedagogical techniques within the larger framework of CBCS.</p> <p>2. Since October 2021, all faculties have been oriented to re-design/reformulate the curriculum and adopt pedagogical techniques in line with NEP 2020 and best approach followed around the world.</p> <p>3. To be implemented via Multidisciplinary University</p>	Partially Implemented

		Umbrella and Forum for Interdisciplinary Dialogue.	
13.5	Incentivizing the excellence of faculty.	<ol style="list-style-type: none"> 1. Policies related to faculty promotion, incentives and academic leaves already exist. 2. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. 	Implemented
		3. Policy incentivising excellence to be formulated.	June 2023
13.1, 13.2, 13.3, & 13.4	Equipping faculty with basic infrastructure and facilities.	<p>A. Teaching and Learning Infrastructure to be upgraded to the best in India:</p> <ol style="list-style-type: none"> 1. 22 Smart Classrooms created. 2. 25 Ultra-Smart Classrooms established. 3. Projector Facility is available in maximum rooms. 4. Teaching, pedagogical and research related softwares are available to all teachers. 5. Labs 6. All Faculties have well maintained libraries with access to latest textbooks and journals. <p>B. Other Infrastructural Facilities:</p> <ol style="list-style-type: none"> 1. The university provides clean drinking water, clean working toilets, offices, teaching supplies, pleasant classroom spaces and campus; 2. Internet facility in all classrooms and faculty accommodations. 	Partially Implemented
13.1	Motivating Faculty: Happy, enthusiastic and energised faculty.	<ol style="list-style-type: none"> 1. Faculty clubs to be created to engage faculties in healthy activities. 2. The university provide many opportunities during different festivals and otherwise throughout the year to engage in social, cultural and sports activities. 	Implemented by DSW
13.1	Initiatives to retain the best, motivated, and capable faculty.	1. The university will formulate faculty retaining policy.	March 2023
13.3	Teaching duties shall not be excessive, and student-teacher ratios.	1. University follows UGC norms on teaching duties.	Implemented
		2. Student-teacher ratio is as per the UGC norms or norms of the concerned Council on the number of seats/intake capacity.	Implemented

13.6	Fast-track promotion system for recognizing high impact research and contribution.	<ol style="list-style-type: none"> 1. Policy on Fast-track promotions to be formulated. 2. Performance assessment parameters to be clearly enunciated via the Institutional Development Plan (IDP) 	April 2023
13.7	Identification and Training of faculty with high academic & service credentials as well as demonstrated leadership & management skills.	<ol style="list-style-type: none"> 1. Policy on fast-track promotions to include creation of a mechanism to recognise faculties with leadership skills and training faculties to become university leaders. 	April 2023

Policy Targets: Promotion of Indian Languages, Arts, and Culture

- ❖ One of the highest priorities of NEP 2020 has been promotion of Indian languages, arts and culture. It emphasises that cultural awareness, offering programmes and courses on Indian art and Indian languages are vital competencies that provide a sense of identity, belonging and well-being, in addition to its market value. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that students can build a positive cultural identity and self-esteem, which are among the highest form of social-cultural competencies needed in a globalised world (Policy Point 22.1, 22.2, 22.3 and 22.4).
- ❖ For Indian languages to remain relevant and vibrant, the policy suggests following measure:
 1. Universities shall integrate teaching and learning of Indian languages with higher education (Policy Point 22.6);
 2. There must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. (Policy Point 22.6);
 3. University needs to do capacity building in skilled language teachers (Policy Point 22.7), including hiring of outstanding local artists, writers,

- craftsperson and other experts as master instructors in various subjects of local expertise (Policy Point 22.8),
4. Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language (Policy Point 22.7);
 5. Creation of departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. (Policy Point 22.7);
 6. Degrees including 4-year B.Ed. dual degrees shall be developed in the subjects mentioned in point 5 (Policy Point 22.9);
 7. Universities (including private ones) shall use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages (Policy Point 22.10);
 8. Promote quality research in the field of Indian, language, art and culture (Policy Point 22.10);
 9. Creation of high- quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within the higher education (Policy Point 22.11);
 10. The knowledge of the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities, like touring by students to study important tourist destinations (Policy Point 22.12);
- ❖ The NEP 2020 envisions mainstreaming Sanskrit at higher education level. Departments of Sanskrit that conduct teaching and outstanding interdisciplinary research on Sanskrit and Sanskrit Knowledge Systems

shall be established/strengthened across the new multidisciplinary higher education system (Policy Point 22.15);

Current Status and Strategies for Implementation

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
22.1-22.4, 22.7 & 22.11	Promoting Indian Ethos	1. Creation of new Schools/Centre in the following areas: (i) School of Liberal Arts & Humanities; (ii) Centre for Indian Heritage & Culture; (iii) Centre for Meditation and Yoga; (iv) Centre for Performing and Visual Arts (To include Indian dance forms, music, drawing, painting, sculpture, etc.). 2. University is already running programmes and courses on printmaking, design, photography, video and film making. 3. The above-mentioned centres will impart degrees, diplomas and certificate. 4. 8 New social science courses introduced from July 2022.	June 2024
		1. Proposed Integration of BKS (Indian Knowledge System) into (2023-2024): i. Curriculum (Integration of at least one module in syllabus on subject related BKS) ii. Pedagogy (Inclusive of local context) iii. Research (Mandatory inclusion of a section on BKS in RoL) iv. University Ecosystem (Renaming of Auditoriums, Lecture halls, Labs, Blocks, grounds, etc.) v. Inclusion of a Indian Nationalism Tradition course under AECC	June 2023
22.1-22.4	Promotion of Indian Languages	1. Strengthening of Centre for Languages (and literature).	2021- June 2023

and 22.7		2. CIL to offer programmes/courses in Indian Languages including Sanskrit.	July 2023
		3. CIL is already providing Hindi as a skill enhancement course under the university umbrella.	Implemented
		4. Faculty of Naturopathy and Yogic Sciences has offered the course on basic Sanskrit language	Implemented
22.15	Mainstreaming of Sanskrit language	<ol style="list-style-type: none"> 1. Establishment of a full-fledged Centre for Sanskrit Studies. 2. The centre will provide degrees, diplomas and certificate. 3. The centre will conduct interdisciplinary research in Sanskrit and Sanskrit Knowledge Systems. 	June 2023 – Partially Implemented
22.6, 22.15	Integrating teaching and learning of Indian languages with mainstream programmes.	1. The University is providing opportunity to all its students to opt for Indian languages, viz., Hindi and Sanskrit via its Multidisciplinary University Umbrella.	Implemented
22.6	Access to high-quality learning and print materials in Indian languages.	1. University to enhance its academic resource in Indian languages, especially Hindi and Sanskrit.	Jan 2023- June 2024
22.7, 22.8 & 22.10	Capacity building in skilled language teachers.	<ol style="list-style-type: none"> 1. University to recruit faculty skilled in Indian Languages. 2. Recruited faculties will train existing faculties in incorporating Indian languages in their pedagogy. 	Jan-June 2023
22.9	Promoting quality research in the field of Indian language, art and culture.	1. The proposed school on Indian Languages, Arts, and Culture mentioned above will also engage in quality research in these areas.	July 2024
22.12	The knowledge of the rich diversity of India should be imbibed first hand by learners.	1. The faculty of Hotel and Tourism Management to start a course specially focussing on exploration of Indian Heritage Sites.	June 2023
		2.	

6. Principle 3: Transforming Teacher Education

Policy Targets:

- ❖ Teachers are the guiding force for students and nation-builders. Therefore, teacher training or teacher education is one of the most vital functions of

HEIs. The NEP 2020 underscores that teacher training is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy (Policy Point 15.1).

- ❖ Universities shall establish provide educationally sound, multidisciplinary, and integrated teacher education programmes. All multidisciplinary universities and colleges shall aim to establish, education departments, will also run B.Ed. programmes, in collaboration with other departments (Policy Point 15.3 and 15.4).
- ❖ The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1- year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. (Policy Point 15.5).
- ❖ The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject (Policy Point 15.5).
- ❖ Each higher education institution shall have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc. (Policy Point 15.6).
- ❖ To strengthen multidisciplinary education of teachers and provide rigour in conceptual development, the faculty profile in Departments of Education shall necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education shall be attracted and retained in teacher education institutions (Policy Point 15.8).

- ❖ Compulsory credit-based courses in teaching/education/pedagogy/writing and minimum number of hours of actual teaching for all fresh Ph.D. entrants (Policy Point 15.9).
- ❖ Universities shall strengthen in-service continuous professional development for their faculties. Short and long-term mentoring/professional support can be provided to faculty members for their professional development and job satisfaction (Policy Point 15.10 and 15.11).
- ❖ The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers shall be encouraged (Policy Point 15.10).

Current Status and Strategies for Implementation

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
15.1, 15.2, 15.3, 15.4, 15.5	Providing multidisciplinary, and integrated teacher education programmes	<ol style="list-style-type: none"> 1. Introduction of Multi-disciplinary Programmes in B.Ed. with dual specialisation (in collaboration with other faculties). 2. Introduction of 4-year integrated B.Ed. Programme. 3. A 1- year B.Ed. programmes for students who have received a 4-year undergraduate degree in a specialized subject. 	June 2023
15.6	Establishing network of government and private schools to work closely for community service, adult and vocational education, etc.	1. The University already have networks with the government and schools in the vicinity, and engages regularly in community service.	Jan 2022
		2. Establishment of a policy for engaging with the government and private schools.	July 2023
15.8	Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued.	1. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science, mathematics, social science, and languages will pooled in from all faculties.	July 2023

15.9	Compulsory credit-based courses in teaching/education/pedagogy/writing and minimum number of hours of actual teaching for all fresh Ph.D. entrants	1. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period	July 2023
15.10, 15.11	In Service Continuous Professional Development (CPD) of faculties.	1. Established of Teacher Training Centre -CEAPS	Implemented
		2. Teacher internships/training in collaboration with industry under the newly established CEAPS	Jan 2023 Onwards
		3. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged – Via CEAPS	Jan 2023 Onwards
		4. University already provides opportunities for professional development via FDP, workshops, academic leaves and in-house training of its faculties (See Policy Point 13 above).	Implemented

7. Principle 4: Reimagining Vocational Education

Policy Targets:

- ❖ The NEP 2020 aims to overcome the social status hierarchy associated with vocational education and integrate vocational education programmes with the mainstream education. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It aims to ensure that every child learns at least one vocation and exposed to several more (Policy Point 16.4).
- ❖ By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education (Policy Point 16.5).
- ❖ Universities shall offer vocational education either on their own or in partnership with industry and NGOs (Policy Point 16.5).

- ❖ Vocational courses shall also be available to students enrolled in all other Bachelor’s degree programmes, including the 4-year multidisciplinary Bachelor ’s programmes (Policy Point 16.5).
- ❖ Universities shall conduct short-term certificate courses in various skills including soft skills (Policy Point 16.5).
- ❖ Universities shall integrate vocational education with their mainstream educational programmes. Focus areas for vocational education shall be chosen based on skills gap analysis and mapping of local opportunities (Policy Point 16.6).
- ❖ Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions. Incubation centres shall be set up in higher education institutions in partnership with industries (Policy Point 16.7).
- ❖ Universities shall create a credit-based framework to facilitate mobility across ‘general’ and vocational education (Policy Point 16.8).

Current Status and Strategies for Implementation

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
16.4	Integration of vocational education programmes into mainstream education	1. The University will offer vocational courses under the Multidisciplinary University Umbrella.	Partially Implemented
		2. Establishment of Centre for Vocational Studies	June 2023
16.5	Exposing maximum students to vocational education	1. All students of the university will be offered vocational courses via Multidisciplinary University Umbrella.	Partially Implemented
		2. University to offer vocational courses of 3 months/6 months/one year certificate courses in X-ray operator, CT Scan, MRI, Ultrasound Technicians, Plumbing, Electrician, Mass Comm., English speaking, Lab Technicians, Animation, Gaming, Dental Assistants, Food technology,	June 2023- June 2025

		<p>Fashion Design, Event management, catering, cooking skills, nutrition, automobiles, etc.</p> <p>Some of the courses will also be offered in collaboration with industry.</p>	
		3. University to offer vocational courses of 3 months/6 months in Soft Skills under University Umbrella.	Implemented
		4. 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses	June 2023
16.6	Vocational education shall be chosen based on skills gap analysis and mapping of local opportunities	1. University through its outreach programmes in the vicinity of the university will conduct a study on skill gap analysis and map local opportunities.	May 2023
16.7	To provide models and practices that work and then share these with other institutions.	1. ATAL incubation centre already established.	Implemented
		2. Institutional Innovation Council established.	
		3. University to establish Start-up and Entrepreneurial Clubs to encourage innovation and build entrepreneurial and leadership skills among students.	Implemented
16.8	To provide credit-based framework to facilitate mobility across 'general' and vocational education.	1. All vocational courses will be made available as credit courses to all students of the university under the University Umbrella.	June 2023 – June 2024

8. Principle 5: Professional Education

Policy Targets:

- ❖ The NEP 2020 recommends that preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice (Policy Point 20.1).

- ❖ Professional education should not take place in isolation of one's specialty. It must involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. Professional education thus must become an integral part of the overall higher education system (Policy Point 20.1 and 20.2).
- ❖ The policy suggests that agricultural education with allied disciplines shall be revived. Both capacity and quality of agriculture and allied disciplines must be improved to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices (Policy Point 20.3).
- ❖ Universities imparting agricultural education must benefit the local community directly. They shall set-up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies (Policy Point 20.3).
- ❖ Universities shall prepare professionals in agriculture and veterinary sciences through programmes integrated with general education (Policy Point 20.3).
- ❖ The policy recommends that legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately (Policy Point 20.4).
- ❖ State Universities offering law education must consider offering bilingual education for future lawyers and judges - in English and in the language of the State in which the institution is situated (Policy Point 20.4).
- ❖ Healthcare education needs to be re-envisioned so that the duration, structure, and design of the educational programmes need to match the role

requirements that graduates will play (Policy Point 20.5).

Recommendations include:

1. Students shall be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals (Policy Point 20.5).
 2. The policy envisions healthcare education system to be integrative, i.e., all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa.
 3. There shall be a much emphasis on preventive healthcare and community medicine in all forms of healthcare education (Policy Point 20.5).
- ❖ Technical education includes degree and diploma programmes in, engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology, etc. The policy suggest:
1. Need for closer collaborations between industry and higher education institutions to drive innovation and research in these fields.
 2. Technical education shall aim to be offered within multidisciplinary education institutions and programmes, and have a renewed focus on opportunities to engage deeply with other disciplines.
 3. Universities shall take the lead in preparing professionals in cutting-edge areas, such as Artificial Intelligence (AI), Electric Mobility, 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that shall be woven into undergraduate education for enhancing the employability of the youth.

Current Status and Strategies for Implementation:

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
20.1	Professional education must involve an education in the ethics, importance of public purpose, discipline, and practice.	1. All faculties providing professional education to incorporate ethics, public purpose and practice into the curriculum (other than disciplinary learning).	June 2023- partially implemented
		2. To make professional education more practical, industry collaborations will be encouraged via IAB and inclusion of industry expert in BoS.	
		3. FEAT and FCAM has collaborated with TCS and IBM to deliver market-oriented courses.	Implemented
20. and 20.2	Professional education must involve critical and interdisciplinary thinking, discussion, debate, research, and innovation.	4. The University has offered compulsory skill enhancement course in ethics to all the students via University Umbrella.	Implemented
		Interdisciplinary thinking, discussion, debate, research and innovation will be promoted via:	Implemented
		1. Creation of a Multidisciplinary University Umbrella.	
20.3	Agricultural Education: Increasing agricultural productivity and promoting sustainable methodologies.	2. Promoting Interdisciplinary Dialogue via creation of a 'Forum for Interdisciplinary dialogue'.	June 2023
		3. University is already running a Scholar's Club for students. Parallel to the 'Forum for Interdisciplinary Dialogue', the Scholar's Club be further expanded to include faculty-student academic engagements.	June 2023
		1. University will set-up Agricultural Technology Parks to promote: (i) Technology incubation (ii) Sustainable methodologies (iii) Agricultural start-ups	June 2023
20.3	Agricultural Education: Increasing agricultural productivity and promoting sustainable methodologies.	2. University will conduct one 'Kisan Mela' each year for facilitating engagement between farmers and industries.	Dec 2023
		SGT University is actively engaged with farmers in the vicinity to help them in improving farm productivity, increasing	Implemented

		<p>revenue and reducing input cost. A brief about the activities is shared below:</p> <ol style="list-style-type: none"> 1. University has adopted 20 villages to help them in agricultural related issues. 2. University also runs a Farmer Union named Kisan Sewa. 3. Yearly multiple camps are organised for farmers in the vicinity. 	
20.4	Initiatives in Legal Education	<ol style="list-style-type: none"> 1. Establishment of a Legal-Aid Cell for advice on personal, professional and other academic matters like patenting, copying, trademarks, etc. 2. To enhance education resource in Hindi. 3. Question papers to be available in Hindi also. 	June 2023
		<ol style="list-style-type: none"> 4. Tie-up with law firms to provide real-court experience to students. 	Partially Implemented
20.5	Healthcare Education: Re-envisioning and integration of healthcare education to the contemporary needs.	<ol style="list-style-type: none"> 1. Re-envisioning the duration, structure, and design of the educational programmes via 'Forum for Interdisciplinary Dialogue'. 	June 2023
		<ol style="list-style-type: none"> 2. Establishment of Covid India Hospital. 3. Establishment of Nursing Simulation Centre 	Implemented
20.5	Assessment at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals	<ol style="list-style-type: none"> 4. SGT Hospital gives enough exposure to its medical students. Steps will be made to expose them further to primary and secondary hospitals. 	June 2022
20.5	Healthcare education system to be integrative.	<ol style="list-style-type: none"> 5. The Multidisciplinary University Umbrella and Forum for Interdisciplinary Dialogue will help in integration of healthcare education with other disciplines of mainstream education. 	June 2023
		<ol style="list-style-type: none"> 6. University Umbrella provides students of Allopathic an opportunity to choose from Ayurveda, yoga, naturopathy, Unani, Siddha, Homeopathy. 	Implemented

20.5	Much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education.	7. A course on Preventive Healthcare and Community medicine is already part of the medical curriculum.	Implemented
		8. Under the University Umbrella, now it is available to all the students of the university.	Implemented
		9. Preventive health camps will be organised in the vicinity of the university in every semester to impart awareness about healthy habits, preventive care and community medicine.	June 2023
20.5	Providing cheaper health service to the people.	10. SGT Hospital provides all medical facilities at charitable rates.	Implemented
20.6	Technical Education: Need for closer collaborations between industry and higher education institutions	1. University has collaborated with TCS, IBM, Apple, etc. for	Partially Implemented
20.6	Technical education shall aim to be offered within multidisciplinary education institutions and programmes	2. SGT University is already a multidisciplinary university providing technical education. 3. The University Umbrella offers multidisciplinary electives to students.	Implemented
20.6	Preparing professionals in cutting-edge areas	4. University will be providing courses/programmes in the following cutting-edge areas: Artificial Intelligence (AI), Electric Mobility, 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, etc. These courses will also be available to university students via university umbrella to enhance their employability.	Partially implemented - June 2023
		5. EV Lab created 6. Undergraduate Course on Molecular Biology started. 7. Courses on Neuroscience started in at post-graduate level.	Implemented

9. Principle 6: Adult Education and Lifelong Learning

Policy Targets:

- ❖ The NEP 2020 acknowledges the high correlation between literacy rates and per capita GDP, and abilities that enhances personal and social gains (Policy Point 21.1 and 21.2).
- ❖ The policy suggests that strong and innovative government initiatives for adult education, such as promoting volunteerism, and community involvement and mobilization are key success factors of adult literacy programmes. In similar ways, Universities can also initiate and promote volunteerism, and community involvement and mobilization activities (Policy Point 21.1, 21.2 and 21.4).
- ❖ The policy envisions reframing of adult education curriculum framework to be developed by a new and well- supported constituent body of the NCERT that is dedicated to adult education (Policy Point 21.5). The curriculum framework for adult education shall include at least five types of programmes: (a) foundational literacy and numeracy; (b) critical life skills; (c) vocational skills development; (d) basic education; and (e) continuing education (Policy Point 21.5).
- ❖ Universities can create suitable infrastructure ensuring access to adult education and lifelong learning. Adult Education Centres (AECs) could also be included within higher education institutions (Policy Point 21.6).
- ❖ Instructors shall be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centre (Policy Point 21.7).
- ❖ Universities shall improve the availability and accessibility of books catering to the needs and interests of all students, including persons with disabilities; accessible and affordable to all across the country (Policy Point 21.9).

Current Status and Strategies for Implementation

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
21.1-21.4	Initiatives for adult education	1. University via community engagement and volunteerism will organise 'Adult Education Camps' for awareness about benefits of adult education and life-long learning.	June 2023
		2. University through its outreach activities will conduct evening classes for adults in the vicinity via students.	July 2023
21.5	Reframing of adult education curriculum framework.	1. The faculty of education will offer courses/programmes on adult education and lifelong learning in the near future.	June 2023
21.6 & 2.17	Create suitable infrastructure ensuring access to adult education and lifelong learning.	1. Establishment of Adult Education Centre (AEC)	June 2024
21.9	Improve the availability and accessibility of books, including persons with disabilities.	1. The library of Faculty of Education to be upgraded to include educational resource on adult education, lifelong learning and disability,	June 2023

10. Principle 7: Use and Integration of Technology with Education

Policy Targets:

- ❖ In present era of Covid-19, it is certain now that technology will lead transformational changes in educational sector. Latest innovation in terms of hardware and more specifically software has already changed what students learn, how they learn, what teachers teach, how they teach, etc. Thus, there is a need of extensive research both on technological as well as educational fronts. Thrust of technological interventions should look for improving teaching learning and evaluation processes, supporting teacher preparation and professional development. While education plays a critical role in technological transformation, technology itself plays an important

role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bidirectional (Policy Point 23.1 and 23.2).

- ❖ Use and integration of technology to improve multiple aspects of education is among the top priorities of NEP 2020. For this it suggests setting up an autonomous body, the National Educational Technology Forum (NETF). It will provide a platform for the free exchange of ideas on the use and integration of technology with education (including planning and administrative aspects) (Policy Point 23.3).
- ❖ The proposed platform shall maintain a regular inflow of authentic data from multiple sources including educational technology innovators (Policy Point 23.4).
- ❖ Better integration of Technology-based education platforms, such as SWAYAM (Policy Point 23.6).
- ❖ The technological interventions shall help in improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, and enhancing educational access (Policy Point 23.5).
- ❖ Access to suitable equipment shall be made available to teachers for integrating e- contents into teaching- learning practices (Policy Point 23.6).
- ❖ NEP 2020 emphasises need to focus on impact of disruptive innovation on education. NETF will categorize emergent technologies based on their potential and estimated timeframe for disruption, and periodically present this analysis to MHRD (Policy Point 23.7 and 23.8).
- ❖ Universities shall play an active role in initiating and expanding research efforts in new disruptive technology. They shall also create initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education (Policy Point 23.9 and 23.10).

- ❖ Universities shall aim to offer Ph.D. and Masters programmes in core areas, such as Machine Learning as well as multidisciplinary fields “AI + X” and professional areas (Policy Point 23.11).
- ❖ Universities shall also offer targeted training in low- expertise tasks for supporting the AI value chain such as data annotation, image classification, and speech transcription (Policy Point 23.11).

Online and Digital Education:

- ❖ The policy envisions ensuring the use of technology for online and digital education (Policy Point 24.1 and 24.2).
- ❖ Training teachers (in pedagogy and assessment technologies) to be effective online and blended educators (Policy Point 24.3).
- ❖ The policy recommends the following key initiatives (Policy Point 24.4):
 1. Pilot studies for online education;
 2. Digital infrastructure;
 3. Online teaching platform and tools;
 4. Content creation, digital repository, and dissemination;
 5. Training and incentives for teachers;
 6. Online assessment and examinations;
 7. Blended models of learning; and
 8. Laying down standards;
- ❖ Universities shall create a dedicated unit for building of a world class, digital infrastructure, educational digital content and capacity setting up of dedicated unit for purpose of orchestrating building of digital infrastructure, digital content and capacity building (Policy Point 24.5).

Current Status and Strategies for Implementation

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
23.1, 23.2, 23.6, 24.3	Access to suitable equipment to teachers for suitable integration of e- contents into teaching- learning practices.	1. Technologically advanced classrooms available to teachers. 2. Training in teaching and pedagogical softwares is done. 3. Opportunities are provided to up skill in terms of online teaching.	Implemented
		4. Teaching and Assessment Tools from SWAYAM to be integrated.	June 2023
24.4	Creation of Online Course Modules/ Pilot studies for online education; Content creation, digital repository, and dissemination;	1. Online Course Modules/E repository to be completed. 2. 6500 Plus Videos created	Partially Implemented – June 2024
23.5, 24.4	Formative Assessment	1. Establishment of Learning Management Software (LMS).	Implemented
		2. Integration of LMS and ERP	June 2024
23.6, 24.4	Promoting Blended Learning: Online Delivery of Courses	1. Up to 20% Credits can be earned through MOOCS offered by SWAYAM/MOOCS (UGC)	Implemented
		2. Course Flexibility & Freedom to select any online modules from: Core/DSE/MGE/AECC/VAC	Implemented
23.5	Pedagogy and Technology	1. PBL, Faculty Training in Online Teaching Tools: Gaming, simulations, Adobe, Filmora, etc.	Implemented
		2. Establishment of Virtual Labs	June 2023
24.4	Training and incentives for teachers;	1. Workshops conducted on Teaching Online Modalities 2. FDPs conducted on Teaching Learning Methods. 3. Training on creating and editing e-content, viz., adobe, filmora. etc.	Implemented
24.4	Digital Infrastructure:	1. Smart Classrooms: 22 LED Panels Installed.	Implemented
		2. Approx. 50 Projectors	Implemented
		3. Ultra-smart Classrooms: 25 Ultrasmart Classrooms Created	Implemented
		4. Renovating and Building of Modern IT Infrastructure: 30 VLANs created, HIS procured, Asset Management Tool installed	Jan 2024
23.2 & 23.3, 23.4	Creating a Dedicated Unit for Building of	1. Establishment of University Educational Technology Forum (UETF).	Jan 2024

24.5, 23.7, 23.8	World Class, Digital Infrastructure.	2. This platform for the free exchange of ideas on the use and integration of technology with education (including planning and administrative aspects)	June 2023
		3. Platform will maintain a regular inflow of authentic data from multiple sources.	June 2023
		4. Data Centre to be created.	Implemented
		5. Restructuring of network cable and optical fibre to be done.	Implemented
		6. Server consolidation to be done.	Implemented
		7. Help desk tool to be rolled out, etc.	Implemented
23.9 and 23.10	Initiating and expanding research efforts in new disruptive technology	To be explored by FEAT.	Jan 2023 Onwards
23.11	Offer Ph.D. and Masters programmes in core areas, such as Machine Learning as well as multidisciplinary fields “AI + X” and professional areas	To be explore by FEAT	Partially implemented
23.11	Offer targeted training in low- expertise tasks for supporting the AI value chain such as data annotation, image classification, and speech transcription	<ol style="list-style-type: none"> 1. Multidisciplinary Electives provide under University Umbrella. 2. B.Tech. in AI 3. AI as Multidisciplinary elective under university umbrella 4. Vocational courses in AI 	Implemented

11.Principle 8: Research Integration and Innovation

Policy Targets:

- ❖ The policy envisions a comprehensive approach to transforming the quality and quantity of research in India. Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and finding solutions to ever-increasing local and global problems (Policy Point 17.1, 17.2, 17.4 and 17.8).

- ❖ The Universities shall move towards multidisciplinary and interdisciplinary settings to create a robust ecosystem for research.
- ❖ Universities shall integrate research and internships in the undergraduate curriculum (Policy Point 17.8).
- ❖ Universities shall promote and give due weightage to research done by faculties (Policy Point 17.8).

Current Status and Strategies for Implementation

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
17.1, 17.2, 17.4 and 17.8	Transforming the quality and quantity of research	<ol style="list-style-type: none"> 1. Research Track Faculties (RTF) are being appointed to enhance research capacity and output of the university. 2. Student Research/Scholar Council is established. 3. National level fest ‘SYNERGY’ organised annually. 4. Faculties being provided training in patent filing. 	Implemented
		<ol style="list-style-type: none"> 5. University through its proposed Forum for Interdisciplinary Dialogue will engage in interdisciplinary research (See the working of Forum for Interdisciplinary Dialogue detailed above). 	June 2023
17.8	Integrating research and internships in the undergraduate curriculum	<ol style="list-style-type: none"> 1. University has formulated and integrated the course on research methodology at the undergraduate level. 	Implemented
		<ol style="list-style-type: none"> 2. Internship during course-work/programme is followed in most of the schools. Its further expansion and crediting will be done in all schools. 	Partially Implemented -July 2023
17.8	Promote and give due weightage to research done by faculties	<ol style="list-style-type: none"> 1. University through its Research Policy give due weightage to research done by faculties. 2. Based on research performance of the faculties due promotion and salary increment is done. 	Implemented

		<p>3. University also provides monetary benefits to faculties for publication.</p> <p>4. KRAs of faculties are formulated for performance-based assessment of research work and accordingly appraisals and promotions will be done.</p>	
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12.Principle 9: Inclusion in Higher Education

Policy Targets

- ❖ Universities shall ensure equitable access to quality education to all students, with a special emphasis on SEDGs (Policy Point 14.1).
- ❖ Universities must address certain facets of exclusion, that are particular to or substantially more intense in higher education, including lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms (Policy Point 14.3).
- ❖ Universities shall take adopt following steps to promote equity and inclusion:
 1. Enhance gender balance in admissions to HEIs (Policy Point 14.4.1 and 14.4.2);
 2. Develop and support high-quality HEIs that teach in local/Indian languages or bilingually (Policy Point 14.4.1);
 3. Conduct outreach programmes on higher education opportunities and scholarships among SEDGs (Policy Point 14.4.1 and 14.4.2);

4. Develop and support technology tools for better participation and learning outcomes (Policy Point 14.4.1 and 14.4.2);
5. Make admissions processes more inclusive (Policy Point 14.4.1 and 14.4.2);
6. Ensure all buildings and facilities are wheel chair accessible and disabled friendly (Policy Point 14.4.1 and 14.4.2);
7. Develop bridge courses for students that come from disadvantaged educational backgrounds (Policy Point 14.4.1 and 14.4.2);
8. Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula (Policy Point 14.4.1 and 14.4.2); and
9. Strictly enforce all no discrimination and anti-harassment rules (Policy Point 14.4.1 and 14.4.2);

Current Status and Strategies for Implementation

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
14.4.1 and 14.4.2	Enhance gender balance and gender sensitivity	<ol style="list-style-type: none"> 1. Introduction of a course on gender sensitization under University Umbrella. 2. University regularly organises seminars, workshops and FDPs on gender sensitization for faculty members. 	Implemented
14.4.1	Teaching in Indian languages or bilingually	<ol style="list-style-type: none"> 1. Already followed. 2. Hindi pedagogy to be further enhanced via CIL. 3. Paper setting and evaluation in Hindi: All end-term question papers are available in Hindi and students can also write in Hindi. 4. Hindi is provided as a skill enhancement course under the University Umbrella. 	Implemented
14.4.1 and 14.4.2	Conduct outreach programmes on higher education	<ol style="list-style-type: none"> 1. University through its Training and Placement Department exposes students to national education opportunities and scholarships. 	Implemented

	opportunities and scholarships among	2. University provides scholarships to meritorious students.	
		3. Training and Placement Department will conduct one outreach activities in the university vicinity for SEDGs each year.	Jan 2023 Onwards
14.4.1 and 14.4.2	Ensure all buildings and facilities are wheel chair accessible and disabled friendly	1. All buildings and facilities to be disable friendly.	Partially Implemented - June 2023
14.4.1 and 14.4.2	Develop bridge courses for students that come from disadvantaged educational backgrounds	1. University already provides bridge courses to student from disadvantageous groups. 2. University provides soft skills course to student from disadvantageous groups.	Implemented
14.4.1 and 14.4.2	Enforcing no discrimination and anti-harassment rules	1. No discrimination and anti-harassment rules already in place.	Implemented

13.Principle 10: Accreditation and University Ranking

Policy Target:

- ❖ Universities through their Institutional Development Plans (IDPs), shall attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters.

Current Status and Strategies for Implementation:

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
18.2, 18.3 and 18.3	Accreditation and University Ranking	1. University has all necessary accreditations. 2. Currently working on UGC 12B and NAAC Accreditations through IQAC.	June 2023

14. Principle 11: Effective Governance and Leadership

Policy Target:

- ❖ The policy emphasises that it is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. Therefore, the policy suggests that universities shall aim to become independent self-governing institutions pursuing innovation and excellence (Policy Point 19.1 and 19.2).
- ❖ Universities shall make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding (Policy Point 19.5).
- ❖ Universities upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution (Policy Point 19.2).
- ❖ All leadership positions and Heads of institutions shall be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations. The selection shall be carried out by the BoG through a rigorous, impartial, merit-based, and competency-based process led by an Eminent Expert Committee (EEC) constituted by the BoG (Policy Point 19.4).

Current Status and Strategies for Implementation:

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
19.5	Formulating Institutional Development Plan (IDP) on basis of	1. Format for IDP is formulated and circulated among all Faculties.	June 2022- June 2023
		2. A comprehensive IDP for 2021-2025 is in process.	Jan 2023

	which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding	<ol style="list-style-type: none"> 3. The teaching faculty with continued years of experience at SGTU are promoted to the posts academic administration as Head of Departments or in leadership positions like Deans, Directors, Pro-Vice Chancellors, Vice-Chancellor, etc. 4. Academic Association: is in place to groom young faculty members as future leaders. In house faculty members are identified and promoted to leadership positions or associated with leaderships for on-the-job training (academic and administrative association). 	Implemented
19.2	Establishment of Board of Governors	1. BoG already exists.	Implemented
19.4	Selection Process of BoG	1. Rules and regulations for selection of BoG already in place.	Implemented

15. Principle 12: National and International Collaborations

Policy Targets:

❖ Though internationalisation of higher education can happen through four modes of General Agreement on Trade and Services (GATS). NEP 2020 envisions internationalisation at home through promoting inward mobility of international students. It envisages significantly increasing the number of international students in India. For this purpose, Universities shall provide:

1. Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, etc.;
2. Internationally relevant curricula in the sciences, social sciences, and beyond;
3. Meaningful opportunities for social engagement;

4. Quality residential facilities and on-campus support, etc.

- ❖ Universities shall set-up an International Students Office on campus to coordinate all matters relating to welcoming and supporting students arriving from abroad.
- ❖ Universities shall also extensively exploit the other modes of internationalisation such as research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions.

Current Status and Strategies for Implementation:

NEP Policy Point	Policy Targets	Implementation Strategies/ Action Taken	Timeline
12.7 and 12.8	Promoting Internationalisation and National collaborations	1. Restructuring of the roles and responsibilities of the international office at the university.	Partially Implemented
		2. Formulation of Policy on International Students catering to the following areas: (i) Providing courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, etc. (ii) Internationality of curricula in the all faculties. This will work through Forum for Interdisciplinary Dialogue. (iii) Meaningful opportunities for social engagement; (iv) Quality residential facilities and on-campus support; (v) Promoting research/teaching collaborations; and (vi) Promoting faculty/student exchanges.	June 2023
		3. Formulation of Policy on National Collaboration of the areas mentioned above.	July 2023