

# NATIONAL EDUCATION POLICY-2020 IMPLEMENTATION PLAN

STRATEGIC ACTION PLAN AND GOALS



**Quantum University**

June , 2023

  
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## NEP Committee Members

### External Members

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Expert Name	Designation	Role	Date of Nomination
Prof. Vinay Nangia	Expert EX-Dean IIT, Roorkee	External Member	12/02/22
Prof. A.K. Khare	Ex Pro VC, Uttar Pradesh Technical University, Lucknow	External Member	12/02/22
Prof. H.S. Verma	Vice Chancellor, Shakumbhari State University, Saharanpur	External Member	12/02/23

### Internal Members

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Expert Name	Designation	Role	Date of Nomination
Dr. Satendra Kumar	Dean Academics, Quantum University	Convener	12/02/22
Dr. Manish Sharma	Dean Faculty of Technology, Quantum University & Director IQAC	Member	12/02/22
Dr. Manish Srivastava	Dean Faculty of Business , Quantum University	Member	12/02/23
Dr. Nirmesh Sharma	Associate Professor, Faculty of Business	Member	27/08/22
Dr. Mausami Goel	Associate Professor, Faculty of Business	Member	27/08/22
Dr. Varsha Gupta	Associate Professor, Faculty of Graduate Studies	Member	27/08/22
Dr. A.K. Seth	Professor, Faculty of Graduate Studies	Member	27/02/22
Dr. Pushpendra Singh	Nodal Officer, DEEPRO	Member	12/02/23



  
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## Executive Summary: Implementation of National Education Policy (NEP) 2020 in Quantum University (*for 2023-24*)

### Preamble

The National Education Policy (NEP) 2020 represents a transformative milestone in the Indian education system, reshaping the entire educational landscape. This executive summary offers an overview of the NEP 2020's implementation within a university system, emphasizing its core objectives, strategies, challenges, and expected outcomes.

Quantum University stands as a pioneering institution in India, having embraced numerous facets of NEP 2020 since its inception in 2018. We established a task force comprising both internal and external members, which conducted collaborative brainstorming sessions with experts from various domains to chart the course for implementation. We extend our heartfelt gratitude to each task force member for their outstanding contributions.

In line with the comprehensive roadmap crafted by the task force, we engaged in discussions with the Dean of Academics and the Director of the Internal Quality Assurance Cell (IQAC) to formulate a "Strategic Action Plan and Goals for Implementation." This plan encompasses eight major areas, encompassing short-term, mid-term, and long-term objectives to facilitate a phased approach towards achieving our targets. Subsequently, we presented this Strategic Action Plan and Goals for Implementation before the university's apex bodies, including the Board of Management and the Board of Governors.

Upon obtaining the necessary approvals from these apex bodies, we embarked on the journey to realize our objectives. Our initial stride towards goal attainment involved an overhaul of the curriculum, aligning it with the fresh directives issued by the University Grants Commission for the implementation of NEP 2020. For undergraduate programs not regulated by National Statutory Bodies like ICAR, BCI, and PCI, the sub-specialty groups within each department convened numerous meetings to craft credit schemes for the curriculum for the 2023-24 academic session. These schemes were presented and extensively deliberated upon before the NEP Committee Members. Upon finalization of the credit schemes, syllabi were meticulously designed. These curricular revisions underwent scrutiny and approval by the Board of Studies (BOS) and the Board of Faculty (BOF) before being presented to the Academic Council for the final approval. Here are some salient feature commonly adopted in all undergraduate programs:



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**The Salient Features of the Curriculum Design (Session 2023-24 entry batch) are as follows**

1. Introducing a comprehensive and interdisciplinary undergraduate education model aimed at nurturing the full spectrum of human capabilities. This inclusive approach encompasses intellectual, aesthetic, social, physical, emotional, ethical, and moral development in a seamless manner.

2. The Curriculum places a strong emphasis on fostering essential soft skills such as complex problem-solving, critical thinking, creative thinking, and effective communication. Simultaneously, it offers opportunities for rigorous specialization in chosen fields of study.

3. Implementation of adaptable curriculum frameworks to facilitate innovative amalgamations of academic disciplines within multidisciplinary settings. This approach not only promotes freedom in course selection for students but also accommodates a diverse range of course options. Furthermore, it supports the pursuit of in-depth specialization in one or more subjects.

- a Since the inception in 2018 , the university offers UG Degree Programmes with Major or Hons specialization in Major or specialization in Interdisciplinary Minor. The same provisions are carried for session 2023-24 curriculum.
- b The curriculum of each program envisions that students should embody the attributes and attributes (*Comprehensive knowledge, Practical, professional, and procedural knowledge, skills in areas related to specialization, capability to handle to real-life situations*) expected of graduates from their respective fields of study. These encompass learning outcomes specific to the chosen discipline(s) and generic learning outcomes (*Complex problem-solving, Critical thinking, Creativity, Communication Skills, Analytical reasoning/thinking, Analytical reasoning/thinking, Research-related skills, Coordinating/collaborating with others, Leadership readiness/qualities, Learning how to learn skills, Digital and technological skills, Multicultural competence and inclusive spirit, Environmental awareness and action, Community engagement and service and Humanities*) that graduates are anticipated to attain upon successfully completing their program(s) of study.

4. Undergraduate degree programs offer flexible durations of either 3 or 4 years, incorporating various entry and exit points, along with re-entry opportunities. These programs provide suitable certifications as follows:

- A UG certificate upon completing 1 year (2 semesters) of study in the selected field of study.
- A UG diploma following 2 years (4 semesters) of study.



  
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- A bachelor's degree (*in some case Hons*) awarded after a 3-year (6 semesters) program of study.
- A 4-year bachelor's degree (honors) conferred upon completion of an eight-semester program of study.

5. The 4-year bachelor's degree program offers students the opportunity to fully immerse themselves in a comprehensive and interdisciplinary education. This program allows students to concentrate on their chosen major and minors according to their preferences, thereby providing a well-rounded academic experience.

6. Incorporation of credit-based courses and projects within the domains of community engagement and service, environmental education, as well as value-based education.

7. Each program is equipped with compulsory courses on Environmental education encompassing a range of topics, including but not limited to climate change, pollution, waste management, sanitation, preservation of biodiversity, management of biological resources, forest and wildlife conservation, and the principles of sustainable development and living.

8. Each Program is equipped with Value-based course which will encompass the cultivation of humanistic, ethical, constitutional, and universal human values, such as truth, moral integrity, peace, love, nonviolence, a scientific mindset, civic responsibility, and practical life skills.

9. Each Program includes compulsory course incorporating service teaching and active involvement in community service programs as an integral component.

10. The curriculum of all programs aims to empower learners by fostering awareness and comprehension of global and sustainable development issues. Every UG will undergo one compulsory credit course on UNDP.

11. Students of each program will be offered chances for internships within the local industry, businesses, artisans, craftsmen, and more, along with research internships working alongside faculty and researchers within their own institution or other higher education institutions/research facilities. This hands-on experience will enable students to actively apply their learning in practical settings, enhancing their employability as a valuable outcome.

12. All programs are focusing the cultivation of competencies spanning various fields. The Quantum University's richly woven course, Passion Program encompassing disciplines like languages, literature,



  
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music, philosophy, art, dance, theater, sports, Photography, Company Ethics and other subjects essential for fostering a multidisciplinary and enriching learning environment.

13. Restructuring educational programs to prioritize the cultivation of competencies spanning various fields, including sciences, social sciences, statistics, arts, humanities, languages, information Technology and vocational subjects and other subjects essential for fostering a multidisciplinary and enriching learning environment.

14. The Credit Structure of Each program is as follows

S. No.	Broad Category of Course	Minimum Credit Requirement	
		3-year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	09
4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06 - 08	06 – 08
7	Summer Internship	02 - 04	02 – 04
8	Research Project / Dissertation	-	12
	Total	120	160

15. Nomenclatures and Code of Courses

- a Courses all programs are coded and implemented on ERP. They are based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:
  - b 0-99: Pre-requisite courses required to undertake an introductory course which will be a pass or fail course with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.
- 100-199: Foundation or introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These



  
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courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses.

- c 200-299: Intermediate-level courses including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.
- d 300-399: Higher-level courses which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.
- e 400-499: Advanced courses which would include lecture courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year Post-graduate theoretical and practical courses.
- f 500-599: Courses at first-year Master's degree level for a 2-year Master's degree programme
- g 600-699: Courses for second-year of 2-year Master's or 1-year Master's degree programme
- h 700 -799 & above: Courses limited to doctoral students.

#### 16. Assessment, Examination, and Academic Ordinance

The Academic Ordinance containing Rules, SOPs and Procedures for T&L Process, Examination and Assessment has been modified as per the Guidelines. Letter Grades and Grade Points are modified to address inter University and Credit Bank issues.



  
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## Progressive attainment of Goals (As per Quantum University NEP Strategic Plan)

in session 2023-24

### 1. Multidisciplinary and Holistic Education

#### 1.1 Imaginative / flexible Curriculum Structure and Length of Programs

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
1.1.1	Revamping curriculum;	Revamping the curriculum as per NEP 2020 is Implemented from July' 23 effective for session 2023-24 for 3 years, 4 year UG and 2 years PG Programs
1.1.2	Restructuring the academic programs in a phased manner.	Syllabus as per NEP 2020 is approved by BOS and BOF for the session 23-24

#### 1.2 Multiple Entry/Exit

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
1.2.1	Introducing multiple entry/exit options for Various programs offered in the university phase;	Introduction of multiple entry exit for all three year UG program BCA, BBA, BA, B.Com, B.Sc programs from academic session 2023-24

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

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
1.3.1	Adoption of UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education) Regulations, 2021 after notification;	Implemented in session 2023-24 gradually
1.3.2	Implemented the UGC Regulations on Academic Bank of Credits in a phased manner.	Implemented in session 2023-24 for 3 Year UG Programs and 2 year PG Programs



  
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#### 1.4. Ending Fragmentation

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
1.4.1	Adopting Multiple inter disciplinary options ( Minors)	Implemented in session 2023-24 for 3 & 4 years UG Programs
1.4.2	Integrating Vocational Education with General Education;	Implemented in session 2023-24 for 3 & 4 years UG Programs
1.4.3	Integrating Arts, Humanities and Social Sciences with Science, Technology, Engineering and Management (STEM);	Implemented in session 2023-24 for 3 & 4 years UG Programs
1.4.4	Integrating Values with Skills;	Implemented with credits in session 2023-24 for 3 & 4 years UG Programs as per NEP 2020
1.4.5	Integrating professional and life skills;	Implemented with credits in session 2023-24 for 3 & 4 years UG Programs as per NEP 2020
1.4.6	Integrating co-curricular and extra-curricular with curricular aspects;	Implemented with credits in session 2023-24 for 3 & 4 years UG Programs as per NEP 2020
1.4.7	Integrating traditional pedagogies with modern and pedagogical approach.	Continuously Improving
1.4.8	Integrating ancient and modern knowledge;	Incorporated as Compulsory Credit Course in each UG Program (Non Statutory Bodies)

#### 1.5 Wide range of Elective Courses of multidisciplinary nature

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
1.5.1	Offering of General/Open elective courses on Value Education, Yoga, Indian Knowledge System, Indian Classical Literature and Glorious Past of India;	Courses on IKS, Value Education has being implemented from 2022-23 offered to all UG Program. State of centers for Indian Literature and IKS is planned in 2024-25
1.5.2	Offering multidisciplinary courses by each department.	Syllabus 23-24 has content multidisciplinary courses and projects, offered by each department

#### 1.6 Multidisciplinary Research

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24



  
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1.6.1	Multidisciplinary Research Centre to act as a bridge between university and industries.	More MOUs with the industry needs to be signed in 2023, 2024 and 2025
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## 2. Equity and Inclusion in Higher Education

### 2.1 Access/GER

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
2.1.1	Gradual increase in the number of seats;	Progressive and dependent on continuity of admissions in a specific stream
2.1.2	Expanding the range of academic, vocational and professional programs;	Started in each year from 2023-24 onwards
2.1.3	Flexible exit/entry options to facilitate Lifelong learning opportunities;	Incorporated from 2023-24
2.1.4	Increasing employability potential of higher education programs;	Incorporated many other VACs in all the program

### 2.2 Student Support

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
2.2.1	Mechanism for professional, academic, psychological and career counseling;	More efforts in career Counseling is made in 2023-24
2.2.2	Students friendly University website;	Website is updated for making it more informative and interactive
2.2.3	Sports/recreation facilities, Clubs, cells, etc.	More innovative activities are being conducted
2.2.4	Students discussion forums for engaging learning environments;	Enhanced experiential , problem solving and participated learning mechanisms are adopted
2.2.5	Adequate financial support to the students belonging to Economically Disadvantaged Groups;	Will Continue as 2022-23 in Progressive Manner
2.2.6	Continuation of schemes like Earn While You Learn and Merit-cum-Means;	Planning to implement by 2025-26
2.2.7	Quality residential facility to attract international students;	Liasoning various embassies for attracting international students

### 2.3 Socio-Economically Disadvantaged Groups (SEDGs)

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
2.3.1	Developing more programs/ courses taught in Indian languages and/ or bilingually;	Using interactive platform like QLRC, Class lectures are being added in the form of videos in Hindi Lecture notes are planned for Hindi Languages from 2023-24
2.3.2	Developing bridge courses for students coming from disadvantaged educational backgrounds;	Bridge Courses in Agriculture, Computers Application has been implemented and others will be implemented when 1st batch of NEP syllabus will come out



  
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2.3.3	Providing socio-emotional and academic support and mentoring through suitable counseling and mentoring programs;	Mentor - Mentee ratio is brought down for more effective implementation Psychology and Nutrition base counseling centers are planned for students and faculty members
2.3.4	Strict enforcement of all no-discrimination and anti-harassment rules;	More Awareness programs are planned in 2023-24
2.3.5	Institutional Development Plan that contains specific plans for action on increasing participation from SEDGs, including but not limited to the above items.	Mapping of activities with SDG to increase awareness among students will be done. The design of activities (both Academic and Co curricular) are based on SDG objectives

## 2.4 Gender Equity

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
2.4.1	Sensitization of faculty, counselor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula;	The more programs are organized as per the policy. Topics of Gender sensitisation are included in students and faculty Orientation Program Zero tolerance for gender biasness is implemented
2.4.2	Introduction of Centre for Gender Studies.	Will Continue as 2022-23 in Progressive Manner

## 2.5 Persons with Disability (PwD) – Divyang Jan

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
2.5.1	Ensuring that all buildings and facilities are wheelchair-accessible and disabled-friendly;	Needs to be increased to 100%
2.5.2	Constitution of the Cell for the Persons with Disabilities/ Divyangs with representatives from administration, teachers and students;	Cell for Divyang is formulated by 2023-24
2.5.3	Strengthening and modernizing of University library to ensure an adequate supply of books and software that cater to the specific needs and interests of persons with disabilities;	Modernization is initiated in 2023-24

## 3. Motivated, Energized and Capable Faculty

### Service conditions and Career Progression

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
3.1.1	Clearly defined and transparent processes and criteria for faculty recruitment;	Will Continue as 2022-23 in Progressive Manner
3.1.2	Timely promotions under Career Advancement Scheme;	Will Continue as 2022-23 in Progressive Manner
3.1.3	Linking of high impact research contribution with fast track promotion system;	Focus on extra Mural Research for Governmental and other institution funding
3.1.4	Rigorous performance assessment parameters for promotions; increase in salary and recognition at the University level;	Will Continue as 2022-23 in Progressive Manner
3.1.5	Mechanism for incentivising excellence through appropriate rewards, promotions, recognitions and movement to institutional leadership positions.	Will be implemented fully by 2025-26



  
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### 3.2 Professional Development and Leadership and Management Skill

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
3.2.1	Ample opportunities for Continuous Professional Development;	More focus on training faculty members for interdisciplinary verticals and future technologies through FDPs and Summer Schools
3.2.2	Sponsored international academic/research exposure to each faculty by devising the appropriate institutional mechanism facilitating foreign visits of faculty for academic, research and extension activities;	More opportunities is being provided by signing MoUs with leading universities of India and abroad.
3.2.3	Provision of Seed Grants for research to the newly inducted faculty;	More Faculties is made aware and motivated to take advantage of this policy
3.2.4	Faculty Induction Programme for newly recruited faculty;	Will Continue as 2022-23 in Progressive Manner
3.2.5	Annual departmental presentations to motivate the faculty for incremental progress;	Will Continue as 2022-23 in Progressive Manner
3.2.6	Motivating the faculty for quality publications and research by way financial incentives, publicity and recognition;	Will Continue as 2022-23 in Progressive Manner
3.2.7	The faculty identified as 'excellent' may be given special opportunities for professional development and leadership and management skills;	More faculties needs to be sent for leadership development programs
3.2.9	Providing Computers, Conferencing facility and adequate ICT support to facilitate the teachers in academic and research activities.	Will increase the percentage of coverage

### 3.3. Student-Teacher ratio

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
3.3.1	The increase in number of seats/intake capacity should be in consonance with availability of faculty and academic infrastructure;	Plan to reduce the faculty ratio to 1:12 Better Carder ratio is planned. Ratio of Ph.D. Holders is planned to be more than 60% in coming years
3.3.2	Expediting the faculty recruitment against all the vacant seats to maintain ideal student-teacher ratio;	Will Continue as 2022-23 in Progressive Manner

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

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
3.4.1	Autonomy to the Faculty for curriculum designing, pedagogy and assessment strategies;	Will Continue as 2022-23 in Progressive Manner
3.4.2	Empowering the faculty to adopt innovative pedagogical approaches to enable them to perform creatively;	More interaction with sr. Faculty members from Outside as mentors
3.4.3	Recognition to the faculty adopting engaging innovative methods and tools for teaching;	Will Continue as 2022-23 in Progressive Manner
3.4.4	Freedom to the teacher to review and amend the curriculum, periodically;	Will Continue as 2022-23 in Progressive Manner
3.4.5	Empowering the teacher to devise and adopt appropriate strategies for formative and comprehensive assessment;	More field projects, mini projects, Field assignments , Workshop practices are added to provide wide range of Evaluation components in all theory, labs and the courses with experiential learning specially in HM and Media
3.4.6	Promoting the teachers to integrate research with teaching.	More innovative methods of research are planned to be involved



  
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## 4. Technology Use and Integration

### 4.1 National Educational Technology Forum (NETF)

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
4.1.1	Building intellectual and institutional capacities in educational technology in consonance with the advice of NETF;	Progressive implementation
4.1.2	Making the best use of rich variety of educational software developed and made available for students and teachers by NETF.	Progressive implementation

### 4.2 Technology-Enabled Teaching, Learning and Governance

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
4.2.1	Provision of technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for enhanced learning experience;	Progressive implementation
4.2.2	Educational software and hardware for technology-enabled learning;	Progressive implementation
4.2.3	Utilisation of Digital Infrastructure for Knowledge Sharing (DIKSHA) platform for Professional Development of teachers;	Progressive implementation

### 4.3 Online and Digital Education

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
4.3.1	Optimum use of technology-based education platforms, such as DIKSHA/SWAYAM;	Effective Flexibility will be implemented in next five years
4.3.2	Creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education;	Policy formulation and its implementation in next three years
4.3.3	University may offer Ph.D. and Masters programs in core areas such as Machine Learning as well as multidisciplinary fields and professional areas like health care, agriculture, and law through SWAYAM platform;	Appearing in NAAC for becoming eligible for online education
4.3.4	Blending of traditional teaching with the online in undergraduate and vocational programs;	Faculty members are being motivated to develop contents for their students within the campus and outside too. The initiations have been geared up
4.3.5	Rigorous teacher training in learner-centric pedagogy and on how to become high- quality online content creators using online teaching platforms and tools;	Planned to conduct FDPs and Summer Schools for the purpose

## 5. Credit Recognition / Transfer

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
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5.1.1	Considering universities/HEIs with equal or higher NAAC/NAC grades as equivalent for credit transfer;	Making best Efforts for good grades in NAAC
5.1.2	Counting the credits acquired by the students from foreign Universities;	New MoU are attempted for formalizing the schemes for credit transfer
5.1.3	Awarding 1-2 credits for Seva/Service/Community Service;	is made compulsory course related to Community Services for all 3 years UG program from 2023-24
5.1.4	Credits in the courses of related streams, entrepreneurial competencies, communication, soft skills, etc.;	Will Continue as 2022-23 in Progressive Manner
5.1.5	More freedom to the student to earn the credits from institutes of higher learning located in India and abroad;	Seeking such MoU of student transfer Schemes
5.1.6	Restructuring academic programs of uniform and compatible credit pattern;	Will Continue as 2022-23 in Progressive Manner

## 5.2 Campuses of Indian HEIs abroad and vice-versa

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
5.2.1	Research and teaching collaborations with high-quality foreign institutions;	Making Efforts to fetch more MoU with high quality Foreign Institutes

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

### 6.1 Holistic Individuals

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
6.1.1	Pedagogy to make education more experiential and holistic;	More innovative methods are envisaged and more training to faculty members will be given through Quality initiatives
6.1.2	Integrating sports in education to foster holistic development;	Will Continue as 2022-23 in Progressive Manner
6.1.3	Sensitizing teachers and parents to promote holistic development of the student;	More frequent interaction with parents begins to be done

### 6.2 Skills and Values

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
6.2.1	Mapping of skills for better employability;	Program and Course outcome will be assessed with more rigor towards employability, The list of course leading to Employability will be increased
6.2.2	Introducing more programs in vocational education;	Vocational courses are made compulsory from 2023-24
6.2.3	Introducing short-term skill-based programs;	
6.2.4	Establishment of various clubs for up-skilling of the students;	Culture for Peer Group Learning is developed
6.2.5	Revision of syllabi to integrate multidisciplinary skill component;	Will Continue as 2022-23 in Progressive Manner
6.2.6	Identifying set of professional/life skills to be imparted across the disciplines;	

### 6.3 Culture and Arts

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
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6.3.1	Including traditional Indian knowledge including tribal knowledge in the curriculum;	A big array of such advanced courses have been introduced in the curriculum of all UG programs through electives
6.3.2	Introduction of courses familiarising the students about Indian culture and art;	Will Continue as 2022-23 in Progressive Manner
6.3.3	Introducing the Departments of Music, Fine Arts, Translation and Interpretation, Comparative Literature, Philosophy and Performative Arts;	Will Continue as 2022-23 in Progressive Manner
6.3.4	Establishment of various clubs for sports, dance, music, photography, fine arts, etc.	More resources for these club are being procured in 2023 to 2025

## 6.4 Indian Languages

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
6.4.1	Introducing departments and programs in Indian languages;	Not started Yet
6.4.2	Coordinating with classical language Institutions;	Not Started Yet
6.4.3	Coordination with National Mission for Mentoring for necessary support in teaching in Indian languages;	Not Started Yet
6.4.4	Hiring of Local Artists / Craftsman / writer as master instructors	Will Continue as 2022-23 in Progressive Manner

## 7. Research, Innovation and Rankings

### 7.1 National Research Foundation (NRF)

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
7.1.1	Availing fund for research in all disciplines when NRF is established;	Making Efforts for higher rank and accreditation which is key eligibility for GOVT Funding
7.1.2	Establishment of institutional research foundation.	Will Continue as 2022-23 in Progressive Manner

### 7.2 Internships

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
7.2.1	Awarding 1-2 credits for Seva/Service/Community Service programs;	Provision will be made in the curriculum as compulsory credit course for village engagement Program
7.2.2	Liaising with neighboring government/private schools for teaching internships;	Planning for its effective implementation by 2025
7.2.3	Creating opportunities for internships with local industry;	More MoU are being signed up to cater larger volume of students
7.2.4	Including the component of research and internship in the curriculum;	More credits will be assigned for internship and collaborated project works with industries
7.2.5	The project-work/dissertation/internships may be conducted in collaboration with industry.	More matured efforts will be taken in next three years

### 7.3 Start-ups

	Action Plans as inferred from NEP Policy Document and other consultations with External Experts	Goals achieved in Session 2023-24
7.3.1	Setting up start-up incubation centers;	More resources and infrastructure will be developed in 2023-24



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<b>7.3.2</b>	Establishing partnership with the Ministries/ Organisations/ Institutions;	More partnerships will be attempted during 2023-2025
<b>7.3.3</b>	Credits in the courses of related streams, entrepreneurial competencies, communication, etc.	This will be Continued as previous years

## 8. Integrated Higher Education System

### 8.1 Vocational Education, Skills and Employability

	<b>Action Plans as inferred from NEP Policy Document and other consultations with External Experts</b>	<b>Goals achieved in Session 2023-24</b>
<b>8.1.1</b>	Adding more number of certificate, diploma, and UG/PG programs in vocational education and 'Lok Vidya';	Trainings is made compulsory for each UG and PG students as a part of their curriculum. VACs will be offered as previous
<b>8.1.2</b>	Introducing short-term skill-based vocational programs;	Early exits is loaded with special vocational trainings of 4 Credits in each program
<b>8.1.3</b>	Vocational Education programs to integrate with mainstream general/ professional education programs;	Early exits is loaded with special vocational trainings of 4 Credits in each program
<b>8.1.4</b>	General education curriculum to have provision of credits from courses on entrepreneurial competencies, communication, soft skills, critical thinking, problem solving, and decision making abilities;	Trainings are made compulsory for each UG and PG students as a part of their curriculum. VACs will be offered as previous
<b>8.1.6</b>	Application and experience-based learning, on-the-job training with specific job roles in the curriculum of vocational and professional programs;	This will be continued as previous year

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Registrar  
Quantum University