Vice-Chancellors,
All State Funded Universities,
Rajasthan.

Subject:- Check-list of NEP actionable points and important steps to be taken by SFUs.

Sir/Madam,

As you are aware that Hon'ble Chancellor Sir, during last 'Kulpati Samwad' (21-23 October 2020) directed Governor's Secretariat to prepare a check-list for the Vice-Chancellors of SFUs for meticulous and phased execution of NEP-2020 in a time bound manner.

In compliance to the same, a check-list of NEP actionable points and important steps to be taken by SFUs has been prepared, which is expected to be followed by SFUs. Each SFU is required to submit steps being taken on suggested actionable points along with a timeline (NEP's points required to be referred has been provided in parentheses).

Therefore, based on documents being appended with this letter Vice-Chancellors are requested to prepare a **Vision Document** along with the measures proposed to be taken by each University for **Resource Generation** during next 5 Years. This would be one of the agenda points for 'Kulpati Samwad' proposed to be convened in near future.

Enclosure:

1. Check-list of NEP actionable points.
2. Important steps to be taken by SFUs.

(Subir Kumar)

CHECK-LIST OF NEP ACTIONABLE POINTS

The implementation of this Policy, led by SFUs (along with others),will require **multiple initiatives and actions following timelines and a plan for review**, in order to ensure that the policy is implemented in its spirit and intent. Implementation will be guided by the following principles (as per point 27 of the NEP):

1. **First, implementation of the spirit and intent of the Policy.**
2. **Second, to implement the policy initiatives in a phased manner.**
3. **Third, prioritization ensuring optimal sequencing of policy points.**
4. **Fourth, comprehensiveness in implementation.**
5. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States.
6. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels.
7. Finally, careful analysis and review of the linkages between multiple parallel implementation steps.

With timely sensitization led by Hon'ble Governor and Chancellor and the Task Force on Hr. Education constituted by him, SFUs of Rajasthan have now reached to the fourth principle, as narrated by each SFU during the last 'KulpatiSamwad' held on Oct. 21-23, 2020.Hon'ble Governor and Chancellor in his closing remarks of this meeting asserted the following:

- राज्यपाल सचिवालय द्वारा राष्ट्रीय शिक्षा नीति के अनुसरण में किये जाने वाले कार्यों की Check list प्रत्येक राज्य वित्त पोषित विश्वविद्यालय के कुलपतियों को प्रेषित की जाये जिससे नीति का क्रियान्वयन वरीयता अनुसार चरणबद्ध तरीके से एक निश्चित समयावधि में पूर्ण हो सके।

Accordingly, a Check-list has been developed by the Governor's Secretariat. Each SFU is required to submit steps taken on each actionable point along with timeline, wherever, required. NEPs points to be required to refer have been provided in parentheses.

I. Policy points be taken-up immediately by SFUs and should put an institutionalised system of continuously review. SFUs need to firm-up Strategic Plan to achieve it. Time line may be provided.

a. Points applicable to all types of SFUs

S. No.		Actionable Point	Comment(s)
1.		INTEGRATION OF VOCATIONAL EDUCATION BY INTRODUCING SKILLS AND VALUES	
	1)	**Introduction of skills and values**	SFUs should keep introducing new courses in every session / semester. (Ref. 9.1.2.; 16.5., 6., 7.)
	2)	This policy requires **integration of vocational education** programmes into mainstream education. By 2025, at least 50% of students shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. • SFUs will offer vocational education either on their own or in partnership with industry and NGOs. • The B. Voc. degrees introduced in 2013 will continue to exist. • vocational courses will also be available to students enrolled in all Bachelor's degree programmes. • SFUsshould also conduct short-term certificate courses in various skills including soft skills. • Offering vocational courses through ODL mode should be explored.[Ref. 9.3. (i); 10.10; 12.5.; 24.4. (i)]	SFUs having vocational education component and also those who plan to start vocational education programs, may plan according to these points. (Ref. 9.1.2.; 16.5., 6., 7.)
	3)	**Integration of Vocational education in regular system-** Vocational education will be integrated in a phased manner over the next decade • Individual institutions that are early adopters must innovate to	SFUs may develop a clear Action Plan with targets and Timelines, according to these points. (Ref. 9.1.2.; 16.5., 6., 7.)

		find models and practices that work and then share these with other institutions. • Different models of vocational education, and apprenticeships, will also be experimented by SFUs. • Incubation centres will be set up in higher education institutions in partnership with industries	
2.		**PROMOTION OF INDIAN LANGUAGES, ARTS AND CULTURE**	
	1)	**Promotion of Indian Languages, arts and culture-** An excellent team of teachers and faculty will have to be developed for actions to be taken regarding - o Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4- year B.Ed. dual degrees will be developed in these subjects. o Outstanding local artists and crafts persons will be hired as guest faculty to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study. o Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country.	SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
	2)	**Use of Mother tongue/local language-** More programmes in higher education will 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. Four-year B.Ed. dual degree programmes offered bilingually will also help, e.g. in training cadres of science and mathematics teachers to teach science bilingually at schools across the country.	SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]

	3)	**Instructions in local/Indian languages**	Hindi medium can be introduced, wherever, possible. [Ref. 9.3. (a)] [Also Ref. 9.3. (i); 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (a), (b), (c), (d), (e), (g); 22.9.; 22.10.; 22.13.; 22.16.]
	4)	Develop more degree courses taught in **Indian languages and bilingually**	Initiatives so far taken need to be strengthened.SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
3.		**ODL AND ONLINE EDUCATION**	
	1)	**ODL and online education**to provide increase access to quality higher education.	Faculties prohibited for ODL mode by their respective councils can go for extension type of trainings in online mode. [Ref. 9.3. (i); 10.10; 12.5.; 24.4. (i)]
	2)	**Online education**	Initiatives so far taken need to be strengthened. These initiatives shall be required to be continued in regular education in blended mode. *[Comments: In 2018, the UGC had notified that the HEIs can offer the degree, diploma and certificate programmes in online mode. The same should only be under those disciplines in which the institute already offers programmes in ODL or regular (traditional classroom learning) mode.]* [Ref. 9.3. (i); 10.10; 12.5.; 24.4. (i)]
	3)	**Open Distance Learning (ODL)**	Initiatives so far taken need to be strengthened.However, faculties prohibited for ODL mode by their respective councils can go for extension type of trainings in online mode. *(Comments: The Distance Education Bureau (DEB), under the UGC, is the regulatory body of distance learning, set up*

			in 2013 after the DEC was dissolved. Under DEB, all the HEIs need to undergo a recognition process, after qualifying which they will be considered approved and recognised to offer distance learning programmes. At present nearly 25% students of higher education in the country are enrolled in the ODL system. Programmes Prohibited in ODL mode- Programmes in Engineering, Medicine, Dental, Pharmacy, Nursing, Architecture, Physiotherapy, Agriculture, Hotel management, Culinary managements and programmes not permitted to be offered in distance mode by any Statutory Councils or Regulatory Authorities are prohibited in ODL mode to be conducted by the HEIs.) [Ref. 9.3. (i); 10.10; 12.5.; 24.4. (i)]
	4)	Running**Open Distance Learning (ODL), online programmes in blended mode**	Faculties prohibited for ODL mode by their respective councils can go for extension type of trainings in online mode. Initiatives so far taken need to be strengthened. [Ref. 9.3. (i); 10.10; 12.5.; 24.4. (i)]
4.	**RESOURCE GENERATION**		
	1)	**Increase resource efficiency**	As has been emphasized by Hon'ble Governor and Chancellor, time and again, a Resource Generation Strategic Plan need to be projected up to 2050 by each SFU. (Ref. 10.1.)
5.	**INCREASING THE GER**		
	1)	Increase the GER in higher education including vocational education from 26.3% (2018) to 50% by 2035.	SFUs need to initiate measures to increase enrolment. (Ref. 10.8.)
6.	**PROVIDING MULTIDISCIPLINARY EDUCATION**		
	1)	**Multidisciplinary Indian education and environment-**	Initiatives so far taken need to be strengthened. SFUs may

		Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. 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 needed to be established and strengthened. Include credit-based courses and projects in the areas of **community engagement and service, environmental education, value-based education and internship.**	strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum. • **Environment education** will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. • **Value-based education** will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programmes will be considered an integral part of a holistic education. • Students will be provided with 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 SFUs/research institutions to improve their employability. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
	2)	**Inclusion of artistic, creative, and analytic subjects** as well as sports, cross-disciplinary research etc. to break down harmful silos for better transformation into multidisciplinary knowledge hubs.	Initiatives so far taken need to be strengthened.SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in

			curriculum. [Ref. 10.1.; 11.6.; 11.7.; 11.8.; 12.1.; 12.2.; 14.4.2. (e)]
	3)	**Other crucial responsibilities-** SFUs have crucial responsibilities, which they will discharge through appropriate resourcing, incentives, and structures. These include - • supporting other SFUs in their development, • community engagement and service, • contribution to various fields of practice, • faculty development for the higher education system, and support to school education.	All SFUs may require brain-storming, within, regarding operationalisation of all these points. (Ref. 10.6.)
7.		**IMPROVE LEARNING**	
	1)	**Effective learning through** • Appropriate curriculum, updated regularly • Engaging pedagogy, • Continuous formative assessment, and • Adequate student support. • Promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding. • Providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas.	SFUs should focus on improving upon these points with existing resources. [Ref. 9.3. (i); 10.1.; 11.6.; 11.7.; 11.8.; 12.1.; 12.2.; 12.4.; 12.10.; 14.4.2. (a), (b), (c), (e), (j)]
	2)	Make **curriculum more inclusive**	SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
	3)	**Faculty freedom-** Faculty will be given the freedom to design their own curricular and	Appropriate mechanism, faulty and subject-wise, already existing in the form of board of Studies and Committee of

		pedagogical approaches	Courses (at Departmental level) needs to be given appropriate weightage and freedom. (Ref. 12.2.; 13.4.)
	4)	**Autonomy to innovate on matters of curriculum-** Faculty will have the autonomy to innovate on matters of curriculum, pedagogy across the ODL, online, and traditional 'in-class' modes. - All assessment systems shall also be decided by the HEI, including those that lead to final certification. - The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. - SFUs shall move to a Criterion-Based Grading System (CBGS) that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. - SFUs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation.	Autonomy has been provided to SFUs, therefore, we need to start working over and implementing all these points. Relevant addition / alterations in the Statutes, ordinances, regulations or rules duly passed by appropriate authority. [Ref. 9.3.(c); 12.2.]
8.		**SETTING UP OF NEW CENTERS**	
	1)	**Setting up of -** - 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. - Research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas.	Initiatives so far taken need to be strengthened.SFUs should start, if not already started setting up of these centres, linkages, research etc. (Ref. 11.12.)
9.		**STUDENT SUPPORT**	
	1)	**Student Activity** and Participation through Vibrant campus life	Most of the activities can be initiated by SFUs with existing

		• Sports, • Culture/arts clubs, • Eco-clubs, • Activity clubs, • Community service projects, etc. • Counselling systems for handling stress and emotional adjustments. • Support to students from rural backgrounds • Increasing hostel facilities • Medical facilities for all students in their institutions.	resources to attain Vibrant campus life. To the extent possible, SFUs may initiate from their own resources. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
	2)	**Financial support for students** • Financial assistance to students • incentivization the merit of students belonging to SC, ST, OBC, and other SEDGs. • Private colleges (HEIs) will be encouraged to offer larger numbers of free ships and scholarships to their students.	To the extent possible, SFUs should declare some from their own resources. [Ref. 9.3. (i); 12.4.; 12.10.; 14.4.2. (a), (b), (c)]
	3)	**Increased access, equity, and inclusion** through institution of more and more scholarships	To the extent possible, SFUs and its colleges may declare some from their own resources. [Ref. 9.3. (i); 12.4.; 12.10.; 14.4.2. (a), (b), (c)][Also Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (a), (b), (c), (d), (e), (g); 22.9.; 22.10.; 22.13.; 22.16.]
	4)	All infrastructure and learning materials **accessible to learners with disabilities.**	Initiatives so far taken need to be strengthened. (Ref. 9.3.)
	5)	**Topic-centred clubs and activities-** Mechanisms and opportunities for funding of topic-centred clubs and activities organized by students dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc.	Initiatives so far taken need to be strengthened. (Ref. 12.3.; 12.9.)
	6)	**Mentors and Guides-**	Initiatives so far taken need to be strengthened. (Ref.

		Faculty will act not just as teachers, but also as mentors and guides.	12.3.)
	7)	**Students' Support Centres-** Universities and colleges to set up high-quality support centres and required to be given adequate funds and academic resources. • Professional academic and career counselling • Counsellors to ensure physical, psychological and emotional well-being.	Initiatives so far taken need to be strengthened. [Ref. 14.4.2. (j); [Ref. 9.3. (i); 10.1.; 11.6.; 11.7.; 11.8.; 12.1.; 12.2.; 12.4.; 12.10.; 14.4.2. (a), (b), (c), (e), (j)]
	8)	**Equitable access-** Equitable access to all students, with a special emphasis on SEDGs.	Visible and viable mechanism of transparent identification of SEDGs and providing them equitable access needs to be drawn up. [Ref. 9.3. (i); 14.1.; 14.4.2.]
	9)	**Inclusive Admissions-** Make **admissions processes more inclusive**	Automation of admission and whole student life-cycle, as envisaged in the ERP based University Management System (UMS) shall lead to attain maximum inclusiveness at all levels. [Ref. 14.4.2. (d); 23.5.; 24.1., 2., 3., 4.]
	10)	**Increase employability potential** of higher education programmes	To be taken-up immediately and should put an institutionalised system of continuously review. [Ref. 14.4.2. (f)]
	11)	• Ensure all buildings and facilities are wheelchair-accessible and **disabled-friendly** • Develop **bridge courses** for students that come from disadvantaged educational backgrounds • Provide socio-emotional and academic support and mentoring for all such students through suitable **counselling and mentoring programmes** • Ensure sensitization of faculty, counsellor, and students on **gender-identity issue** and its inclusion in all aspects of the HEI, including curricula • Strictly enforce all **no-discrimination and anti-harassment rules**	To be taken-up immediately and should put an institutionalised system of continuously review. [Ref. 9.3. (i); 10.1.; 11.6.; 11.7.; 11.8.; 12.1.; 12.2.; 12.4.; 12.10.; 14.4.2. (a), (b), (c), (e), (h); (i); (j); (k); (l)]

	12)	**Reorientation of Ph. D. Programs-** **Ph. D. students** will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means.	SFUs may initiate this step, even now. An Institutionalised mechanism should be put in place. (Ref. 15.9.)
10.	**COLLABORATION WITH INDUSTRY**		
	1)	**Collaboration with industry-** it will also require closer collaborations between industry and higher education institutions to drive innovation and research in these fields to be offered within multidisciplinary education institutions and programmes.	Many SFUs have already established linkages with industries through structured MOUs, however, there is a need to have more such collaborations in order to have a visible impact on the students' outcome. (Ref. 20.6.)
11.	**INTRODUCTION OF HIGH QUALITY PROGRAMMES AND NEW TECHNOLOGIES**		
	1)	**Introduction of High-quality programmes-** 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 system will also be created. Creating such programmes and degrees in higher education, across the arts, languages, and humanities, will also come with expanded high-quality opportunities for employment that can make effective use of these qualifications.	Certain SFUs may introduce such programs, particularly, taking help of expert organisations by undergoing MOUs with relevant expert organisations, like Rajasthan Archives, ASI, National Museum of India etc. SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]

	2)	**Exposure in cutting-edge-**
		Preparing professionals in cutting-edge areas that are fast gaining prominence, such as
		    o Artificial Intelligence (AI),
		    o 3-D machining,
		    o big data analysis, and machine learning,
		    o genomic studies,
			Almost every SFU has got an opportunity to introduce programs on such cutting-edge areas. SFUs may thrive to introduce more and more such areas.
			(Ref. 20.6.)

		○ biotechnology, ○ nanotechnology, ○ neuroscience, ○ applications to health, environment, and sustainable living.	
	3)	**Introduction of new technologies-** New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will require extensive research both on the technological as well as educational fronts.	All SFUs need to chalk out strategic plan to integrate technologies. (Ref. 23.2.)
	4)	**Use of emerging disruptive technologies-** Disruptive technology - Artificial Intelligence (AI) 3D/7D Virtual Reality - has emerged. SFUs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education.	SFUs may strengthen those departments / facilities where use of certain disruptive technologies is already existing and start offering them to incorporate flexibility in curriculum. - Offer Ph.D. and Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields "AI + X' and professional areas like health care, agriculture, and law. - Blend these online courses with traditional teaching - Targeted training for supporting the AI value chain such as data annotation, image classification, and speech transcription. - Other disruptive technologies relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives. (Ref. 23.7-13)

	5)	**Keep getting on-going research funding-** Institutions that currently fund research at some level, such as the DST, DAE, DBT, ICAR, ICMR, ICHR, and UGC, as well as various private and philanthropic organizations, will continue to independently fund research according to their priorities and needs.	SFUs should continue submitting proposals to these agencies. (Ref. 17.10.)
12.		**USE OF ICT FOR IMPROVING EDUCATION AND GOVERNANCE**	
	1)	**Use of Technologies for improved outcome-** The thrust of technological interventions will be for the purposes of - improving teaching- learning and evaluation processes, - supporting teacher preparation and professional development, - enhancing educational access, - streamlining educational planning, management, and administration - processes related to admissions, attendance, assessments, etc.	All SFUs need to chalk out strategic plan to integrate technologies. This can be addressed through adoption of a robust ERP based Integrated University Management System (UMS), On Screen Evaluation System (OSES), Learning Management System (LMS) etc. SFUs should make all-out effort to have such ERP based modules in place to address all thrust points of technological interventions. [Ref. 14.4.2. (d); 23.5.; 24.1., 2., 3., 4.]
	2)	**Use of digital platforms and ICT-based initiatives-** The existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all. It is important that the use of technology for online and digital education adequately addresses concerns of equity. Teachers require suitable training and development to be effective online educators.	For leveraging digital technologies, this Policy recommends the following key initiatives: (a) Online education (b) Digital infrastructure (c) Online teaching platform and tools (d) Content creation, digital repository, and dissemination (e) Addressing the digital divide (f) Virtual Labs (g) Training and incentives for teachers (h) Online assessment and examinations (i) Blended models of learning [Ref. 9.3.; 10.10.; 24.4. (i)] This can be addressed through adoption of a robust UMS. SFUs should make all-out effort to have it in place, along with Learning Management System, On-screen evaluation system etc.

			[Ref. 14.4.2. (d); 23.5.; 24.1., 2., 3., 4.]
	3)	**Effective Governance-** While being provided with adequate funding, legislative enablement, and autonomy in a phased manner, all SFUs, in turn, will display commitment to institutional excellence, engagement with their local communities, and the highest standards of financial probity and accountability.	SFUs need to prepare for displaying commitment to institutional excellence, engagement with their local communities, and the highest standards of financial probity and accountability by initiating implementation of the ERP based University Management System (UMS). (Ref. 19.5.)

b. Points applicable to only specific Professional SFUs

S. No.	Actionable Point	Comment(s)
1.	**Integration of humanities and arts with STEM in Single-stream SFUs-** Single-stream SFUs will move towards multidisciplinary institutions by adding departments that would strengthen the single stream. Integrated Undergraduate education have consistently showed positive learning outcomes, including • increased creativity and innovation, • critical thinking and higher-order thinking capacities, • problem-solving abilities, • teamwork, • communication skills, • more in- depth learning and mastery of curricula across fields, increases in social and moral awareness, etc.	Single-stream SFUs need to initiate the transformation.Integration to develop all capacities may be initiated by SFUs, which may be clearly specified and documented. As propagated by Hon'ble Governor and Chancellor, SFUs need to firm-up **strategic plan**to achieve **STEAM-C**, which is more suitable than STEM.A **holistic and multidisciplinary education** would aim to develop all capacities of human beings-intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. [Ref. 10.1.; 10.11.; 11.2.; 11.3.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
2.	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.	Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to

		become multidisciplinary institutions offering holistic and multidisciplinary education. • All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030. • Professional SFUs may instantaneously adopt it. (Ref. 20.1.-2.)
3.	**Agricultural education** with allied disciplines will be revived. • The preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply. • The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc. • Institutions offering agricultural education must benefit the local community directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies.	All these can be instantly adopted by SAUs. (Ref. 20.3.)
4.	**Legal education** needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. • At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. • State institutions offering law education must consider offering bilingual education for future lawyers and judges - in English and in	Law and police universities amongst SFUs may incorporate these points into their curricula and courses. (Ref. 20.4.)

	the language of the State in which the institution is situated.	
5.	**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. • Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals. • Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. • There shall also be a much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education.	Health care SFUs like RUHS and Ayurved University may initiate the preparatory steps. (Ref. 20.5.)
6.	**Technical education** includes degree and diploma programmes in, engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology etc., which are critical to India's overall development.	Many such steps are in the process of adoption by Technical universities, which need to be strengthened. (Ref. 20.6.)
7.	**Engineering institutions**will move towards multidisciplinary education with more arts and humanities.	Technical and other universities offering engineering related courses should start incorporating suitable multidisciplinary courses of arts and humanities. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]

c. Points applicable to SFUs involved in Adult Education

S.	Actionable Point	Comment(s)

No.		
1.	Adult Education Centres (AECs) could also be included within other public institutions such as SFUs, vocational training centres, etc.	SFUs may rent out its facilities for AECs and VTCs. (Ref. 21.6.)
2.	Qualified community members including from SFUs as part of each HEI's mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors, and will be recognized for their critical service to the nation.	SFUs should encourage its faculty to be Adult Literacy Instructor and Tutor. (Ref. 21.7.)

d. Points applicable to Sanskrit University and Colleges

S. No.	Actionable Point	Comment(s)
1.	Sanskrit Pathshalas and Universities, Sanskrit will be mainstreamed with strong offerings in school as well as in higher education. • It will be connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc. • Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning. • Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit.	Sanskrit Univ. of Rajasthan needs transformation according to the policy. (Ref. 22.15.)
2.	Sanskrit and all Indian language institutes and departments will be significantly strengthened. Classical language institutes will aim to be merged with universities, while maintaining their autonomy.	SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]

3.	Universities dedicated to languages will become multidisciplinary.	Sanskrit Univ. of Rajasthan needs transformation according to the policy. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]

e. Points related to SFUs having Affiliated Colleges

S. No.	Actionable Point	Comment(s)
1.	Every college would develop into either an Autonomous degree-granting College, or a constituent college of a university	SFUs need to **sensitize affiliated colleges** for this. (Ref. 10.4.)
2.	Gradually phasing out the system of **'affiliated colleges'** over a period of fifteen years • Existing affiliating university will be responsible for mentoring its affiliated colleges. • All colleges currently affiliated to a university shall attain the required benchmarks to secure the prescribed accreditation benchmarks to be autonomous degree-granting colleges.	SFUs need to **sensitize affiliated colleges** for this. SFUs need to **initiate mentoring** the affiliated colleges to attain required benchmarks so that they become eligible for governmental support. (Ref. 10.12.)
3.	SFUs will 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, smart classrooms and campuses.	It is envisaged that SFUs have already mustered these facilities in their constituent colleges. However, existence and strengthening of these facilities in their affiliated colleges needs status appraisal. SFUs need to draw **Action Plan for review** in affiliated colleges and ensure mustering these facilities with them. (Ref. 13.2.)

II. <u>Each SFU should initiate Strategic Planning and proposals to be submitted to AD for approval of additional funding.</u>

S. No.	Actionable Point	Comment(s)
1.	**Moving to large multidisciplinary universities** It is the highest recommendation of this policy. • First step shall be moving towards a more multidisciplinary undergraduate education, as far as possible on their own. • All SFUs will plan to become fully multidisciplinary by 2030.	SFUs need to firm-up **strategic plan** to achieve partly on their own and for additional financial requirements, Strategic Plan shall be required to be submitted through their **ADs**. (Ref. 9.3.; 10.2.; 10.7.)
2.	Moving towards faculty and institutional **autonomy**	Relevant addition / alterations in the **Statutes**, ordinances, regulations or rules duly passed by appropriate authority. [Ref. 9.3. (c)]
3.	**'Internationalization at home'** - Courses and programmes in subjects, such as - • Indology, • Indian languages, • AYUSH systems of medicine, • Yoga, • Arts, • Music, • History, • Culture, • Modern India,	Internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attract international students. Many of these courses and programmes can be initiated by many SFUs with existing resources. For complete 'Internationalization at home', SFUs need to submit proposals for additional financial support from the State. [Ref. 9.3. (i); 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (a), (b), (c), (d), (e), (g); 22.9.; 22.10.; 22.13.; 22.16.]
4.	• **Mitigate opportunity costs** and fees for pursuing higher education • Provide **more financial assistance and scholarships** to socio-economically disadvantaged students • **Conduct outreach** on higher education opportunities and scholarships	To the extent possible, SFUs may declare from their own resources. For further financial support, proposals may be submitted to State. [Ref. 9.3. (i); 12.4.; 12.10.; 14.4.2. (a), (b), (c)]

III. Points related to preparation of IDP

S.	Actionable Point	Comment(s)

No.		
1.	Each HEI (SFU and its colleges will prepare Institutional Development Plan (IDP).	SFUs need to initiate conceptualisation of IDP through joint participation of Board members, institutional leaders, faculty, students, staffand stakeholders. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]
2.	Each SFU and its colleges will make a **strategic IDP** 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.**	The **IDP** shall be prepared with the joint participation of Board members, institutional leaders, faculty, students, and staff.Since future funding shall be dependent upon IDP, SFUs should initiate the process of its preparation. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]
3.	Incentivisation for early birds- SFUs delivering education of the highest quality as laid down in this Policy **will be incentivized** in expanding their capacity.	SFUs need to improve quality by initiating implementation of NEP, to be able to qualify for receiving incentives provided by GoI. (Ref. 10.9.)
4.	Develop Institutional Development Plans (IDP) that contain specific plans for action on **increasing participation from SEDGs**, including but not limited to the above items.	Needs to be incorporated in **IDP**. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]
5.	**Excellence to be incentivized** through appropriate rewards.	Needs to be incorporated in **IDP**. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]
6.	**Fast-track promotion system** be developed and enunciated in **IDP**.	Needs to be incorporated in **IDP**. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]
7.	In-service continuous professional development- In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives.	Many SFUs have already such provisions, which may be more broad-based now. An Institutionalised mechanism should be put in place in IDP. (Ref. 15.10.)
8.	**Leadership positions shall not remain vacant**	Needs to be incorporated in **IDP**. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]

National Education Policy 2020

Important steps to be taken by the SFUs

NEP reference		Policy envisages	Step to be taken by SFUs
Para	Sub-para		
9		**Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System**	
	9.1.2.	Introduction of identified set of **skills and values** at each stage of learning	To be **taken-up immediately** and should put an institutionalised system of continuously review and introduce new courses in every session / semester. SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. (Ref. 9.1.2.; 16.5., 6., 7.)
	9.3.	The policy's vision includes the following **key changes** to the current system:	
		(a) At least one multidisciplinary HEI in or near every district that offer medium of instruction or programmes in **local/Indian languages**; (Ref. 9.3.)	**Hindi medium** can be introduced, wherever, possible. Action Plan may be drawn by each SFU.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 9.3. (i); 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (a), (b), (c), (d), (e), (g); 22.9.; 22.10.; 22.13.; 22.16.]
		(b) moving towards a **more multidisciplinary undergraduate education**; (Ref. 9.3.)	Each SFU should initiate **Strategic Planning** and proposals to be **submitted to AD** for approval of

	additional funding.
(c) moving towards faculty and institutional **autonomy**;(Ref. 9.3.)	Relevant addition / alterations in the **Statutes,** ordinances, regulations or rules duly passed by appropriate authority
(i) **increased access, equity, and inclusion** through	[Ref. 9.3. (i); 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (a), (b), (c), (d), (e), (g); 22.9.; 22.10.; 22.13.; 22.16.]
• **Scholarships**;	To be **taken-up immediately** and should put an institutionalised system of continuously review and to the extent possible, HEIs may declare from their own resources.SFUs need to firm-up **strategic plan** to achieve it and submitted to ADs for support from State. **Time line**may be provided. [Ref. 9.3. (i); 12.4.; 12.10.; 14.4.2. (a), (b), (c)]
• **Online education** [Comments: In 2018, the UGC had notified that the HEIs can offer the degree, diploma and certificate programmes in online mode. The same should only be under those disciplines in which the institute already offers programmes in ODL or regular (traditional classroom learning) mode.]	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided.
• **Open Distance Learning (ODL)** (Comments: The Distance Education Bureau (DEB), under the University Grants Commission (UGC), is the regulatory body of distance learning in India. It was set up in 2013 after the Distance Education Council (DEC) was dissolved and UGC was entrusted with all the regulatory functions. Under DEB, all the HEIs need to undergo a recognition process, after qualifying which they will be considered approved and recognised to offer distance learning programmes. At present nearly 25% students of higher education in the country are	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.However, faculties prohibited for ODL mode by their respective councils can go for extension type of trainings in online mode. SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided.

		enrolled in the ODL system. Programmes Prohibited in ODL mode-Programmes in Engineering, Medicine, Dental, Pharmacy, Nursing, Architecture, Physiotherapy, Agriculture, Hotel management, Culinary managements and programmes not permitted to be offered in distance mode by any Statutory Councils or Regulatory Authorities are prohibited in ODL mode to be conducted by the HEIs.)	
		• All infrastructure and learning materials accessible and available to learners with **disabilities.**	To be **taken-up immediately** and should put an institutionalised system of continuously review and improve. SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided.
10	**Institutional Restructuring and Consolidation**		
	10.1.	Transforming into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, will	
		• aim to have **3,000** or more students.	SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided.

		• break down harmful silos by **including in curriculum**
		  o artistic, creative, and analytic subjects as well as
		  o sports,
		  o cross-disciplinary research, and
			To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum.SFUs need to firm-up **strategic plan** to achieve it. **Time line**may be provided.
			[Ref. 10.1.; 11.6.; 11.7.; 11.8.; 12.1.; 12.2.; 14.4.2. (e)]

		o **increase resource efficiency.**	Resource Generation **Strategic Plan** need to be projected. **Time line** may be provided.

	10.2.	**Moving to large multidisciplinary** universities is the highest recommendation of this policy	SFUs need to firm-up **strategic plan** to achieve it to be submitted through their **ADs**. **Time line** may be provided.
	10.4.	Every college would develop into either an Autonomous degree-granting College, or a constituent college of a university	SFUs need to **sensitize affiliated colleges**for this. **Action Plan** need to be drawn by each SFU.
	10.6.	In addition to teaching and research, HEIs will have other crucial responsibilities, which they will discharge through appropriate resourcing, incentives, and structures. These include • supporting other HEIs in their development, • community engagement and service, • contribution to various fields of practice, • faculty development for the higher education system, and • support to school education.	All SFUs may require brain-storming, within, regarding operationalisation of all these points. **Time line** may be provided.
	10.7.	All HEIs will firstly plan to become multidisciplinary by 2030, and then increase student strength	SFUs need to firm-up **strategic plan** to achieve it to be submitted through their **ADs**.
	10.8.	Increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.	SFUs need to firm-up **strategic plan** to increase enrolment. **Time line** may be provided.
	10.9.	HEIs delivering education of the highest quality as laid down in this Policy **will be incentivized** in expanding their capacity.	SFUs need to improve quality by initiating implementation of NEP, to be able to qualify for receiving incentives provided by GoI.
	10.10.	Institutions will have the option to run **Open Distance Learning (ODL) and online programmes and blended mode** will be preferred.	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.However, faculties prohibited for ODL mode by their respective councils can go for extension type of trainings in online mode. Initiatives so far taken need to be strengthened. SFUs need to firm-up **strategic plan** to achieve it.

			Time line may be provided.
	10.11.	**Single-stream HEIs** will be phased out over time, and will move towards multidisciplinary institutions	Single-stream SFUs need to firm-up **strategic plan** to achieve it. **Time line**may be provided.
		• Single-stream HEIs will, in particular, add departments across different fields that would strengthen the single stream that they currently serve.	
	10.12.	Gradually phasing out the system of **'affiliated colleges'** over a period of fifteen years	SFUs need to **sensitize affiliated colleges** for this.
		• Existing affiliating university will be responsible for mentoring its affiliated colleges	SFUs to **initiate mentoring** the affiliated colleges to attain required benchmarks so that they become eligible for governmental support.
		• All colleges currently affiliated to a university shall attain the required benchmarks to secure the prescribed accreditation benchmarks to be autonomous degree-granting colleges.	
		• This will be achieved through a concerted national effort including suitable mentoring and governmental support for the same.	
11		**Towards a More Holistic and Multidisciplinary Education**	
	11.2.	Undergraduate education that **integrate thehumanities and arts** with Science, Technology, Engineering and Mathematics **(STEM)** have consistently showed positive learning outcomes, including • increased creativity and innovation, • critical thinking and higher-order thinking capacities, • problem-solving abilities, • teamwork, • communication skills, • more in- depth learning and mastery of curricula across fields, • increases in social and moral awareness, etc	SFUs need to firm-up **strategic plan** to achieve **STEAM-C**, which is more suitable than STEM. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
	11.3.	**A holistic and multidisciplinary education** would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical,	Integration to develop all capacities may be initiated by SFUs, which may be clearly specified and

		emotional, and moral in an integrated manner.	documented. SFUs need to firm-up **strategic plan** to achieve it.
	11.4.	Even **engineering institutions**, such as IITs, will move towards multidisciplinary education with more arts and humanities.	Technical and other universities offering engineering related courses should start incorporating suitable multidisciplinary courses of arts and humanities. Such SFUs need to firm-up **strategic plan** to achieve it. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
	11.6.	**Flexibility in curriculum** and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects.	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
	11.7.	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 needed for a multidisciplinary, **stimulating Indian education and environment** will be established and strengthened at all HEIs.	
	11.8.	HEIs shall include credit-based courses and projects in the areas of **community engagement and service, environmental education, and value-based education.**	
		• **Environment education** will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.	
		• **Value-based education** will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love	

		(*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programmes will be considered an integral part of a holistic education.	
		• students at all HEIs will be provided with 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 to improve their employability.	
	11.12.	**Setting up of -**	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.SFUs should start, if not already started setting up of these centres, linkages, research etc.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided.
		• 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.	
		• Research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas.	
12	**Optimal Learning Environments and Support for Students**		
	12.1.	**Effective learning** through	To be **taken-up immediately** and should put an institutionalised system of continuously review and focus on improving upon these points with existing resources. SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 14.4.2. (j); [Ref. 9.3. (i); 10.1.; 11.6.; 11.7.; 11.8.; 12.1.; 12.2.; 12.4.; 12.10.; 14.4.2. (a), (b), (c), (e), (j)]
		• Appropriate curriculum, **updated regularly**	
		• Engaging **pedagogy**,	
		• Continuous **formative assessment**, and	
		• Adequate **student support.**	
		• **Promote student wellness** such as fitness, good health, psycho-social well-being, and sound ethical grounding.	
		• **Providing suitable resources and infrastructure**, such as	

		quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas.	
		Initiatives required to improve learning environments are-	
12.2.		**First-Faculty will have the autonomy** to innovate on matters of curriculum, pedagogy across the ODL, online, and traditional 'in-class' modes.	Autonomy has been provided to HEIs, therefore, we need to start working over and implementing all these points.Relevant addition / alterations in the **Statutes,** ordinances, regulations or rules duly passed by appropriate authority. [Ref. 9.3.(c)]
		• All **assessment systems** shall also be decided by the HEI, including those that lead to final certification.	
		• The **Choice Based Credit System** (CBCS) will be revised for instilling innovation and flexibility.	
		• HEIs shall move to a **Criterion-Based Grading System** (CBGS) that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable.	
		• HEIs shall also move away from high-stakes examinations towards more **continuous and comprehensive evaluation**.	
12.3.		**Second-** Each institution will prepare Institutional Development Plan **(IDP).**	SFUs need to initiate conceptualisation of IDP through participatory process involving faculty, students and stakeholders. SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]
		• Mechanisms and opportunities for funding of **topic-centred clubs and activities** organized by students dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc.	To be **taken-up immediately** and should put an institutionalised system of continuously review. Initiatives so far taken need to be strengthened. SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. (Ref. 12.3.; 12.9.)
		• Faculty will act not just as teachers, but also as **mentors and**	To be **taken-up immediately** and should put an

		guides.	institutionalised system of continuously review. Initiatives so far taken need to be strengthened. SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided.
	12.4.	**Third-** Universities and colleges to set up high-quality **support centres** and required to be given adequate funds and academic resources.	To be **taken-up immediately** and should put an institutionalised system of continuously review. Initiatives so far taken need to be strengthened. SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 14.4.2. (j); [Ref. 9.3. (i); 10.1.; 11.6.; 11.7.; 11.8.; 12.1.; 12.2.; 12.4.; 12.10.; 14.4.2. (a), (b), (c), (e), (j)]
		• professional academic and **career counselling**	
		• **counsellors** to ensure physical, psychological and emotional well-being.	
	12.5.	**Fourth- ODL and online education** provide increase access to quality higher education	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.However, faculties prohibited for ODL mode by their respective councils can go for extension type of trainings in online mode. Initiatives so far taken need to be strengthened. SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 9.3. (i); 10.10; 12.5.]
	12.6.	**Finally-** All above steps will aim to achieve **global standards**of quality.	
	12.7.	**'Internationalization at home'-** Courses and programmes in subjects, such as • Indology, • Indian languages, • AYUSH systems of medicine, • Yoga,	Many of these courses and programmes can be initiated by many SFUs with existing resources. For Additional proposals to complete 'Internationalization at home', SFUs need to firm-up **strategic plan** to be submitted through their **Ads** for additional financial support from the State. [Ref.

	13.2.	HEIs will 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, smart classrooms and campuses.	It is envisaged that SFUs have already mustered these facilities in their constituent colleges. However, existence and strengthening of these facilities in their affiliated colleges needs status appraisal. SFUs need to draw **Action Plan for review** in affiliated colleges and ensure mustering these facilities with them.
	13.4.	**Faculty will be given the freedom** to design their own curricular and pedagogical approaches	Appropriate mechanism, faulty and subject-wise, already existing in the form of board of Studies and Committee of Courses (at Departmental level) needs to be given appropriate weightage and freedom. (Ref. 12.2.; 13.4.;
	13.5.	**Excellence to be incentivized** through appropriate rewards.	Needs to be incorporated in **IDP**. SFUs need to initiate conceptualisation of IDP through participatory process involving faculty, students and stakeholders. SFUs need to firm-up **strategic plan** to achieve it. **Time line**may be provided. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]
	13.6.	**Fast-track promotion system**be developed and enunciated in **IDP**.	Needs to be incorporated in **IDP**. SFUs need to initiate conceptualisation of IDP through participatory process involving faculty, students and stakeholders. SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]
	13.7.	**Leadership positions shall not remain vacant**	Needs to be incorporated in **IDP**.SFUs need to initiate conceptualisation of IDP through participatory process involving faculty, students and stakeholders. SFUs need to firm-up **strategic plan**

		• Arts, • Music, • History, • Culture, • Modern India, • Internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attract international students.	9.3. (i); 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (a), (b), (c), (d), (e), (g); 22.9.; 22.10.; 22.13.; 22.16.]
	12.9.	Student Activity and Participation through **Vibrant campus life** • Sports, • Culture/arts clubs, • Eco-clubs, • Activity clubs, • Community service projects, etc. • Counselling systems for handling stress and emotional adjustments. • Support to students from rural backgrounds • Increasing hostel facilities • Medical facilities for all students in their institutions.	Most of the activities can be initiated by SFUs with existing resources to attain Vibrant campus life.To be **taken-up immediately** and should put an institutionalised system of continuously review and to the extent possible, HEIs may initiate from their own resources.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
	12.10.	**Financial support for students** • Financial assistance to students • incentivization the merit of students belonging to SC, ST, OBC, and other SEDGs. • Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.	To be **taken-up immediately** and should put an institutionalised system of continuously review and to the extent possible, HEIs may declare from their own resources.SFUs need to firm-up **strategic plan** to achieve it and submitted to ADs for support from State. **Time line** may be provided. [Ref. 9.3. (i); 12.4.; 12.10.; 14.4.2. (a), (b), (c)]
13	**Motivated, Energized, and Capable Faculty**		

programmes	institutionalised system of continuously review.
(g) Develop more degree courses taught in **Indian languages and bilingually**	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
(h) Ensure all buildings and facilities are wheelchair-accessible and **disabled-friendly**	To be **taken-up immediately** and should put an institutionalised system of continuously review. [Ref. 14.4.2. (j); [Ref. 9.3. (i); 10.1.; 11.6.; 11.7.; 11.8.; 12.1.; 12.2.; 12.4.; 12.10.; 14.4.2. (a), (b), (c), (e), (h); (i); (j); (k); (l)]
(i) Develop **bridge courses** for students that come from disadvantaged educational backgrounds	
(j) Provide socio-emotional and academic support and mentoring for all such students through suitable **counselling and mentoring programmes**	
(k) Ensure sensitization of faculty, counsellor, and students on **gender-identity issue** and its inclusion in all aspects of the HEI, including curricula	
(l) Strictly enforce all **no-discrimination and anti-harassment rules**	
(m) Develop Institutional Development Plans **(IDP)** that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items.	Needs to be incorporated in **IDP**.SFUs need to initiate conceptualisation of IDP through participatory process involving faculty, students and stakeholders. SFUs need to firm-up **strategic plan**

			to achieve it. **Time line** may be provided. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]
14	**Equity and Inclusion in Higher Education**		
	14.1.	**Equitable access**to all students, with a special emphasis on SEDGs.	Visible and viable mechanism of transparent **identification of SEDGs** and providing them equitable access needs to be drawn up. [Ref. 9.3. (i); 14.1.; 14.4.2.]
	14.4.2.	Steps to be taken by all HEIs	
		(a) **Mitigate opportunity costs**and fees for pursuing higher education	To be **taken-up immediately** and should put an institutionalised system of continuously review and to the extent possible, HEIs may declare from their own resources.SFUs need to firm-up **strategic plan** to achieve it and submitted to ADs for support from State. **Time line** may be provided. [Ref. 9.3. (i); 12.4.; 12.10.; 14.4.2. (a), (b), (c)]
		(b) Provide **more financial assistance and scholarships** to socio-economically disadvantaged students	
		(c) **Conduct outreach**on higher education opportunities and scholarships	
		(d) Make **admissions processes more inclusive**	[Ref. 14.4.2. (d); 23.5.; 24.1., 2., 3., 4.]
		(e) Make **curriculum more inclusive**	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
		(f) Increase **employability potential** of higher education	To be **taken-up immediately** and should put an

			to achieve it. **Time line** may be provided. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]
15	**Teacher Education**		
	15.9.	**Ph. D. Students** will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose.	SFUs may initiate this step, even now. An Institutionalised mechanism should be put in place.
	15.10.	**In-service continuous professional development** for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives.	Many SFUs have already such provisions, which may be more broad-based now. An Institutionalised mechanism should be put in place.
16	**Reimagining Vocational Education**		
	16.4.	This policy requires **integration of vocational education** programmes into mainstream education.	SFUs having vocational education component and also those who plan to start vocational education programs, may develop a clear **Action Plan** with targets and **Timelines**, according to these points. (Ref. 9.1.2.; 16.5., 6., 7.)
	16.5.	By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed.	
		• Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs	
		• The B. Voc. degrees introduced in 2013 will continue to exist	
		• vocational courses will also be available to students enrolled in all Bachelor's degree programmes,	
		• HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills.	
		• The possibility of offering vocational courses through ODL mode will also be explored.	
	16.6.	Vocational education will be integrated in a phased manner over the next decade	SFUs may develop a clear **Action Plan** with targets and **Timelines,** according to these points. (Ref.
	16.7.	• Individual institutions that are early adopters must innovate to	

		find models and practices that work and then share these with other institutions.	9.1.2.; 16.5., 6., 7.)
		• Different models of vocational education, and apprenticeships, will also be experimented by HEIs.	
		• Incubation centres will be set up in higher education institutions in partnership with industries	
17	**Catalysing Quality Academic Research in All Fields through a new National Research Foundation**		
	17.10.	Institutions that currently fund research at some level, such as the DST, DAE, DBT, ICAR, ICMR, ICHR, and UGC, as well as various private and philanthropic organizations, will continue to independently fund research according to their priorities and needs.	SFUs should continue submitting proposals to these agencies.
19	**Effective Governance and Leadership for Higher Education Institutions**		
	19.5.	• While being provided with adequate funding, legislative enablement, and autonomy in a phased manner, all HEIs, in turn, will display commitment to institutional excellence, engagement with their local communities, and the highest standards of financial probity and accountability.	SFUs need to prepare for displaying commitment to institutional excellence, engagement with their local communities, and the highest standards of financial probity and accountability by initiating implementation of NEP.
		• Each HEI will make a **strategic IDP** 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.**	Since future funding shall be dependent upon IDP, SFUs should initiate the process of its preparation within a timeframe in broad based consultation with all stake holders. [Ref. 12.3.; 13.5.; 13.6.; 13.7.; 14.4.2. (m); 19.5.]
		• The **IDP** shall be prepared with the joint participation of Board members, institutional leaders, faculty, students, and staff.	
20	**Professional Education**		
	20.1.	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.	Professional SFUs may instantaneously adopt it.
	20.2.	• Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone	Professional SFUs may instantaneously adopt it.

		institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education.	
		• All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.	Professional SFUs may instantaneously adopt it.
20.3.		• Agricultural education with allied disciplines will be revived.	All these can be instantly adopted by SAUs.
		• The preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply.	
		• The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc.	
		• Institutions offering agricultural education must benefit the local community directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies.	
20.4.		• Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice.	Law and police universities amongst SFUs may incorporate these points into their curricula and courses.
		• At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights.	
		• State institutions 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.	
20.5.		• Healthcare education needs to be re-envisioned so that the	Health care SFUs like RUHS and Ayurved University

		duration, structure, and design of the educational programmes need to match the role requirements that graduates will play.	may initiate the preparatory steps.
		• Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals.	
		• Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa.	
		• There shall also be a much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education.	
20.6.		• Technical education includes degree and diploma programmes in, engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology etc., which are critical to India's overall development.	Many such steps are in the process of adoption by Technical universities, which need to be strengthened.
		• it will also require closer collaborations between industry and higher education institutions to drive innovation and research in these fields to be offered within multidisciplinary education institutions and programmes.	Many SFUs have already established linkages with industries through structured MOUs, however, there is a need to have more such collaborations in order to have a visible impact on the students' outcome.

		• preparing professionals in cutting-edge areas that are fast gaining prominence, such as
		  ○ Artificial Intelligence (AI),
		  ○ 3-D machining,
		  ○ big data analysis, and machine learning,
		  ○ genomic studies,
		  ○ biotechnology,
		  ○ nanotechnology,
		  ○ neuroscience,
			Almost every SFU has got an opportunity to introduce programs on such cutting-edge areas. SFUs may thrive to introduce more and more such areas.

		o applications to health, environment, and sustainable living.	
21	**Adult Education and Lifelong Learning**		
	21.6.	• Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc.	SFUs may rent out its facilities for AECs and VTCs.
	21.7.	• Qualified community members including from HEIs as part of each HEI's mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors, and will be recognized for their critical service to the nation.	SFUs should encourage its faculty to be Adult Literacy Instructor and Tutor.
22	**Promotion of Indian Languages, Arts, and Culture**		
	22.9.	Actions will be taken in tandem at the higher education level and beyond.	
		• An excellent team of teachers and faculty will have to be developed.	
		o Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4- year B.Ed. dual degrees will be developed in these subjects.	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
		o Outstanding local artists and crafts persons will be hired as guest faculty to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study.	
		o Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country.	

22.10.	• More programmes in higher education will 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.	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
	• Four-year B.Ed. dual degree programmes offered bilingually will also help, e.g. in training cadres of science and mathematics teachers to teach science bilingually at schools across the country.	
22.11.	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 system will also be created.	Certain SFUs may introduce such programs, particularly, taking help of expert organisations by undergoing MOUs with relevant expert organisations, like Rajasthan Archives, ASI, National Museum of India etc.
22.13.	Creating such programmes and degrees in higher education, across the arts, languages, and humanities, will also come with expanded high-quality opportunities for employment that can make effective use of these qualifications.	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g);

			22.9.; 22.10.; 22.13.; 22.16.]
	22.15.	• Sanskrit Pathshalas and Universities, Sanskrit will be mainstreamed with strong offerings in school as well as in higher education.	Sanskrit Univ. of Rajasthan needs transformation according to the policy.
		• It will be connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc.	
		• Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning.	
		• Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit.	
	22.16.	• Sanskrit and all Indian language institutes and departments will be significantly strengthened	To be **taken-up immediately** and should put an institutionalised system of continuously review and
		• Classical language institutes will aim to be merged with universities, while maintaining their autonomy,	initiatives so far taken need to be strengthened.SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
		• Universities dedicated to languages will become multidisciplinary,	Sanskrit Univ. of Rajasthan needs transformation according to the policy. [Ref. 10.1.; 11.2.; 11.4.; 11.6.; 11.7.; 11.8.; 11.12.; 12.1.; 12.2.; 12.7.; 12.9.; 14.4.2. (e); 14.4.2. (g); 22.9.; 22.10.; 22.13.; 22.16.]
23	**Technology Use and Integration**		
	23.2.	New technologies involving artificial intelligence, machine learning, block	

		chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will require extensive research both on the technological as well as educational fronts.	
	23.5.	The thrust of technological interventions will be for the purposes of • improving teaching- learning and evaluation processes, • supporting teacher preparation and professional development, • enhancing educational access, • streamlining educational planning, management, and administration • processes related to admissions, attendance, assessments, etc.	All SFUs need to chalk out strategic plan to integrate technologies. This can be addressed through adoption of a robust ERP based Integrated University Management System (UMS), On Screen Evaluation System (OSES), Learning Management System (LMS) etc. SFUs should make all-out effort to have such ERP based modules in place to address all thrust points of technological interventions. [Ref. 14.4.2. (d); 23.5.; 24.1., 2., 3., 4.]
	23.7.	Particular attention will need to be paid to emerging disruptive technologies.	To be **taken-up immediately** and should put an institutionalised system of continuously review and initiatives so far taken need to be strengthened.SFUs may strengthen those departments / facilities already existing and start offering them to incorporate flexibility in curriculum.SFUs need to firm-up **strategic plan** to achieve it. **Time line** may be provided. (Ref. 23.7-13)
	23.8.	disruptive technology - Artificial Intelligence (AI) 3D/7D Virtual Reality - has emerged.	
	23.10.	HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education.	
	23.11.	• Universities will 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 like health care, agriculture, and law. • HEIs may blend these online courses with traditional teaching in undergraduate and vocational programmes. • HEIs may also offer targeted training in low- expertise tasks for supporting the AI value chain such as data annotation, image classification, and speech transcription.	

23.12.	As disruptive technologies emerge, schooling and continuing education will assist in raising the general populace's awareness of their potential disruptive effects and will also address related issues. This awareness is necessary to have informed public consent on matters related to these technologies. In school, the study of current affairs and ethical issues will include a discussion on disruptive technologies such as those identified by NETF/MHRD. Appropriate instructional and discussion materials will also be prepared for continuing education.	
23.13.	Other disruptive technologies include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives; these will also receive prioritized attention in education.	

24	**Online and Digital Education: Ensuring Equitable Use of Technology**	
24.1.	The existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.	To be **taken-up immediately.** All SFUs need to chalk out strategic plan to integrate digital technologies. This can be addressed through adoption of a robust UMS. SFUs should make all-out effort to have it in place, along with Learning Management System.[Ref. 14.4.2. (d); 23.5.; 24.1., 2., 3., 4.]
24.2.	It is important that the use of technology for online and digital education adequately addresses concerns of equity.	
24.3.	Teachers require suitable training and development to be effective online educators.	
24.4.	For leveraging digital technologies, this Policy recommends the following key initiatives:	
	(a) Pilot studies for online education:	
	(b) Digital infrastructure: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector	
	(c) Online teaching platform and tools: Tools, such as, two-way video and two- way-audio interface for holding online classes are a real necessity as the present pandemic has shown.	
	(d) Content creation, digital repository, and dissemination:	

		(e) Addressing the digital divide:	
		(f) Virtual Labs:	
		(g) Training and incentives for teachers:	
		(h) Online assessment and examinations:	
		(i) Blended models of learning:	