JSPM's Bhivarabai Sawant Institute of Technology & Research, Wagholi, Pune (412207)

CRITERION 6 - GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1
Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Nagaraj Kalyanappa Timalapur

Digitally signed by Nagaraj Kalyanappa Timalapur
DN: CN = Nagaraj Kalyanappa Timalapur, C = IN, S = Maharashtra, O = JSPM'S Bhivarabai Sawant Institute of Technology & Research, OU = OTHERS
Reason: I am approving this document
Date: 2023.12.15 15:58:11 +05'30'

Index

BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY AND RESEARCH, PUNE

Gate No. 720/1 & 2, Nagar Road, Wagholi, Pune, Maharashtra 412207
Approved By AICTE, New Delhi, Govt.Of Maharashtra & Affiliated To Savitribai Phule Pune University

Accredited by NAAC with a B++ grade
and
NBA accredited programs: Electronics and Telecommunication Engineering, Information Technology and Electrical Engineering

Strategic Perspective Plan of the Institute (2023-2027)

A perspective plan of our institute is a comprehensive and forward-looking document that outlines the institution's vision, goals, and strategies for future development. It serves as a roadmap for achieving excellence in education, research, and overall institutional growth. The plan typically covers a specific time frame, spanning five years, and is designed to guide the institute in making decisions to enhance its overall effectiveness. In that regards Internal Quality Assurance Cell (IQAC) has prepared a strategic perspective plan to enhance the academic, research, consultancy, extension, outreach, co-curricular and extra-curricular activities as against the set progress indicators and recommend theaugmentation of necessary infrastructural facilities for achieving the longterm goals and objectives.

In formulating the strategic perspective plan, due consideration is given to the institute's vision, mission, and embedded values and culture. A SWOC analysis is a tool used to frame this strategic perspective plan considering the following determinant key factors which are student-centric.

- Moving Towards Implementation of National Education Policy 2020
- Students Diversity
- Academic Performance
- Skill Sets Development through curricular, co-curricular and extra-curricular activities.
- Ethical and Human Values
- Accountability as a Citizen of India through Extension and Outreach Activities
- Infrastructure augmentation
- Faculty Development Programs
- Incubation, Innovation, Research and Entrepreneurial skills
- Training and Placement
- Continuous Improvement

Keeping in view the above key factors the planning consisted of giving a in-depth thought to the following

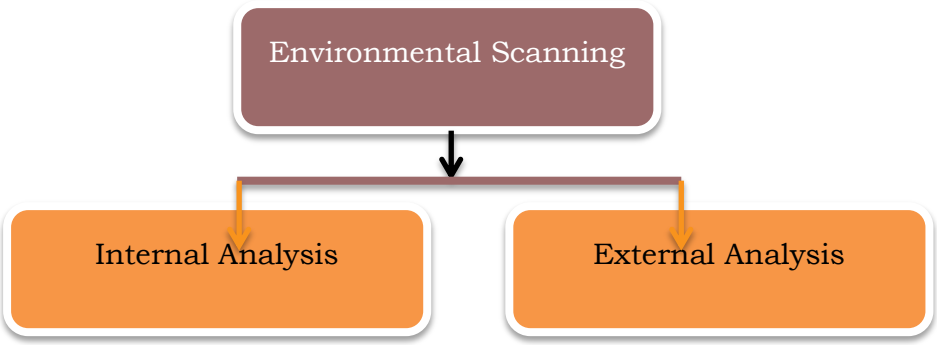
Values Identification: Identify and articulate the core values that underpin the institute's culture and guide decision-making. These values serve as the ethical foundation for strategic initiatives.

Goal Setting: Establish clear and measurable goals that align with the institute's mission and vision. Goals should be specific, achievable, and time-bound.

Strategic Formulation: Develop strategies to achieve the established goals, encompassing academic excellence, research, infrastructure development, and stakeholder engagement. These strategies should leverage the institute's strengths and address identified weaknesses.

Resource Allocation: Allocate resources effectively, considering budgetary constraints, to support the implementation of strategic initiatives. This includes funding for faculty development, infrastructure upgrades, and research endeavours.

Implementation Planning: Develop a detailed plan for the phased implementation of strategies, outlining responsibilities, timelines, and key performance indicators. This ensures a systematic and coordinated approach to achieving the set objectives.
Monitoring and Evaluation: Establish mechanisms for on-going monitoring and evaluation of the strategic plan's progress. Regular assessments enable timely adjustments, ensuring adaptability to changing circumstances.
Feedback and Iteration: Solicit feedback from stakeholders throughout the implementation process, fostering a culture of continuous improvement. Use this feedback to iteratively refine strategies and enhance the effectiveness of the strategic plan.
SWOC Analysis: Conduct a comprehensive SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis to identify internal strengths and weaknesses, as well as external opportunities and threats, informing strategic priorities.



Strengths-Weaknesses-Opportunities-Challenges (SWOC) Analysis Framework

Internal analysis:

- IQAC has collected qualitative and quantitative data from all institute units.
- Data on infrastructure, academic performance, teaching learning activities, training, research activities.etc.is collected from each department.
- The achievement of faculty and student at national, international level is collected
- Additional inputs are taken from training placement cell admission cell, office etc.
- Feedback from stakeholder is recorded.

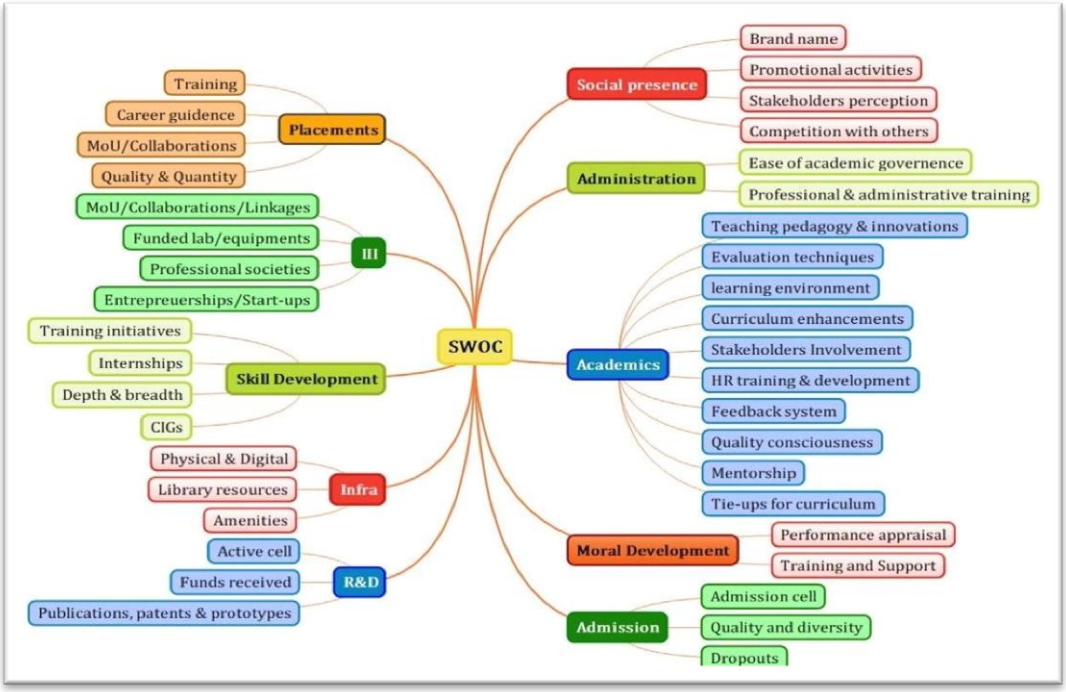
External analysis:

- Reports from AICTE, DTE and other national portals on changing educational policies(NEP-2020)
- Data on changing technology and industry demands
- Performance of another peer institute.
- New emerging opportunities in the education field.

Procedure adopted for conducting the SWOC analysis:

- SWOC analysis is carried out by all departments involving all stakeholders.
- Each department submits data on infrastructure, academic performance, teaching-learning activities, training, and research activities. etc. to IQAC
- The institute SWOC analysis is done by IQAC coordinator along with committee members. Brainstorming sessions are conducted with the HODs and senior faculty.

The following parameters are considered while doing SWOC analysis



Quantitative Data:

Department:

- ✓ Academic results
- ✓ Student enrolment/Admission
- ✓ FDP attended/certification completed
- ✓ Workshop/Conference/expert talk conducted
- ✓ Infrastructure upgradation
- ✓ Student participation in curricular and extracurricular (projectcompetition /sport/cultural)
- ✓ Faculty and student achievement
- ✓ Alumni Engagement
- ✓ E content/ICT initiatives by faculty

Research Data

- ✓ Publication (national /International conferences and Journals)
- ✓ Consultancy
- ✓ Funding
- ✓ Patent data
- ✓ Sponsored projects

Institute Industry Interaction Data:

- ✓ Entrepreneurship activities
- ✓ MOU/linkages data
- ✓ Internships
- ✓ Industry visits

Training and Placement Data

- ✓ Trainings conducted
- ✓ Higher studies/GATE and other competitive exam data
- ✓ Placement record with in-depth analysis
- ✓ Campus placement
- ✓ Company visited
- ✓ Average package
- ✓ Highest package

Social and cultural

- ✓ Engagement of students and faculty in social activity.
- ✓ NSS activities
- ✓ Environment-related initiatives
- ✓ Project carried out in social interest
- ✓ Cultural activities

Feedback and Mentoring

- ✓ Feedback analysis of stakeholder
- ✓ Mentoring data

After a thorough review of the above processes/activities the identified the strengths, weaknesses, opportunities, and challenges of the institute.

Strengths:

- ✓ Visionary management team and transparent administrative set-up.
- ✓ Qualified, experienced and dedicated teaching faculty.
- ✓ Student-centric functioning with mentoring, counselling and Effective academic monitoring through IQAC, HODs, Module coordinators and Dean Academics.
- ✓ ICT integration in teaching-learning and pedagogical initiatives.
- ✓ Good academic results.
- ✓ Training and placement cell striving to ensure skill enhancement and improvement in core industry placements.
- ✓ Good participation of students in Co-curricular and extra-curricular activities..
- ✓ Social inclusiveness through extension and outreach activities.
- ✓ Gender Equity Initiatives and survey.

Weaknesses:

- ✓ The socio-economic background of many students admitted in the College leads to poor language competence.
- ✓ Moderate placement packages and low placement in core companies.
- ✓ Inadequate number of skilled supporting staff
- ✓ Poor enrolment for engineering PG programs in recent years.
- ✓ Need to improve library utilization.
- ✓ Deepening of industry-academia partnerships in applied research needs to be encouraged.

Opportunities:

- ✓ Scope for interdisciplinary and sponsored projects.
- ✓ To build partnerships and collaborative work amongst community/peer institutes/ National R &D Labs.
- ✓ Incorporation of blended learning and Improvement in online resources /digital content.
- ✓ Improve the quality of research by applying research proposals to various funding agencies.
- ✓ Upskilling of faculty and students in new-age technology by encouraging their participation in various activities and in certification courses by NPTEL.
- ✓ To add new programs like Artificial intelligence and Data Science. Due to increasing demand.

Challenges:

- ✓ To get meritorious students.
- ✓ To map curriculum with fast-changing technology and skillset due to limited flexibility as the institute is bound to implement the syllabus prescribed by the affiliating University.
- ✓ To create a positive reputation/brand in the external world
- ✓ To shift student mindset from an exam-oriented approach to a learning/skill enhancement approach.
- ✓ To improve the research quality of publication.
- ✓ Difficulty in Student engagement due to their distractions attributed to excessive use

of social media.

Summary:

It is evident from the above analysis that the institute has the potential to achieve continuously improved performance leading to benefits to both the students and teaching staff.

Strategic Perspective Plan:

After understanding the Strengths, weaknesses opportunities and Challenges for has developed thefollowing strategic plan was drafted for the period 2023 to 2027 to transform the institute into a quality technical education institute.

- ✓ To provide trained and skilled engineers to meet the current industry demands
- ✓ To obtain full accreditation for all UG programs.
- ✓ To provide a blended learning experience and use of ICT to improve the quality of teaching and learning process.
- ✓ To enhance the research culture and entrepreneurship among students.
- ✓ To enhance collaborative activities with industries and other reputed institutes and share resources with mutual tie-ups.
- ✓ To train newly joined Faculties through faculty development Programmes and to upgrade the skills of Technical Staff through regular training programs.
- ✓ To Strengthen Industry/ Institute / Alumni Interaction for better placement andinternship opportunities
- ✓ To engage in more social and eco-friendly projects.

The objectives and expected outcomes are framed which are aligned with the strategic perspective plan.

Strategic perspective plan-I:

- To provide trained and skilled engineers to meet the current industry demands.

Objectives:

- To train students on current technologies and new advancements.
- To adopt project-based learning and give a platform to apply their acquired knowledge for real-life applications.

Expected outcome:

- Enhanced Core Placement.

Current status:

- 60% placement in core industries

…….

Strategic perspective plan-II:

- To obtain full accreditation for all UG programs.

Objectives:

- To implement outcome-based education by adopting right teaching-learning process.
- To assess the program outcome by taking regular feedback from stakeholders

Expected outcome:

- Increase the employability of students and thereby brand value improvement leading to . Improvement in quality admission

Current status:

- Students with low merit and poor communication skills.

.....

Strategic perspective plan-III:

- To provide a blended learning experience to improve the quality of teaching and learning process.

Objectives:

- To integrate ICT tools and teaching methodologies.

Expected outcome:

- Familiarity with the use of modern tools and learning resources.
- Better understanding of complex concepts with audio-visual inputs.

Current status:

- Teaching staff members use ICT tools like LCD projectors, smart boards, NPTEL videos and other online resources and students are also gaining interest in the use of digital resources.

.....

Strategic perspective plan-IV:

- To enhance the research culture and entrepreneurship among students.

Objectives:

- To provide an incubation Centre
- To publish papers in Scopus indexed/UGC care/WS journal
- To promote faculty for PhD program and encourage them for upskilling.

Expected outcome:

- More employable and entrepreneurs from the institute
- Quality publication

Current status:

- Lack of research funding and limited opportunity to orient the students and faculty members due to limited flexibility or autonomy in academic implementation.

.....

Strategic perspective plan-V:

- Remedial activities/ Efforts to assist academically weaker students.

Objectives:

- To arrange remedial lectures and provide personal guidance
- To arrange training to improve communication skills

Expected outcome:

- Better performance in academics, better job opportunities

Current status:

- Low performance in university exams.

.....
...

Strategic perspective plan-VI:

- To extend academic help to assist academically weaker students.

Objectives:

- To arrange remedial lectures and provide personal guidance
- To arrange training to improve communication skills

Expected outcome:

- Better performance in academics, better job opportunities

Current status:

- Low performance in university exams.

.....

Strategic perspective plan-VII:

- To train newly joined Faculties through faculty development Programmes and to upgrade the skills of Technical Staff through regular training programs.

Objectives:

- To encourage faculty members to attend FDPs, STTPs, Workshops, Conferences seminars and NPTEL certification course professional enhancement.
- To arrange training programs for office staff to develop computer skills.

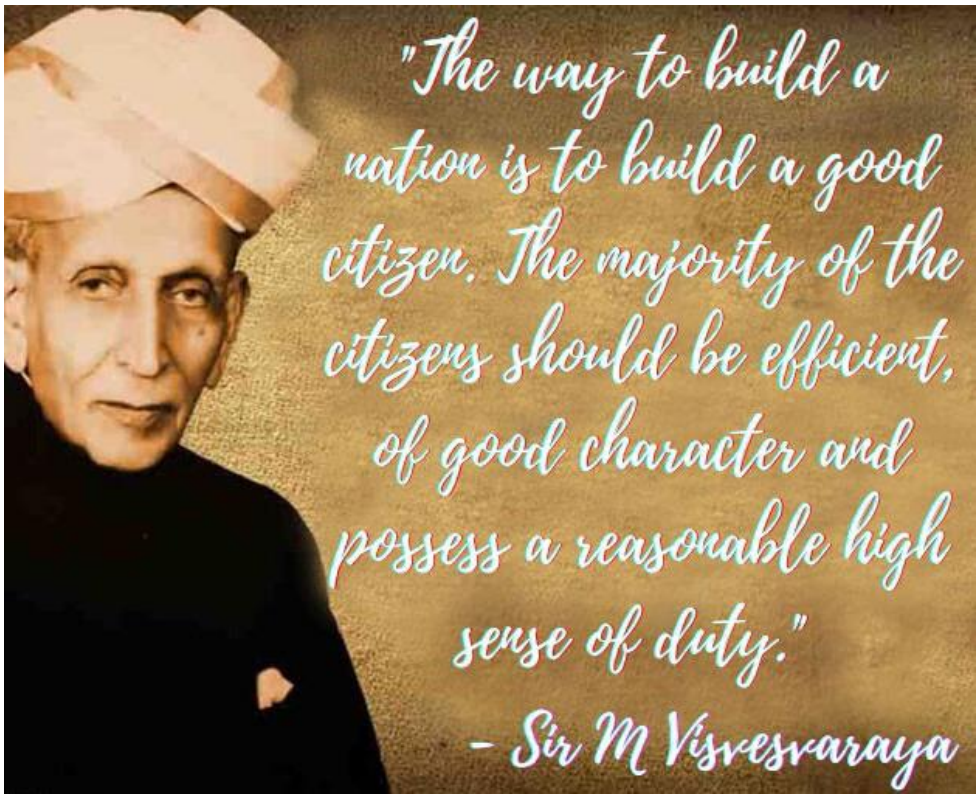
Expected outcome:

- Increased competence in office staff in handling administrative work and documentation.

Current status:

- Need for upskilling of faculty to cater the needs of students of different back ground and create awareness of outcome based education and accreditation process.

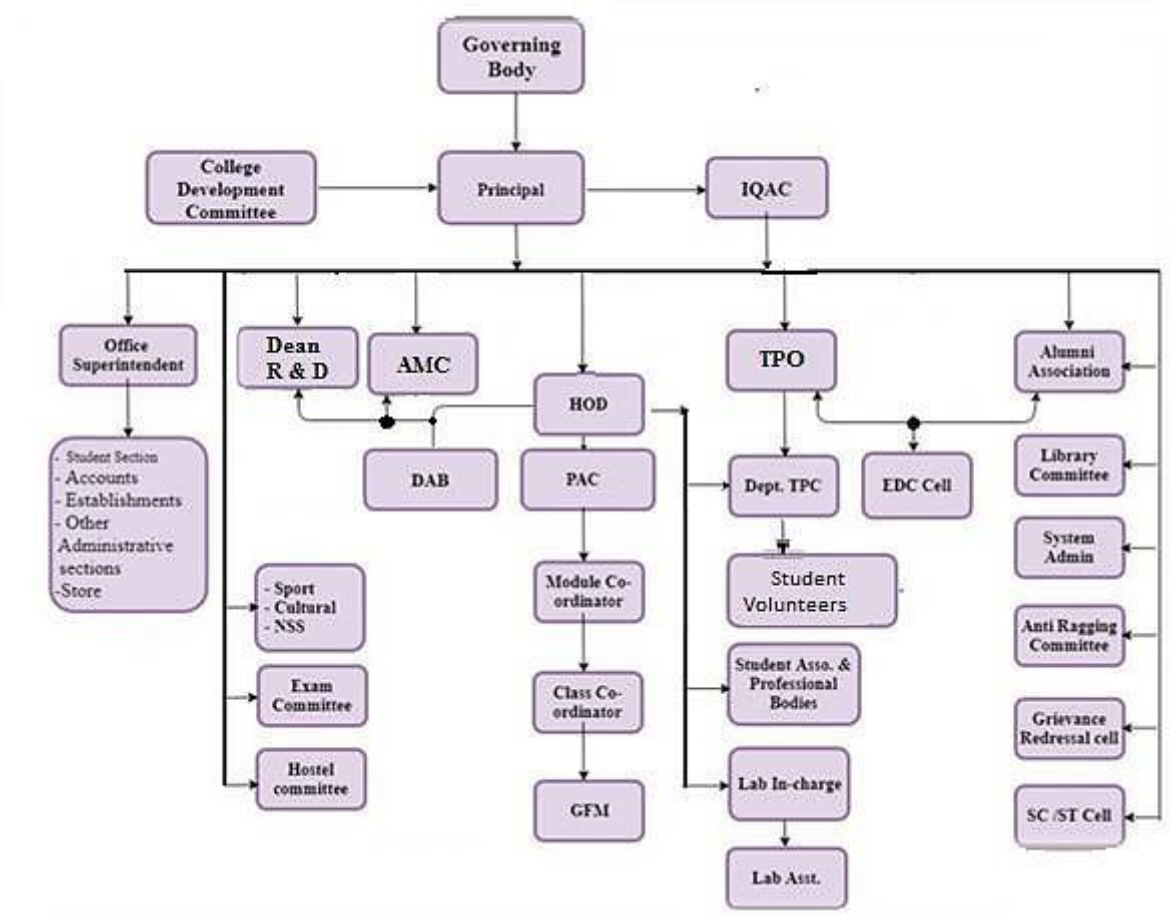
.....



JSPM's BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY AND RESEARCH, WAGHOLI, PUNE

COMMITTEES AND CELLS OF INSTITUTE

Organization chart of the Institute



List of Administrative bodies

Sr. No.	Name of the Administrative Body/Committee	Sr. No.	Name of the Academic Body/Committee	Sr. No.	Name of the Students Body/Committee
1.	Governing Body (GB)	8.	Internal Quality Assurance Cell (IQAC)	15.	Alumni Association
2.	College Development Cell (CDC)	9.	Academic Monitoring Committee (AMC)	16.	Student Development Cell (SDC)
3.	SC / ST Committee	10.	Program Assessment Committee(PAC)	17.	National Service Scheme (NSS)
4.	Anti-Ragging Squad	11.	Department Advisory Board (DAB)	18.	Innovation, Incubation and Entrepreneurship Development Cell (IIEDC):
5.	Anti-Ragging Committee	12.	Library Advisory Committee (LAC)	19.	Department Student Associations
6.	Discipline Committee	13.	Training & Placement Cell (T & P)	20.	Students Council
7.	Grievances Redressal Committee Grievances RedressalCell Women GrievancesCell	14.	Research and DevelopmentCell (R & D)		

1. GOVERNING BODY

Sr. No.	Name	Occupation	Designation in body	Status of the Member
	Dr. T. J. Sawant	Founder Secretary JSPM Trust, Pune	Chairman	Chairman (Nominated by Trust)
	Dr. Ravi Joshi	Director, Planning & Development, JSPM	Member	Member (Nominated by Trust)
	Shri. B. M. Tiwari	Asst. Director, Regional Officer, WRO, AICTE	Member	AICTE Nominee
	Dr. D. V. Jadhav	Jt. Director, DTE Pune Regional Office	Member	State Govt. Nominee
	Dr. Yogesh Nerkar	Coordinator Examination Automation, SPPU, Pune	Member	University Nominee
	Mr. Vijay Sawant	Director ARQAC, JSPM	Member	Nominated by Mgmt.
	Mr. P. V. Jatti	HOD, Mech. Dept., BSIOTR	Member	Teaching Staff
	Dr. Gayatri Bhandari	HOD, Computer. Dept., BSIOTR	Member	Teaching Staff
	Dr. H. D. Patil	Director, KIMR	Member	Member Academician
.	Dr. Bhushan Patil	Senior Data Analyst, General Electricals	Member	Member Industrialist
.	Dr. Nagaraj K. Timalapur	Principal, BSIOTR, Pune	Member-Secretary	Ex-officio Member

Functions: The Governing Body besides being the supreme administrative authority of the Institute shall have the following additional functions:

1. To approve an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth and enable the college to foster excellence in curricular, co-curricular and extra-curricular activities.
2. Approval about introducing new academic courses and the creation of additional teaching and administrative posts and approval to fill the vacant post.
3. To Encourage and strengthen research culture, consultancy and extension activities in the college.
4. Approval for recommendations of College Development Committee regarding overall development of the institute.
5. To approve the annual financial estimates (budget) and financial statements of the college.
6. To approve the recommendations regarding the students and employees welfare activities in the college.
7. To take note of inspection reports, local inquiry reports, audit report, report of NAAC/NBA, etc. and approval to actions if any.

2. COLLEGE DEVELOPMENT COMMITTEE

Sr. No.	Name	Occupation	Designation in body	Status of the Member
	Dr. T. J. Sawant	Founder Secretary JSPM Trust, Pune	Chairman	Chairman (Nominated by Trust)
	Dr. Ravi Joshi	Director, Planning & Development, JSPM	Member	Member (Nominated by Trust)
	Mr. Vijay Sawant	Director ARQAC, JSPM	Member	Nominated by Mgmt.
	Dr. H. D. Patil	Director, KIMR	Member	Member Academician
	Dr. R. S. Deshpande	Principal, Imperial College of Engineering	Member	Member Academician
	Mr. N. A. Badageri	Director, United Metallurgical Pvt. Ltd., Nagar	Member	Member Industrialist
	Dr. Gayatri Bhandari	HOD, Computer. Dept., BSIOTR	Member	HOD nominated by Principal
	Dr. Yogesh Angal	HOD, E&TC Dept. BSIOTR	Member	HOD nominated by Principal
	Mr. Vivek Mohite	Mech. Engg. Dept. BSIOTR	Member	Teacher Representative
	Mr. Pritam Anuse	OS, BSIOTR	Member	Non – teaching Representative
	Dr. Nagaraj K. Timalapur	Principal, BSIOTR, Pune	Member-Secretary	Ex-officio Member

The functions and responsibilities of the College Development Committee are as follows:

1. Prepare an overall comprehensive development plan of the institute regarding academic, administrative and infrastructural growth, and enable Institute to foster excellence in curricular, co-curricular and extra-curricular activities.
2. Decide about the overall teaching programs or annual calendar of the institute.
3. Recommend to the management about introducing new academic courses and the creation of additional teaching and administrative posts.
4. Make specific recommendations to the management to encourage and strengthen research culture, consultancy and extension activities in the institute.
5. Make specific recommendations to the management to foster academic collaborations with industry to strengthen teaching- learning process.
6. Make specific recommendations to the management to encourage the use of information and communication technology in the teaching and learning process.
7. Make specific recommendations regarding the improvement in the teaching and suitable training programs for the employees of the institute.
8. Prepare the annual financial estimates (budget) and financial statements of the institute and recommend the same to the GB for approval.

9. Formulate proposals of new expenditure not provided in the annual financial estimates (budget).
10. Make recommendations regarding the students and employees welfare activities in the institute.
11. Discuss the reports of the Internal Quality Assurance Committee and make suitable recommendations.
12. Frame suitable admissions procedure for different programs by following the statutory norms.
13. Plan major annual events in the institute, such as annual day, sports events, cultural events, etc.
14. Recommend the administration about appropriate steps to be taken regarding the discipline, safety and security issues of the institute or institution.
15. Consider and make appropriate recommendations on inspection reports, local inquiry reports, the audit report, report of National Assessment and Accreditation Council, etc.
16. Recommend the distribution of different prizes, medals and awards to the students.

3. SC/ST COMMITTEE

Sr. No.	Name of Member	Designation	Position in SC/ST Committee
	Dr. Anil Wanare	Prof., E & TC Engg.	Chairman
	Ms. Pranita Ingale	Asst. Prof., IT Engg.	Member
	Ms. Atul Talape	Asst. Prof., Mech. Engg.	Member
	Mr. Nitin Taktode	Non – Teaching Staff	Member
	Mr. Jayawant Gadekar	Non – Teaching Staff	Member

The functions of SC / ST committee are as follows:

1. Upliftment of students and staff belongs to SC/ST category.
2. To share various government schemes & Programs with concern members.
3. To ensure proper implementation of various schemes of MHRD Government of India and State Govt. concerning scholarships, stipends, etc. for the welfare of reserved categories.
4. To keep watch on any activity related to discrimination on the basis of caste in college premises.

4. ANTI RAGGING COMMITTEE

Sr. No.	Name of Member	Designation	Position in Anti-Ragging Committee
1.	Dr. T. K. Nagaraj	Principal, BSIOTR	Chairman
2.	PSI, Police Station, Lonikand	Police Sub Inspector (PSI)	Member
3.	Dr. Gayatri Bhandari	Professor, Comp. Engg. Dept.	Member
4.	Mr. Prabhuling Jatti	Asst. Prof., Mech. Engg. Dept.	Member
5.	Dr. Nilam Ghuge	Professor, Elect. Engg. Dept.	Member
6.	Mr. Shrishail Patil	Asst. Prof., Comp. Engg. Dept.	Member
7.	Mrs. Swati Godase	Asst. Prof., General Science Dept.	Member
8.	Mr. Pritam Anuse	Office Superintendent	Member
9.	Mrs. Anita Bhong	Hostel Warden	Member

Functions & Responsibilities of Anti-Ragging Committee:

1. To ensure compliance with the provisions of Anti-Ragging regulations as well as the provisions of any law for the time being in force concerning ragging.
2. To monitor and oversee the performance of the Anti-Ragging Squad in prevention of ragging in the institution.
3. To carryout regular checks for any ragging activity.
4. To carryout surprise checks in ragging prone zones.
5. To investigate the cases and to make recommendations on actions to be taken.

5. COMPOSITION OF ANTI RAGGING SQUAD COMMITTEE

Sr. No.	Name of Member	Designation	Position in Anti-Ragging Squad Committee
1.	Dr. Arun Patil	Asst. Prof., Mech. Engg.	Coordinator
2.	Mrs. Minakshi Annamalai	Asst. Prof., E & TC Engg.	Member
3.	Mr. Ajay Pingale	Asst. Prof., Mech. Engg.	Member
4.	Ms. Madhavi Kulkarni	Asst. Prof., Comp. Engg.	Member
5.	Mr. Tushar Kafare	Asst. Prof., E & TC Engg.	Member

Responsibility of Anti-Ragging Squad:

1. Makes surprise visits on hostels and other places vulnerable to incidents and having the potential for ragging and is empowered to inspect such places.

2. Anti-Ragging Squad conducts an on-the-spot enquiry into any incidents of ragging reported.

3. Anti-Ragging Squad conducts such enquiry observing a fair and transparent procedure and the principles of natural justice and after giving adequate opportunity to the student or students accused of ragging and other witnesses to place before it the facts, documents and views concerning the incidents of ragging, and considerations such other relevant information as may be required.

6. DISCIPLINE COMMITTEE

Sr. No.	Name of Member	Designation	Position in Discipline Committee
1.	Prof. Prabhuling Jatti	Asst. Prof., Mech. Engg.	Chairman
2.	Dr. Nilam Ghuge	Prof., Elect. Engg.	Member
3.	Dr. Gayatri Bhandari	Prof., Comp. Engg.	Member
4.	Dr. Yogesh Angal	Prof., E & TC Engg.	Member
5.	Dr. Swati Godase	Asst. Prof., General Science Engg.	Member
6.	Mrs. Rekha Kotwal	Asst. Prof., IT	Member
7.	Mr. Pritam Anuse	Office Superintendent	Member

Following measures shall be taken by this committee for maintaining discipline in institute.

1. Identity card will be issued to all the students. They should produce their identity cards on demand.
2. Students are strictly prohibited from taking out any procession or indulging in unauthorized group activities.
3. Students should not arrange any function, meeting, or religious gathering within the campus without special permission of the authorities.
4. No one shall indulge in politics, violence, rioting or instigate communal feelings or have dealings with outside elements.
5. Misconduct or infringements of rules & regulations and activities which are not in the interest of the institution and harmful to the reputation of the institution will make a student liable for severe disciplinary action and even expulsion from the hostel &Institute.

7 A. GRIEVANCES REDRESSAL CELL

Sr. No.	Name of Member	Designation	Position in Grievance Redressal Cell
1.	Dr. Pravin Kachare	Prof. Mech. Engg. Dept.	Chairman
2.	Mr. Prabhuling Jatti	Asst. Prof. Mech. Engg. Dept.	Member
3.	Mr. Avinash Hadole	Asst. Prof., Elect. Engg	Member
4.	Mr. Mallikarjun Shrigan	Asst. Prof., General Science Dept.	Member
5.	Mrs. Madhavi Kulkarni	Asst. Prof., Comp. Engg	Member
6.	Mr. Mahesh Waghmode	TE E & TC	Student Member
7.	Ms. Vaishali Bhor	TE IT	Student Member

Functions:

The function of the cell is to look into the complaints lodged by any student, and judge its merit. The cell is also empowered to look into matters of harassment. Anyone with a genuine grievance may approach the department members in person, or in consultation with the officer in-charge, Students' Grievance Cell. In case the person is unwilling to appear in self, grievance may be dropped in writing at the letter box / suggestion box of the Grievance Cell.

1. The cases will be attended promptly on receipt of written grievances from the students.
2. The cell formally will review all cases and will act accordingly as per the Management policy.
3. The cell will give report to the authority about the cases attended to and the number of pending cases, if any, which require direction and guidance from the higher authorities.

7 B. INTERNAL COMPLAINT COMMITTEE / WOMEN GRIEVANCE CELL

Sr. No.	Name of Member	Designation	Position in ICC/ Women Grievance Cell
1.	Dr. Gayatri Bhandari	Prof. Comp. Engg.	Chairman
2.	Mrs. Rekha Kotwal	Asst. Prof. in IT Dept.	Member
3.	Mrs. Swati Godase	Asst. Prof. in FE Dept.	Member
4.	Mrs. Varsha Patil	Asst. Prof. Mech. Engg.	Member
5.	Mrs. Jyoti Gole	Asst. Prof. Elect. Engg.	Member
6.	Ms. Chaitra Deshpande	TE E & TC Dept.	Student Member

Functions of ICC:

1. To provide a neutral, confidential and supportive environment for members of the campus community who may have been sexually harassed;
2. To advice complainants of the informal and formal means of resolution as specified by the Cell;
3. To ensure the fair and timely resolution of sexual harassment complaints;
4. To provide information regarding counseling and support services on the campus;
5. To promote awareness about sexual harassment through educational initiatives that encourages and fosters a respectful and safe campus environment.

8. INTERNAL QUALITY ASUURANCE CELL (IQAC)

Sr. No.	Name	Occupation	Designation in Cell
1.	Dr. Nagaraj K. Timalapur	Principal	Chairperson
2.	Dr. Ravi Joshi	Director, Planning and Development, JSPM	Member (Management Representative)
3.	Er. Rajendra Nimbargi	Sr. Manager Quality & M.R. Helvoet Rubber & Plastics technologies (I) Pvt. Ltd. Pune	Member (Industrialist)
4.	Mr. Prashant Mane	Director, Phoenixgen Pvt. Ltd., Pune	Member (Employer)
5.	Mr. Vijay Gadad,	Manager, Honeywell Pvt. Ltd., Pune	Member Local Society
6.	Mr. Santosh Jathar	Parent	Member (Parent)
7.	Dr. Arun Patil	Dean academic	Member (Teaching)
8.	Dr. Neelam Ghuge,	HOD, Electrical Engineering	Member (Teaching)
9.	Dr. Pravin Kachare,	HOD, Mechanical Engineering	Member (Teaching)
10.	Dr. Yogesh Angal	HOD, E&TC	Member (Teaching)
11.	Ms. Rekha Kotwal	HOD, Information Technology	Member (Teaching)
12.	Dr. Gayatri Bhandari	HOD, Computer Engineering	Member (Teaching)
13.	Dr. Swati Godase	HOD, Engineering Science	Member (Teaching)
14.	Dr. Anil Wanare	Professor	Member (Teaching)
15.	Mr. Ganesh Lahote	Training and Placement Officer	Member (Teaching)
16.	Mr. Pritam Anuse	Office Superintendent	Member Admin.
17.	Mr. Sachin Kawathe	Senior Clerk	Member Admin.
18.	Mr. Darshan Patil	Engineer, Enzigma Pvt. Ltd., Pune	Member (Alumni)
19.	Ms. Nikita Mane,	Student, E&TC	Member Student
20.	Mr. Gaurav Thakur	Student, E&TC	Member Student
21.	Mr. Prabhuling Jatti	Asst. Professor	Coordinator/Director IQAC

Functions of IQAC shall be as follows:

Some of the functions expected / initiated from the IQAC are:

1. Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
2. Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
3. Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
4. Dissemination of information on various quality parameters of higher education.

5. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
6. Documentation of the various programmes /activities leading to quality improvement.
7. Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
8. Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.
9. Development of Quality Culture in the institution.
10. Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

9. ACADEMIC MONITORING CELL (AMC)

Sr. No.	Name of Member	Designation	Position in AMC
1.	Dr. Arun Patil	Asst. Prof. in Mech. Engg.	Coordinator
2.	Mr. Yogesh Bhendwar	Asst. Prof. in E &TC Engg.	Member
3.	Mrs. Ashwini Taksal	Asst. Prof. in IT	Member
4.	Mr. Nitesh Anawat	Asst. Prof. in Elect. Engg.	Member
5.	Mrs. Varsha Patil	Asst. Prof. in Mech. Engg.	Member
6.	Mr. Nihil Gurav	Asst. Prof. in General Sci. Engg.	Member
7.	Mr. Vipul Bhosale	Asst. Prof. in General Sci. Engg.	Member

Functions/responsibility / duties of AMC:

1. To ensure that all departments have done proper planning before the start of the academic year for conduction of academic activities like lectures, clinical postings and tentative examination dates
2. To ensure that effective teaching – learning is taking place throughout the academic year.
3. To ensure that effective continuous assessment and evaluation is taking place to support teaching – learning
4. To ensure that slow learners and advanced learners are taken care as per their needs
5. To ensure that students are mentored for academic as well as personality development
6. To ensure the attainment of course outcomes and eventually the program outcomes.

10 A. PROGRAM ASSESSMENT COMMITTEE OF ELECTRICAL ENGINEERING DEPARTMENT

Sr. No.	Name of Faculty member	Designation	Position in PAC
1.	Prof. Nitesh Anawat	Asst. Prof. Electrical Engg.	Chairman (Program Coordinator)
2.	Mr. Rashmi Sharma	Asst. Prof. Electrical Engg.	Module Coordinator
3.	Mr. Avinash Hadole	Asst. Prof. Electrical Engg.	Module Coordinator
4.	Mrs. Amrita Tuteja	Asst. Prof. Electrical Engg.	Module Coordinator
5.	Mrs. Ritu Soni	Asst. Prof. Electrical Engg.	Module Coordinator

Functions of PAC:

1. Evaluates and monitors the attainment of COs, POs, PSOs.
2. Proposes necessary changes for continuous improvements.
3. Preparation of periodic reports on program related activities, status reports for management and key stakeholders.
4. Faculty motivation: To attend/organize workshop/seminar/FDP, paper publication, development of models/laboratory.
5. Student motivation: Attend/participate tech competitions, paper presentation, mini projects/models, social/cultural events, skill development programs.
6. Conduct surveys, interaction with faculty, coordinators and other stakeholders
7. Monitoring of co-curricular activities for attainment of POs/PSOs

10 B. PROGRAM ASSESSMENT COMMITTEE OF E & TC DEPARTMENT

Sr. No.	Name of Faculty member	Designation	Position in PAC
1.	Dr. Yogesh Angal	Prof. E & TC Engg.	Chairman (Program Coordinator)
2.	Dr. Anil Wanare	Asst. Prof. E & TC Engg.	Module Coordinator
3.	Mr. Yogesh Bhendwar	Asst. Prof. E & TC Engg.	Module Coordinator
4.	Mrs. Meenakshi A	Asst. Prof. E & TC Engg.	Module Coordinator
5.	Mr. Tushar Kafare	Asst. Prof. E & TC Engg.	Module Coordinator

Functions of PAC shall be as follows:

1. Evaluates and monitors the attainment of COs, POs, PSOs.
2. Proposes necessary changes for continuous improvements.
3. Preparation of periodic reports on program related activities, status reports for management and key stakeholders.
4. Faculty motivation: To attend / organize workshop/seminar / FDP, paper publication, development of models/laboratory.
5. Student motivation: Attend / participate tech competitions, paper presentation, mini projects/models, social/cultural events, skill development programs.
6. Conduct surveys, interaction with faculty, coordinators and other stakeholders
7. Planning of co-curricular activities for attainment of POs/PSOs

10 C. PROGRAM ASSESSMENT COMMITTEE OF INFORMATION TECHNOLOGY DEPARTMENT

Sr. No.	Name of Faculty member	Designation	Position in PAC
1.	Ms. Rekha Kotwal	Asst. Prof., IT	Chairman (Program Coordinator)
2.	Ms. Pranita Ingale	Asst. Prof., IT	Module Coordinator
3.	Ms. Bhagyashree Kadam	Asst. Prof., IT	Module Coordinator
4.	Mr. Siddaram Bhourgunde	Asst. Prof., General Science	Module Coordinator

Functions of PAC:

1. Evaluates and monitors the attainment of COs, POs, PSOs.
2. Proposes necessary changes for continuous improvements.
3. Preparation of periodic reports on program related activities, status reports for management and key stakeholders.
4. Faculty motivation: To attend/organize workshop/seminar/FDP, paper publication, development of models/laboratory.
5. Student motivation: Attend/participate tech competitions, paper presentation, mini projects/models, social/cultural events, skill development programs.
6. Conduct surveys, interaction with faculty, coordinators and other stakeholders
7. Planning of co-curricular activities for attainment of POs/PSOs

11 A. DEPARTMENT ADVISORY BOARD FOR ELECTRICAL ENGINEERING DEPARTMENT

Sr. No.	Name of Faculty member	Designation	Position in DAB
1.	Dr. Nilam Ghuge	HOD	Chairman
2.	Dr. Arun Patil	Dean	Member
3.	Dr. Prashant Tushare	Chairman Board of Studies, SPPU, Pune	Member
4.	Dr. Kailas Karande	BOS Electrical Engg., PAHSUS	Member Academician
5.	Dr. Bhushan Patil	Sr. Scientist, General Electrical	Member Industry
6.	Mr. Nitesh Anwat	Asst. Professor	Member Faculty
7.	Ms. Manasi Patil	SAP Consultant	Member Alumni
8.	Mr. Sanket Patil	TE Electrical Student	Member Student

Functions of DAB:

1. Drafting of Vision, Mission of department
2. Drafting of PEOs, Formulation of PSOs
3. Defines current and future issues related to program.
4. Develop/recommends new or revised PEOs/PSOs
5. Recommends the proposals/requirements for effective implementation of OBE
6. Define various assessment tools for measuring outcomes
7. Evaluates the attainment of PEOs, POs, PSOs and proposes necessary improvements

11 B. DEPARTMENT ADVISORY BOARD FOR ELECTRONICS AND TELE-COMM. ENGINEERING DEPARTMENT

Sr. No.	Name of Faculty member	Designation	Position in DAB
9.	Dr. Yogesh Angal	HOD	Chairman
10.	Dr. Arun Patil	Dean	Member
11.	Dr. Yogesh Angal	Dean R & D	Member
12.	Dr. Dattatray Bormane	Chairman Board of Studies, SPPU,Pune	Member
13.	Dr. Aditya Abhyankar	Dean and HOD, Department of Technology, SPPU, Pune	Member Academician
14.	Mr. Amol Shinde	Sr. Technical Engineer, CISCO, Pune	Member Industry
15.	Dr. Anil Wanare	Professor	Member Faculty
16.	Ms. Sayali Lokhande	Entrepreneur	Member Alumni
17.	Mr. Gaurav Thakur	TE E & TC student	Member Student

Functions of DAB:

1. Drafting of Vision, Mission of department
2. Drafting of PEOs, Formulation of PSOs
3. Defines current and future issues related to program.
4. Develop/recommends new or revised PEOs/PSOs
5. Recommends the proposals/requirements for effective implementation of OBE
6. Define various assessment tools for measuring outcomes
7. Evaluates the attainment of PEOs, POs, PSOs and proposes necessary improvements

11 C. DEPARTMENT ADVISORY BOARD FOR INFORMATION TECHNOLOGY DEPARTMENT

Sr. No.	Name of Faculty member	Designation	Position in DAB
18.	Mrs. Vidya Jagtap	HOD	Chairman
19.	Dr. Arun Patil	Dean	Member
20.	Dr. Yogesh Angal	Dean R & D	Member
21.	Dr. Aditya Abhyankar	Chairman, Board of Studies, SPPU, Pune	Member
22.	Dr. Vinod Wadane	HOD, Computer Dept, ICOER	Member Academician
23.	Ms. Rutuja Sathe	Director, Infeanet Digital Marketing and Web Media, Pune	Member Industry
24.	Mrs. Rekha Kotwal	Asst. Professor	Member Faculty
25.	Mr. Abhishek Karape	Xoriant Pvt., Ltd., Pune	Member Alumni
26.	Ms. Nikita Bhosage	TE IT student	Member Student

Roles and responsibilities: The roles and responsibilities of DAB are as follows:

1. Suggest improvement in academic plans and recommend standard practices/systems for attainment of PEOs &
2. Encourage for industry-institute interactions to bridge up curriculum/industry gap and suggest quality improvement initiatives to enhance employability.
3. Redefine existing PEO's, aligning of PEO's to the mission statements and defining program specific outcomes.
4. To propose necessary action plan for skill development of students, required for entrepreneurship development and quality improvement.
5. To identify and suggest thrust areas to conduct various activities (final year projects, training courses and additional experiments to meet PEOs.

12. LIBRARY ADVISORY COMMITTEE

Sr. No.	Name of Member	Designation	Position in Library Advisory Committee
1.	Dr. Gayatri Bhandari	HOD, Computer Engg. Dept.	Chair Person
2.	Mrs. Vidhya Ade	Librarian	Member Secretary
3.	Dr. Nilam Ghuge	Prof., Elect. Engg. Dept.	Member
4.	Dr. Yogrsh Angal	Prof., E&TC Engg. Dept.	Member
5.	Mrs. Rekha Kotwal	Asst. Prof., IT Dept.	Member
6.	Dr. Swati Godase	HOD, General Science Dept.	Member
7.	Mr. Arun Patil	Asst. Prof., Mech. Engg. Dept	Member
8.	Mr. Gaurav Thakur	Student of TE E & TC	Student Representative

The functions and responsibilities of Library Committee are as follows:

1. The Library committee plays a vital role in the smooth functioning of the library as well as fulfil the students' requirements regarding learning aids.
2. This committee examines the procurement of books/Journals/Periodicals/Magazines in the library.
3. Library Committee takes initiative in the formation of rules and regulations for students and faculty.
4. Committees supervise the allocation & utilization of fund distribution for purchase books and journals in the library.
5. Committee work as an advisory committee for the overall development of the library to solve administrative problems.
6. It considers and put forward the views of students and Research Scholars regarding their problems and solutions sought thereof.

13. TRAINING AND PLACEMENT CELL

Sr. No.	Name of Member	Designation	Position in T & P Cell
1.	Mr. Ganesh Lohate	Asst. Prof. in Elect. Engg.	TPO
2.	Ms. Swati Barak	Asst. Prof. in Comp. Engg.	TPC
3.	Mrs. Jyoti Gole	Asst. Prof. in Elect. Engg.	TPC
4.	Mr. Ajay Pingale	Asst. Prof. in Mech. Engg.	TPC
5.	Mr. Manoj Sonone	Asst. Prof. in E &TC Engg.	TPC
6.	Ms. Bhagyshri Kadam	Asst. Prof. in IT	TPC

Functions and responsibilities of the Training and Placement Cell are as follows:

1. To monitor the overall activity of placement.
2. To improve quality of the student's training process.
3. To increase placement related activities.
4. To provide placement assistance to the students.

14. RESEARCH AND DEVELOPMENT CELL (R & D)

Sr. No.	Name of Member	Designation	Position in R & D Cell
1.	Dr. Yogesh Angal	Dean (R&D), Prof (E & TC),	Coordinator
2.	Dr. Pravin Kachare	Prof., Mech. Engg.	Member
3.	Dr. Neelam Ghuge	Prof., Elect. Engg.	Member
4.	Dr. Gayatri Bhandari	Prof., Comp. Engg.	Member
5.	Dr. Anil Wanare	Prof., E & TC Engg.	Member
6.	Mrs. Rekha Kotwal	Asst. Prof., IT	Member
7.	Dr. Swati Godase	Asst. Prof., FE	Member
8.	Dr. Aditya Abhyankar	Dean and HOD, Department of Technology, SPPU	Member

Functions of R & D Cell:

1. To ensure smooth functioning and effective Management of R&D activities in the institution.
2. To provide a focal point in the institution to co-ordinate R&D activities between various departments, faculty members and research students of the respective institution.
3. To identify potential projects/sources of funds, and to communicate the same faculty members through HODs.
4. To establish collaboration with other institutions and research centers and industries.
5. To liaise with public and private sectors and identify R&D projects including consultancy services which could be undertaken.
6. Implementation, follow-up, progress and monitoring of on-going projects.

15. ALUMNI ASSOCIATION EXECUTIVE COMMITTEE

Sr. No.	Name of Member	Designation	Position in Alumni Association
1.	Dr. T. K. Nagaraj	Principal, JSPM's BSIOTR	President
2.	Mr. Ganesh Lohate	TPO	Vice – President
3.	Ms. Swati Barak	TPC	Secretary
4.	Mrs. Jyoti Gole	TPC	Joint – Secretary
5.	Mr. Ajay Pingale	TPC	Treasurer
6.	Mr. Manoj Sonone	TPC	Member
7.	Ms. Bhagyshree Kadam	TPC	Member
8.	Ms. Sayali Lokhande	Entrepreneur, Smart Links, Pune	Member Alumni (E & TC)

The functions of Alumni Association:

1. To conduct alumni meet at central level or department level.
2. Consistent interaction with alumni for academic, co-curricular and extra-curricular activities like expert lectures, workshops, seminar, sponsored project, internships, etc.
3. To get assistance for training and placement of students.
4. To get the alumni involvement in Incubation, Innovation and Entrepreneur Cell of institute to help the students in their innovative activities.

16. STUDENT DEVELOPMENT CELL

Sr. No.	Name of Member	Designation	Position in SDC
1.	Mr. Shrishail Patil	Asst. Prof., Comp. Engg.	Student Development Officer
2.	Dr. Angal Yogesh	Prof., E & TC Engg.	Member
3.	Dr. Gayatri Bhandari	Prof., Comp. Engg.	Member
4.	Dr. Nilam Ghuge	Prof., Elect. Engg.	Member
5.	Mr. Mayur Devadhe	Asst. Prof., Mech. Engg.	Member
6.	Mrs. Rekha Kotwal	Asst. Prof., IT	Member
7.	Mr. Kantilal Phadtare	Local Social/ Political work member	Local Member
8.	Ms. Gauri Wankhede	Student, TE Comp. Engg.	Member
9.	Mr. Gaurav Dhokchawale	Student, TE Comp. Engg.	Member
10.	Mr. Chetan Daphal	Student, TE E & TC. Engg.	Member

Functions of Student Development Cell are as follows:

1. Overall Development of College Students.
2. To implement the various student development activities.
3. To implement various schemes sponsored by the university and help them to become a responsible citizen.
4. To offer, support and felicitate participation of students in various student development activities.

17. NATIONAL SERVICE SCHEME COMMITTEE

Sr. No.	Name of Member	Designation	Position in NSS committee
1.	Mr. Ashok Thombare	Asst. Prof., General Science Dept.	Program Officer
2.	Mr. Ajay Pingale	Asst. Prof., Mech. Engg. Dept.	Member
3.	Mr. Tushar Kafare	Asst. Prof., E&TC Engg. Dept.	Member
4.	Mrs. Ashwini Taksal	Asst. Prof., IT. Dept	Member
5.	Mr. Avinash Hadole	Asst. Prof., Elect. Engg. Dept.	Member
6.	Mrs. Snehal Borude	Asst. Prof., Comp. Engg. Dept.	Member
7.	Ms. Gauri Wankhede	Student, TE Comp. Engg.	Member
8.	Mr. Gaurav Dhokchawale	Student, TE Comp. Engg.	Member

The responsibilities of NSS shall be as follows:
The students enrolled under NSS which is recognized by affiliating university SPPU, shall involve in following activities. The committee shall be the administrative body for implementation of these activities for holistic development of the students.

1. Identification of the adopted villages / slum areas.
2. Awareness drives through Youth Rallies.
3. Community participation by involving members of the adopted villages and local institutions.
4. Organizing Day Camps on the theme at the Adopted Villages on weekends.
5. The special camps organized during the quarter may be reflected in the Quarterly Progress Report and the report be sent to all the concerned in time.
6. Blood Donation Camp.
7. Swachh Bharat Abhiyan
8. Save River
9. Rally for awareness about plantation
10. Tree Plantation etc.

18. INNOVATION, INCUBATION AND ENTREPRENEURSHIP DEVELOPMENT CELL (IIEDC)

Sr. No.	Name of Member	Designation	Position in EDC
1.	Dr. Gayatri Bhandari	Prof., Comp. Engg.	Chairman
2.	Dr. Pravin Kachare	Prof., Mech. Engg.	Member
3.	Dr. Yogesh Angal	Prof., E & TC Engg.	Member
4.	Dr. Neelam Ghuge	Prof., Elect. Engg.	Member
5.	Mr. Laxman Bagal	HR and Admin. Head, E-Transit Systems.	Member
6.	Mr. Samir Kotwal	Sr. Manager, John Deere, Pune	Member
7.	Mr. Mahesh Borkar	CEO – Operations, E-Transit Systems.	Member
8.	Mr. N. A. Badageri	Director, United Metallurgical Pvt. Ltd., Nagar	Member

The functions of IIEDC are as follows:

1. To motivate and train Engineering Students to become entrepreneurs generating jobs for self and others.
2. To conduct entrepreneur's awareness camps, entrepreneurship development programs, faculty development program, skill development program.
3. To assist in starting enterprises covering product identification, market survey, preparation of project reports, financial assistance.
4. To develop technology business incubation centers.

19 A. ELECTRICAL ENGINEERING STUDENT ASSOCIATION (EESA)

Sr. No.	Name of the Student	Class	Position in EESA Post
1.	Najanin Mulani	BE	General Secretary
2.	Ishika Sandhu Kaur	TE	Vice President
3.	Indrajeet Patil	BE	Vice President
4.	Renuka Limbare	TE	Cultural Secretary
5.	Kiran Alapure	BE	Cultural Secretary
6.	Rutuja More	SE	Technical
7.	Omkar Bhikare	TE	Technical
8.	Rasal Shubhangi	SE	Sports
9.	Sushant Patil	BE	Sports
10.	Pramod Dhepe	TE	Treasurer
11.	Pallavi Kolkur	SE	Co-Treasurer
12.	Abhijeet Kodlinge	TE	Discipline Incharge
13.	Satish Ghorpade	SE	Co-Discipline Incharge
14.	Janhavi Bandal	TE	Decoration Incharge
15.	Aditya Jogdande	TE	Co-Decoration Incharge
16.	Shubham Charmal	BE	Photography And Video Editing Incharge
17.	Pokharkar Ajay	TE	Co-Photography And Video Editing Incharge
18.	Mayur Solanke	BE	Music And Sound Arrangement
19.	Sanket Jadhav	TE	Co-Music And Sound Arrangement

19 B. ELECTRONICS &TELECOMMUNICATION STUDENT ASSOCIATION (ETSA)

Sr. No.	Name of the Student	Class	Position in ETSA
1.	Prof. Meenakshi Annamalai	Faculty Member	ETSA Coordinator
2.	Trupti Mane	BE	President-Technical
3.	Nikita Ashok Shelke	BE	President-Co-Curricular
4.	Mrunal Tati	TE	Vice President-Technical
5.	Mahesh Waghmode	SE	Vice President-Co-Curricular
6.	Dhanashri Chavan	BE	Secretary
7.	Akanksha Chavan	TE	Dyp. Secretary-1
8.	Gaurav Thakur	SE	Dyp. Secretary-2
9.	Snehal D. Khawashi	BE	Treasurer
10.	Ajinkya Dahiwal	SE	Joint Treasurer
11.	Shreya Waval	TE	News Letter and Department Magazine Committee-Coordinators
12.	Chaitra Deshpande	SE	
13.	Aishwarya Gole	SE	
14.	Meghsham Jade	SE	
15.		SE	Campaigning Co-ordinator
16.	Gauri Latawade	BE	Alumni Co-ordinator
17.	Tilakchand Dhake	SE	Digital Media Co-ordinator
18.	Pankaj Pawar	TE	Sports coordinator-Boys
19.	Priyanka Patil	SE	Sports coordinator-Girls
20.	Pooja Kohokade	BE	Cultural Co-ordinator
21.	Dipali Shambale	BE	Anchoring Co-ordinator
22.	Snehal Kute	BE	Stage & Art-Craft/ Decoration Committee-Coordinators
23.	Shivani Bhandare	BE	Discipline-Coordinator
24.	Nikhil Punekar	BE	Refreshment Co-ordinator
25.	Abhay Shinde	SE	Jr. Refreshment Co-ordinator

19 C. INFORMATION TECHNOLOGY STUDENT ASSOCIATION (ITSA)

Sr. No.	Name of the Student	Class	Position in ITSA Post
1.	Abhishek Pawshekar	BE	President
2.	Ashish Bidve	TE	Vice President
3.	Omkar Deokar	TE	Secretary
4.	Rohan Zil	TE	Treasurer
5.	Pournima Parse	SE	Co-Treasurer
6.	Atahrva Pandav	TE	Technical Team
7.	Prathamesh Illag	SE	Sports Team
8.	Tushar Jain	TE	Training & Placement Team
9.	Asmita Amup	TE	Photography Team
10.	Priyadarshan Khavtode	TE	Cultural Team
11.	Shreyash Bandal	TE	Discipline Team
12.	Shruti Kuwar	TE	Design Team
13.	Komal Jadhwar	TE	Decoration Team
14.	Yashashree Borole	TE	Smart India Hackhathon Team
15.	Chetna Patil	TE	Music and Sound Arrangement
16.	Prathamesh Tangade	SE	Web Site & Social Team

20. STUDENTS' COUNCIL

Sr. No.	Name of Students	Class	Selected Post
1	Rishikesh R. Zende	BE IT	General Secretary (GS)
2	Tejas B. Malav	BE Comp	Cultural Secretary
	Chetan Daphal	TE E&TC	Deputy Cultural Secretary
3	Pankaj P. Pawar	BE E&TC	Sports Secretary
	Gaurav Dhokchaule	TE Comp	Deputy Sports Secretary
	Gauri Wankhede	TE Comp	Deputy Sports Secretary
4	Divyansh V. Somvanshi	BE IT	University Representative (UR)
5	Nikita B. Suse	BE IT	Ladies Representative and Hobby Club Deputy In-charge (Secretary)
	Bhosale Pawan	TE Comp	Hobby Club Deputy In-charge (Secretary)
6	Thakur Gaurav	TE E&TC	Technical Event In-charge (Secretary)

The Role/responsibility/functions of Student Council shall be as follows:

1. To promote an environment conducive to educational and personal development.
2. To support the management, administrative officials and faculty in the development of the Institution by means of sharing the opinion / suggestion/feedback of the council.
3. To represent the views of the students on matters of general concern. However, in no case/situation Student Council shall not and cannot influence / force / alter the decision making procedure of the administrative officials / management.
4. Work closely with the administrative officials, teachers and students.
5. Involve as many students as possible in the student development activities of the institution.

National Education Policy 2020

Ministry of Human Resource Development

Government of India

Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National

Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (*Jnan*), wisdom (*Pragyaa*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda,Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

Previous Policies

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

Principles of this Policy

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and

creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- **recognizing, identifying,** and **fostering the unique capabilities of each student,** by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- **according the** highest priority **to achieving Foundational Literacy and Numeracy** by all students by Grade 3;
- **flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **no hard separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- **multidisciplinarity** and a **holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- **emphasis on conceptual understanding** rather than rote learning and learning-for-exams;
- **creativity and critical thinking** to encourage logical decision-making and innovation;
- **ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- **promoting multilingualism and the power of language** in teaching and learning;
- **life skills** such as communication, cooperation, teamwork, and resilience;
- **focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture';
- **extensive use of technology** in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- **respect for diversity** and **respect for the local context** in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- **full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
- **teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;

- a **'light but tight' regulatory framework** to ensure **integrity, transparency**, and **resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment**;
- **outstanding research** as a corequisite for outstanding education and development;
- **continuous review** of progress based on sustained research and regular assessment by educational experts;

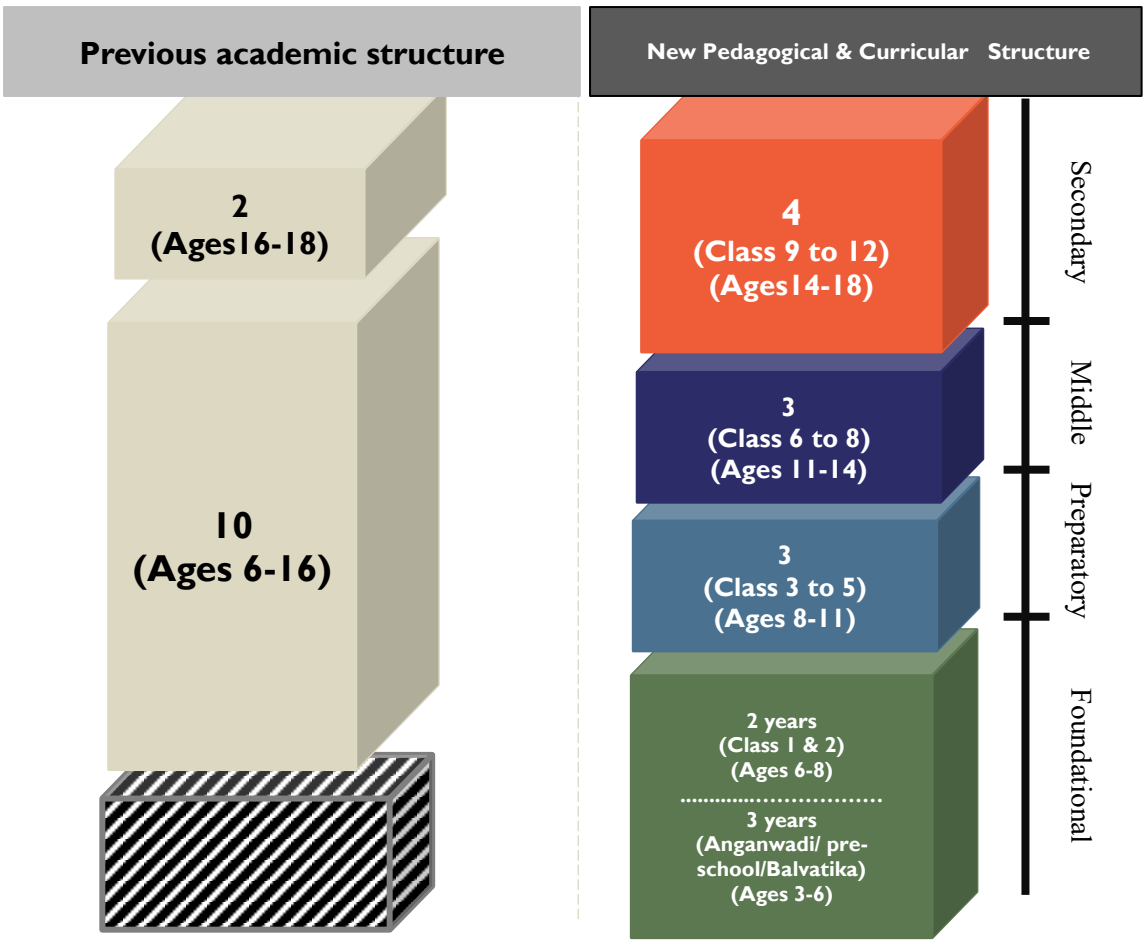
- **a rootedness and pride in India**, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- **education is a public service**; access to quality education must be considered a basic right of every child;
- **substantial investment in a strong, vibrant public education system** as well as the encouragement and facilitation of true philanthropic private and community participation.

The Vision of this Policy

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Part I. SCHOOL EDUCATION

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure and elaborated in detail later under Chapter 4.



Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

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

1.1. Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready.

1.2. ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

1.3. A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds, aligned with the above guidelines, the latest research on ECCE, and national and international best practices. In particular, the numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as a guide both for parents and for early childhood care and education institutions.

1.4. The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) stand-alone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.

1.5. For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers. Every Anganwadi will have a well-ventilated, well-designed, child-friendly and well-constructed building with an enriched learning environment. Children in Anganwadi Centres shall take activity-filled tours - and meet the teachers and students of their local primary schools, in order to make the transition from Anganwadi Centres to primary schools a smooth one. Anganwadis shall be fully integrated into school complexes/clusters, and Anganwadi children, parents, and teachers will be invited to attend and participate in school/school complex programmes and vice versa.

1.6. It is envisaged that prior to the age of 5 every child will move to a "Preparatory Class" or "Balavatika" (that is, before Class 1), which has an ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy. The mid-

day meal programme shall also be extended to the Preparatory Classes in primary schools. Health check-ups and growth monitoring that are available in the Anganwadi system shall also be made available to Preparatory Class students of Anganwadi as well as of primary schools.

1.7. To prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes may be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of Anganwadi workers/teachers will be mentored by the Cluster Resource Centres of the School Education Department which shall hold at least one monthly contact class for continuous assessment. In the longer term, State Governments shall prepare cadres of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development (CPD).

1.8. ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of alternative schooling in a phased manner. The process for integration and implementation of ECCE in Ashramshalas and alternative schooling will be similar to that detailed above.

1.9. The responsibility for ECCE curriculum and pedagogy will lie with MHRD to ensure its continuity from pre-primary school through primary school, and to ensure due attention to the foundational aspects of education. The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force will be constituted for continuous guidance of the smooth integration of early childhood care and education into school education.

2. Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning

2.1. The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. However, various governmental, as well as non-governmental surveys, indicate that we are currently in a learning crisis: a large proportion of students currently in elementary school - estimated to be over 5 crore in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals.

2.2. Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3). The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) on priority. Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same.

2.3. First, teacher vacancies will be filled at the earliest, in a time-bound manner - especially in disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy. Special

attention will be given to employing local teachers or those with familiarity with local languages. A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school; areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1. Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy.

2.4. On the curricular side, there will be an increased focus on foundational literacy and numeracy - and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the preparatory and middle school curriculum, with a robust system of continuous formative/adaptive assessment to track and thereby individualize and ensure each student's learning. Specific hours daily - and regular events over the year-on activities involving these subjects will be dedicated to encourage and enthuse students. Teacher education and the early grade curriculum will be redesigned to have a renewed emphasis on foundational literacy and numeracy.

2.5. Currently, with the lack of universal access to ECCE, a large proportion of children already fall behind within the first few weeks of Grade 1. Thus, to ensure that all students are school ready, an interim 3-month play-based 'school preparation module' for all Grade 1 students, consisting of activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents, will be developed by NCERT and SCERTs.

2.6. A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Technological interventions to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented

2.7. Due to the scale of the current learning crisis, all viable methods will be explored to support teachers in the mission of attaining universal foundational literacy and numeracy. Studies around the world show one-on-one peer tutoring to be extremely effective for learning not just for the learner, but also for the tutor. Thus, peer tutoring can be taken up as a voluntary and joyful activity for fellow students under the supervision of trained teachers and by taking due care of safety aspects. Additionally, it will also be made far easier for trained volunteers - from both the local community and beyond - to participate in this large-scale mission. Every literate member of the community could commit to teaching one student/person how to read, it would change the country's landscape very quickly. States may consider establishing innovative models to foster such peer-tutoring and volunteer activities, as well as launch other programmes to support learners, in this nationwide mission to promote foundational literacy and numeracy.

2.8. Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries. Public and school libraries will be significantly expanded to build a culture of reading across the country. Digital libraries will also be established. School libraries will be set up - particularly in villages - to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading. A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.

2.9. Children are unable to learn optimally when they are undernourished or unwell. Hence, the nutrition and health (including mental health) of children will be addressed, through healthy meals and the introduction of well-trained social workers, counsellors, and community involvement into the schooling system. Furthermore, research shows that the morning hours after a nutritious breakfast can be particularly productive for the study of cognitively more demanding subjects and hence these hours may be leveraged by providing a simple but energizing breakfast in addition to midday meals. In locations where hot meals are not possible, a simple but nutritious meal, e.g., groundnuts/chana mixed with jaggery and/or local fruits may be provided. All school children shall undergo regular

health check-ups especially for 100% immunization in schools and health cards will be issued to monitor the same.

3. Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels

3.1. One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act, India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education. However, the data for later grades indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore. It will be a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030. A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education–including vocational education - from pre-school to Grade 12.

3.2. There are two overall initiatives that will be undertaken to bring children who have dropped out back to school and to prevent further children from dropping out. The first is to provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12. Besides providing regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient on infrastructure support. The credibility of Government schools shall be re-established and this will be attained by upgrading and enlarging the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances and/or hostels, especially for the girl children, so that all children have the opportunity to attend a quality school and learn at the appropriate level. Alternative and innovative education centres will be put in place in cooperation with civil society to ensure that children of migrant labourers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education.

3.3. The second is to achieve universal participation in school by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out. For providing equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be put in place. Counsellors or well-trained social workers connected to schools/school complexes and teachers will continuously work with students and their parents and will travel through and engage with communities to ensure that all school-age children are attending and learning in school. Trained and qualified social workers from civil society organizations/departments of Social Justice and Empowerment and government functionaries dealing with empowerment of Persons with Disabilities at the State and district level, could be connected to schools, through various innovative mechanisms adopted by State/UT Governments, to help in carrying out this important work.

3.4. Once infrastructure and participation are in place, ensuring quality will be the key in retention of students, so that they (particularly, girls and students from other socio-economically disadvantaged groups) do not lose interest in attending school. This will require a system of incentives for deploying teachers with knowledge of the local language to areas with high dropout rates, as well as overhauling the curriculum to make it more engaging and useful.

3.5. To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS)

and State Open Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school. NIOS and State Open Schools will offer the following programmes in addition to the present programmes: A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programmes that are equivalent to Grades 10 and 12; vocational education courses/programmes; and adult literacy and life-enrichment programmes. States will be encouraged to develop these offerings in regional languages by establishing new/strengthening existing State Institutes of Open Schooling (SIOS).

3.6. To make it easier for both governments as well as non-governmental philanthropic organizations to build schools, to encourage local variations on account of culture, geography, and demographics, and to allow alternative models of education, the requirements for schools will be made less restrictive. The focus will be to have less emphasis on input and greater emphasis on output potential concerning desired learning outcomes. Regulations on inputs will be limited to certain areas as enumerated in Chapter 8. Other models for schools will also be piloted, such as public-philanthropic partnerships.

3.7. Efforts will be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc. In this regard, the support of active and healthy senior citizens, school alumni and local community members will be suitably garnered. Databases of literate volunteers, retired scientists/government/semi government employees, alumni, and educators will be created for this purpose.

4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging

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

4.1. The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

4.2. The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE as mentioned in para 1.2. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics. The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers. The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. In particular students would continue to have the option of exiting after Grade 10

and re-entering in the next phase to pursue vocational or any other courses available in Grades 11-12, including at a more specialized school, if so desired.

4.3. The above-described stages are purely curricular and pedagogical, designed to optimize learning for students based on the cognitive development of children; they will inform the development of National and State curricula and teaching-learning strategies at each stage, but parallel changes to physical infrastructure will not be required.

Holistic development of learners

4.4. The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning. NCERT will identify these required skill sets and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education.

Reduce curriculum content to enhance essential learning and critical thinking

4.5. Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. The mandated content will focus on key concepts, ideas, applications, and problem-solving. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

Experiential learning

4.6. In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment "as", "of", and "for" learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

4.7. Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.

4.8. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to

foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities.

Empower students through flexibility in course choices

4.9. Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.

4.10. Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility. States may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects.

Multilingualism and the power of language

4.11. It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members which may sometimes be different from mother tongue or local language. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools. High-quality textbooks, including in science, will be made available in home languages/mother tongue. All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged. In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue wherever possible. Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction. All languages will be taught with high quality to all students; a language does not need to be the medium of instruction for it to be taught and learned well.

4.12. As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards. All languages will be taught in an enjoyable and interactive style, with plenty of interactive conversation, and with early reading and subsequently writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond. There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India. States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective States, and also to encourage the study of Indian languages across the country. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning.

4.13. The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. In particular, students who wish to change one or more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India at the literature level) by the end of secondary school.

4.14. All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.

4.15. As so many developed countries around the world have amply demonstrated, being well educated in one's language, culture, and traditions is not a detriment but indeed a huge benefit to educational, social, and technological advancement. India's languages are among the richest, most scientific, most beautiful, and most expressive in the world, with a huge body of ancient as well as modern literature (both prose and poetry), film, and music written in these languages that help form India's national identity and wealth. For purposes of cultural enrichment as well as national integration, all young Indians should be aware of the rich and vast array of languages of their country, and the treasures that they and their literatures contain.

4.16. Thus, every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the *'Ek Bharat Shrestha Bharat'* initiative. In this project/activity, students will learn about the remarkable unity of most of the major Indian languages, starting with their common phonetic and scientifically-arranged alphabets and scripts, their common grammatical structures, their origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences. They will also learn what geographical areas speak which languages, get a sense of the nature and structure of tribal languages, and learn to say commonly spoken phrases and sentences in every major language of India and also learn a bit about the rich and uplifting literature of each (through suitable translations as necessary). Such an activity would give them both a sense of the unity and the beautiful cultural heritage and diversity of India and would be a wonderful icebreaker their whole lives as they meet people from other parts of India. This project/activity would be a joyful activity and would not involve any form of assessment.

4.17. The importance, relevance, and beauty of the classical languages and literature of India also cannot be overlooked. Sanskrit, while also an important modern language mentioned in the Eighth Schedule of the Constitution of India, possesses a classical literature that is greater in volume than that of Latin and Greek put together, containing vast treasures of mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more (known as 'Sanskrit Knowledge Systems'), written by people of various religions as well as non-religious people, and by people from all walks of life and a wide range of socio-economic backgrounds over thousands of years. Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula. It will be taught in ways that are interesting and experiential as well as contemporarily relevant, including through the use of Sanskrit Knowledge Systems, and in particular through phonetics and pronunciation. Sanskrit textbooks at the foundational and middle school level may be written in Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make its study truly enjoyable.

4.18. India also has an extremely rich literature in other classical languages, including classical Tamil, Telugu, Kannada, Malayalam, Odia. In addition to these classical languages Pali, Persian, and Prakrit; and their works of literature too must be preserved for their richness and for the pleasure and enrichment of posterity. As India becomes a fully developed country, the next generation will want to

partake in and be enriched by India's extensive and beautiful classical literature. In addition to Sanskrit, other classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools as options for students, possibly as online modules, through experiential and innovative approaches, to ensure that these languages and literature stay alive and vibrant. Similar efforts will be made for all Indian languages having rich oral and written literatures, cultural traditions, and knowledge.

4.19. For the enrichment of the children, and for the preservation of these rich languages and their artistic treasures, all students in all schools, public or private, will have the option of learning at least two years of a classical language of India and its associated literature, through experiential and innovative approaches, including the integration of technology, in Grades 6-12, with the option to continue from the middle stage through the secondary stage and beyond.

4.20. In addition to high quality offerings in Indian languages and English, foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level, for students to learn about the cultures of the world and to enrich their global knowledge and mobility according to their own interests and aspirations.

4.21. The teaching of all languages will be enhanced through innovative and experiential methods, including through gamification and apps, by weaving in the cultural aspects of the languages - such as films, theatre, storytelling, poetry, and music - and by drawing connections with various relevant subjects and with real-life experiences. Thus, the teaching of languages will also be based on experiential-learning pedagogy.

4.22. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.

Curricular Integration of Essential Subjects, Skills, and Capacities

4.23. While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world.

4.24. Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels.

4.25. It is recognized that mathematics and mathematical thinking will be very important for India's future and India's leadership role in the numerous upcoming fields and professions that will involve artificial intelligence, machine learning, and data science, etc. Thus, mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. Activities involving coding will be introduced in Middle Stage.

4.26. Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-21. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Vocational courses through online mode will also be made available. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil/District/State.

4.27. "Knowledge of India" will include knowledge from ancient India and its contributions to modern India and its successes and challenges, and a clear sense of India's future aspirations with regard to education, health, environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available. An engaging course on Indian Knowledge Systems will also be available to students in secondary school as an elective. Competitions may be held in schools for learning various topics and subjects through fun and indigenous games. Video documentaries on inspirational luminaries of India, ancient and modern, in science and beyond, will be shown at appropriate points throughout the school curriculum. Students will be encouraged to visit different States as part of cultural exchange programmes.

4.28. Students will be taught at a young age the importance of "doing what's right", and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as *seva, ahimsa, swachchhata, satya, nishkam karma, shanti*, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students. Children will have the opportunity to read and learn from the original stories of the Panchatantra, Jataka, Hitopadesh, and other fun fables and inspiring tales from the Indian tradition and learn about their influences on global literature. Excerpts from the Indian Constitution will also be considered essential reading for all students. Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.

4.29. All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc. – in order to ensure that education is maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports, examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted.

National Curriculum Framework for School Education (NCFSE)

4.30. The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT - based on the principles of this National Education Policy 2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, Ministries, relevant Departments of the Central Government, and other expert bodies, and will be made available in all regional languages. The NCFSE document shall henceforth be revisited and updated once every 5-10 years, taking into account frontline curriculum.

National Textbooks with Local Content and Flavour

4.31. The reduction in content and increased flexibility of school curriculum - and the renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs. Where possible, schools and teachers will also have choices in the textbooks they employ - from among a set of textbooks that contain the requisite national and local material - so that they may teach in a manner that is best suited to their own pedagogical styles as well as to their students and communities' needs.

4.32. The aim will be to provide such quality textbooks at the lowest possible cost -namely, at the cost of production/printing - in order to mitigate the burden of textbook prices on the students and on the educational system. This may be accomplished by using high-quality textbook materials developed by NCERT in conjunction with the SCERTs; additional textbook materials could be funded by public-philanthropic partnerships and crowd sourcing that incentivize experts to write such high-quality textbooks at cost price. States will prepare their own curricula (which may be based on the NCFSE prepared by NCERT to the extent possible) and prepare textbooks (which may be based on the NCERT textbook materials to the extent possible), incorporating State flavour and material as needed. While doing so, it must be borne in mind that NCERT curriculum would be taken as the nationally acceptable criterion. The availability of such textbooks in all regional languages will be a top priority so that all students have access to high-quality learning. All efforts will be made to ensure timely availability of textbooks in schools. Access to downloadable and printable versions of all textbooks will be provided by all States/UTs and NCERT to help conserve the environment and reduce the logistical burden.

4.33. Concerted efforts, through suitable changes in curriculum and pedagogy, will be made by NCERT, SCERTs, schools, and educators to significantly reduce the weight of school bags and textbooks.

Transforming Assessment for Student Development

4.34. The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.

4.35. The progress card of all students for school-based assessment, which is communicated by schools to parents, will be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre, NCERT, and SCERTs. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each

learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom. AI-based software could be developed and used by students to help track their growth through their school years based on learning data and interactive questionnaires for parents, students, and teachers, in order to provide students with valuable information on their strengths, areas of interest, and needed areas of focus, and to thereby help them make optimal career choices.

4.36. The current nature of secondary school exams, including Board exams and entrance exams - and the resulting coaching culture of today - are doing much harm, especially at the secondary school level, replacing valuable time for true learning with excessive exam coaching and preparation. These exams also force students to learn a very narrow band of material in a single stream, rather than allowing the flexibility and choice that will be so important in the education system of the future.

4.37. While the Board exams for Grades 10 and 12 will be continued, the existing system of Board and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes. To reverse these harmful effects of the current assessment system, Board exams will be redesigned to encourage holistic development; students will be able to choose many of the subjects in which they take Board exams, depending on their individualized interests. Board exams will also be made 'easier', in the sense that they will test primarily core capacities/competencies rather than months of coaching and memorization; any student who has been going to and making a basic effort in a school class will be able to pass and do well in the corresponding subject Board Exam without much additional effort. To further eliminate the 'high stakes' aspect of Board Exams, all students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.

4.38. In addition to introducing greater flexibility, student choice, and best-of-two attempts, assessments that primarily test core capacities must be the immediate key reforms to all Board exams. Boards may over time also develop further viable models of Board Exams that reduce pressure and the coaching culture. Some possibilities include: a system of annual/semester/modular Board Exams could be developed - that each test far less material, and are taken immediately after the corresponding course is taken in school - so that the pressure from exams is better distributed, less intense, and less high-stakes across the Secondary Stage; all subjects and corresponding assessments, beginning with mathematics, could be offered at two levels, with students doing some of their subjects at the standard level and some at a higher level; and Board exams in certain subjects could be redesigned to have two parts – one part of an objective type with multiple-choice questions and the other of a descriptive type.

4.39. With regard to all of the above, guidelines will be prepared by NCERT, in consultation with major stakeholders, such as SCERTs, Boards of Assessment (BoAs), the proposed new National Assessment Centre etc., and teachers prepared, for a transformation in the assessment system by the 2022-23 academic session, to align with the NCFSE 2020-21.

4.40. To track progress throughout the school years, and not just at the end of Grades 10 and 12 - for the benefit of students, parents, teachers, principals, and the entire schooling system in planning improvements to schools and teaching-learning processes - all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. These examinations would test achievement of basic learning outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations, rather than rote memorization. The Grade 3 examination, in particular, would test basic literacy, numeracy, and other foundational skills. The results of school examinations will be used only for developmental purposes of the school education

system, including for public disclosure by schools of their overall (anonymized) student outcomes, and for continuous monitoring and improvement of the schooling system.

4.41. It is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MHRD that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of this Policy. This Centre will also advise school boards regarding new assessment patterns and latest researches, promote collaborations between school boards. It will also become an instrument for the sharing of best practices among school boards, and for ensuring equivalence of academic standards among learners across all school boards.

4.42. The principles for university entrance exams will be similar. The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year. These exams shall test conceptual understanding and the ability to apply knowledge and shall aim to eliminate the need for taking coaching for these exams. Students will be able to choose the subjects for taking the test, and each university will be able to see each student's individual subject portfolio and admit students into their programmes based on individual interests and talents. The NTA will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in higher education institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions.

Support for Gifted Students/Students with Special Talents

4.43. There are innate talents in every student, which must be discovered, nurtured, fostered, and developed. These talents may express themselves in the form of varying interests, dispositions, and capacities. Those students that show particularly strong interests and capacities in a given realm must be encouraged to pursue that realm beyond the general school curriculum. Teacher education will include methods for the recognition and fostering of such student talents and interests. The NCERT and NCTE will develop guidelines for the education of gifted children. B.Ed. programmes may also allow a specialization in the education of gifted children.

4.44. Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs and so on. Along these lines, high-quality national residential summer programmes for secondary school students in various subjects will also be encouraged, with a rigorous merit-based but equitable admission process to attract the very best students and teachers from across the country including from socio-economically disadvantaged groups.

4.45. Olympiads and competitions in various subjects will be conducted across the country, with clear coordination and progression from school to local to state to national levels, to ensure that all students may participate at all levels for which they qualify. Efforts will be made to make these available in rural areas and in regional languages to ensure widespread participation. Public and private universities, including premier institutions like the IITs and NITs, would be encouraged to use merit-

based results from National, and International Olympiads, and results from other relevant national programmes, as part of the criteria for admissions into their undergraduate programmes.

4.46. Once internet-connected smart phones or tablets are available in all homes and/or schools, online apps with quizzes, competitions, assessments, enrichment materials, and online communities for shared interests will be developed, and will work to enhance all the aforementioned initiatives, as group activities for students with appropriate supervision of parents and teachers. Schools will develop smart classrooms, in a phased manner, for using digital pedagogy and thereby enriching the teaching-learning process with online resources and collaborations.

5. Teachers

5.1. Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

Recruitment and Deployment

5.2. To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4-year integrated B.Ed. programmes. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes. Such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models and as highly qualified teachers who speak the local language. Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances.

5.3. The harmful practice of excessive teacher transfers will be halted, so that students have continuity in their role models and educational environments. Transfers will occur in very special circumstances, as suitably laid down in a structured manner by State/UT governments. Furthermore, transfers will be conducted through an online computerized system that ensures transparency.

5.4. Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language, so that every school/school complex has at least some teachers who can converse with students in the local language and other prevalent home languages of students. Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of local language(s).

5.5. To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments.

5.6. Schools/school complexes will be encouraged to hire local eminent persons or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.

5.7. A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. The above described initiatives in recruitment and deployment will be scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression as described below. Teacher education programmes and offerings will also align with the vacancies thus projected.

Service Environment and Culture

5.8. The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning.

5.9. The first requirement in this direction will be to ensure decent and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements.

5.10. State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. The creation of school complexes could go a long way towards building vibrant teacher communities. The hiring of teachers to school complexes could automatically create relationships among schools across the school complex; it would also help ensure excellent subject-wise distribution of teachers, creating a more vibrant teacher knowledge base. Teachers at very small schools will not remain isolated any longer and may become part of and work with larger school complex communities, sharing best practices with each other and working collaboratively to ensure that all children are learning. School complexes could also share counsellors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment.

5.11. In collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools/school complexes, including as members of the School Management Committees/School Complex Management Committees.

5.12. To prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be engaged any longer in work that is not directly related to teaching; in particular, teachers will not be involved in strenuous administrative tasks and more than a rationalized minimum time for mid-day meal related work, so that they may fully concentrate on their teaching-learning duties.

5.13. To help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for effective learning and the benefit of all stakeholders.

5.14. Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus

on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

Continuous Professional Development (CPD)

5.15. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

5.16. School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.

Career Management and Progression (CMP)

5.17. Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST given in Para 5.20. In this Policy, in the context of careers, 'tenure' refers to confirmation for permanent employment, after due assessment of performance and contribution, while 'tenure track' refers to the period of probation preceding tenure.

5.18. Further, it will be ensured that career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or Secondary), and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa (though such career moves across stages will be allowed, provided the teacher has the desire and qualifications for such a move). This is to support the fact that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other.

5.19. Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

Professional Standards for Teachers

5.20. A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. It will also comprise standards for

performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

Special educators

5.21. There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/*Divyang* children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.

Approach to Teacher Education

5.22. Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.

5.23. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum-training and student-teaching components of the programme.

5.24. All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.

5.25. Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.

5.26. Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.

5.27. It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India.

5.28. By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.

5.29. Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.

6. Equitable and Inclusive Education: Learning for All

6.1. Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes. This Chapter may be read in conjunction with Chapter 14 which discusses analogous issues of Equity and Inclusion in Higher Education.

6.2. While the Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education, large disparities still remain - especially at the secondary level - particularly for socio-economically disadvantaged groups that have been historically underrepresented in education. Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor). While overall enrolments in schools decline steadily from Grade 1 to Grade 12, this decline in enrolments is significantly more pronounced for many of these SEDGs, with even greater declines for female students within each of these SEDGs and often even steeper in higher education. A brief status overview of the SEDGs that come within socio-cultural identities is given in following sub-sections.

6.2.1. According to U-DISE 2016-17 data, about 19.6% of students belong to Scheduled Castes at the primary level, but this fraction falls to 17.3% at the higher secondary level. These enrolment drop-offs are more severe for Scheduled Tribes students (10.6% to 6.8%), and differently-abled children (1.1% to 0.25%), with even greater declines for female students within each of these categories. The decline in enrolment in higher education is even steeper.

6.2.2. A multiplicity of factors, including lack of access to quality schools, poverty, social mores & customs, and language have had a detrimental effect on rates of enrolment and retention among the Scheduled Castes. Bridging these gaps in access, participation, and learning outcomes of children belonging to Scheduled Castes will continue to be one of the major goals. Also, the Other Backward Classes (OBCs) which have been identified on the basis of historically being socially and educationally backward also need special focus.

6.2.3. Tribal communities and children from Scheduled Tribes also face disadvantages at multiple levels due to various historical and geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. While several programmatic interventions to uplift children from tribal communities are currently in place, and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions.

6.2.4. Minorities are also relatively underrepresented in school and higher education. The Policy acknowledges the importance of interventions to promote education of children belonging to all minority communities, and particularly those communities that are educationally underrepresented.

6.2.5. The Policy also recognizes the importance of creating enabling mechanisms for providing Children With Special Needs (CWSN) or *Divyang*, the same opportunities of obtaining quality education as any other child.

6.2.6. Separate strategies will be formulated for focused attention on reducing the social category gaps in school education as outlined in the following sub-sections.

6.3. The critical problems and recommendations regarding ECCE, foundational literacy and numeracy, access, enrolment and attendance discussed in Chapters 1–3, are particularly relevant and important for underrepresented and disadvantaged groups. Therefore, the measures from Chapters 1–3 will be targeted in a concerted way for SEDGs.

6.4. In addition, there have been various successful policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport, etc., that have significantly increased participation of SEDGs in the schooling system in certain areas. These successful policies and schemes must be significantly strengthened across the country.

6.5. It will also be essential to take into account research that ascertains which measures are particularly effective for certain SEDGs. For example, providing bicycles and organizing cycling and walking groups to provide access to school have been shown to be particularly powerful methods in increasing participation of female students - even at lesser distances - because of the safety benefits and comfort to parents that they provide. One-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions to ensure access can be particularly effective for certain children with disabilities. Schools providing quality ECCE reap the greatest dividends for children who come from families that are economically disadvantaged. Meanwhile, counsellors and/or well-trained social workers that work with and connect with students, parents, schools, and teachers in order to improve attendance and learning outcomes have been found to be especially effective for children in urban poor areas.

6.6. Data shows that certain geographical areas contain significantly larger proportions of SEDGs. Also, there are geographical locations that have been identified as Aspirational Districts which require special interventions for promoting their educational development. Hence, it is recommended that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), where all the schemes and policies are implemented to the maximum through additional concerted efforts, in order to truly change their educational landscape.

6.7. It must be noted that women cut across all underrepresented groups, making up about half of all SEDGs. Unfortunately, the exclusion and inequity that SEDGs face is only amplified for the women in these SEDGs. The policy additionally recognizes the special and critical role that women play in society and in shaping social mores; therefore, providing a quality education to girls is the best way to increase the education levels for these SEDGs, not just in the present but also in future generations. The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs.

6.8. In addition, the Government of India will constitute a 'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The fund will be available to States to implement priorities determined by the Central government critical for assisting female and transgender children in gaining access to education (such as the provisions of sanitation and toilets, bicycles, conditional cash transfers, etc.); funds will also enable States to support and scale effective community-based interventions that address local context-specific barriers to female and transgender children's access to and participation in education. Similar 'Inclusion Fund' schemes shall also be developed to address analogous access issues for other SEDGs. In essence, this Policy aims to eliminate any remaining disparity in access to education (including vocational education) for children from any gender or other socio-economically disadvantaged group.

6.9. Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas - in school locations where students may have to come from far, and particularly for students who from socio-economically disadvantaged backgrounds, with suitable arrangements for the safety of all children, especially girls. Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12) of girls from socio-economically disadvantaged backgrounds. Additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas will be built around the country, especially in aspirational districts, Special Education Zones, and other disadvantaged areas, to increase high-quality educational opportunities. Pre-school sections covering at least one year of early childhood care and education will be added to Kendriya Vidyalayas and other primary schools around the nation, particularly in disadvantaged areas.

6.10. Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a 'system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities'. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPwD.

6.11. To this end, schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act. Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support

mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This will apply to all school activities including arts, sports, and vocational education. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. Adequate attention will be paid to the safety and security of children with disabilities.

6.12. As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools. The children under home-based education must be treated as equal to any other child in the general system. There shall be an audit of home-based education for its efficiency and effectiveness using the principle of equity and equality of opportunity. Guidelines and standards for home-based schooling shall be developed based on this audit in line with the RPWD Act 2016. While it is clear that the education of all children with disabilities is the responsibility of the State, technology-based solutions will be used for the orientation of parents/caregivers along with wide-scale dissemination of learning materials to enable parents/caregivers to actively support their children's learning needs will be accorded priority.

6.13. Most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification. Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.

6.14. The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation.

6.15. Alternative forms of schools, will be encouraged to preserve their traditions or alternative pedagogical styles. At the same time, they will be supported to integrate the subject and learning areas prescribed by the NCFSE into their curricula in order to reduce and eventually eliminate the underrepresentation of children from these schools in higher education. In particular, financial assistance will be provided to introduce science, mathematics, social studies, Hindi, English, State languages, or other relevant subjects in the curriculum, as may be desired by these schools. This would enable children studying in these schools to attain the learning outcomes defined for Grades 1–12. Furthermore, students in such schools would be encouraged to appear for State or other Board examinations and assessments by the NTA, and thereby enroll in higher education institutions. Capacities of teachers in the teaching of science, mathematics, language, and social studies will be developed including orientation to new pedagogical practices. Libraries and laboratories will be strengthened and adequate reading materials like books, journals, etc., and other teaching-learning materials will be made available.

6.16. Within SEDGs, and with respect to all the above policy points, special attention will be given to reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes. As a part of the efforts to enhance participation in school education, special hostels in dedicated regions, bridge courses, and financial assistance through fee waivers and scholarships will be offered to

talented and meritorious students from all SEDGs on a larger scale, especially at the secondary stage of education, to facilitate their entry into higher education.

6.17. Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. This will enable harnessing of the natural talent and unique potential of students, which in turn would help them to aspire to a successful career in the defence forces.

6.18. All scholarships and other opportunities and schemes available to students from SEDGs will be coordinated and announced by a single agency and website to ensure that all students are aware of, and may apply in a simplified manner on such a 'single window system', as per eligibility.

6.19. All the above policies and measures are absolutely critical to attaining full inclusion and equity for all SEDGs - but they are not sufficient. What is also required is a change in school culture. All participants in the school education system, including teachers, principals, administrators, counsellors, and students, will be sensitized to the requirements of all students, the notions of inclusion and equity, and the respect, dignity, and privacy of all persons. Such an educational culture will provide the best pathway to help students become empowered individuals who, in turn, will enable society to transform into one that is responsible towards its most vulnerable citizens. Inclusion and equity will become a key aspect of teacher education (and training for all leadership, administrative, and other positions in schools); efforts will be made to recruit more high-quality teachers and leaders from SEDGs in order to bring in excellent role models for all students.

6.20. Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities.

7. Efficient Resourcing and Effective Governance through School Complexes/Clusters

7.1. While the establishment of primary schools in every habitation across the country-driven by the Sarva Shiksha Abhiyan (SSA), now subsumed under the Samagra Shiksha Scheme and other important efforts across the States - has helped to ensure near-universal access to primary schools, it has also led to the development of numerous very small schools. According to U-DISE 2016–17 data, nearly 28% of India's public primary schools and 14.8% of India's upper primary schools have less than 30 students. The average number of students per grade in the elementary schooling system (primary and upper primary, i.e., Grades 1–8) is about 14, with a notable proportion having below 6; during the year 2016–17, there were 1,08,017 single-teacher schools, the majority of them (85743) being primary schools serving Grades 1–5.

7.2. These small school sizes have rendered it economically suboptimal and operationally complex to run good schools, in terms of deployment of teachers as well as the provision of critical physical resources. Teachers often teach multiple grades at a time, and teach multiple subjects, including subjects in which they may have no prior background; key areas such as music, arts, and sports are too often simply not taught; and physical resources, such as lab and sports equipment and library books, are simply not available across schools.

7.3. The isolation of small schools also has a negative effect on education and the teaching-learning process. Teachers function best in communities and teams, and so do students. Small schools also present a systemic challenge for governance and management. The geographical dispersion, challenging access conditions, and the very large numbers of schools make it difficult to reach all schools equally. Administrative structures have not been aligned with the increases in the number of school or with the unified structure of the Samagra Shiksha Scheme.

7.4. Although consolidation of schools is an option that is often discussed, it must be carried out very judiciously, and only when it is ensured that there is no impact on access. Such measures are nevertheless likely to result only in limited consolidation, and would not solve the overall structural problem and challenges presented by the large numbers of small schools.

7.5. These challenges will, by 2025, be addressed by State/UT governments by adopting innovative mechanisms to group or rationalize schools. The objective behind this intervention would be to ensure that every school has: (a) adequate number of counsellors/trained social workers and teachers (shared or otherwise) for teaching all subjects including art, music science, sports, languages, vocational subjects, etc; (b) adequate resources (shared or otherwise), such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.; (c) a sense of community is built to overcome the isolation of teachers, students, and schools, through joint professional development programmes, sharing of teaching-learning content, joint content development, holding joint activities such as art and science exhibitions, sports meets, quizzes and debates, and fairs; (d) cooperation and support across schools for the education of children with disabilities; and (e) improved governance of the schooling system by devolving all finer decisions, to Principals, teachers, and other stakeholders within each group of schools and treating such a group of schools, which range from the foundational stage through the secondary stage, as an integrated semi-autonomous unit.

7.6. One possible mechanism for accomplishing the above would be the establishment of a grouping structure called the school complex, consisting of one secondary school together with all other schools offering lower grades in its neighbourhood including Anganwadis, in a radius of five to ten kilometers. This suggestion was first made by the Education Commission (1964–66) but was left unimplemented. This Policy strongly endorses the idea of the school complex/cluster, wherever possible. The aim of the school complex/cluster will be greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the cluster.

7.7. The establishment of school complexes/clusters and the sharing of resources across complexes will have a number of other benefits as a consequence, such as improved support for children with disabilities, more topic-centred clubs and academic/sports/arts/crafts events across school complexes, better incorporation of art, music, language, vocational subjects, physical education, and other subjects in the classroom through the sharing of teachers in these subjects including use of ICT tools to conduct virtual classes, better student support, enrolment, attendance, and performance through the sharing of social workers and counsellors, and School Complex Management Committees (rather than simply School Management Committees) for more robust and improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders. Building such larger communities of schools, school leaders, teachers, students, supporting staff, parents, and local citizens would energize and empower the schooling system, and in a resource-efficient manner.

7.8. The governance of schools will also improve and become far more efficient with school complexes/clusters. First, the DSE will devolve authority to the school complex/cluster, which will act as a semi-autonomous unit. The District Education Officer (DEO) and the Block Education Officers (BEO) will interact primarily with each school complex/cluster as a single unit and facilitate its work. The complex itself will perform certain tasks delegated by the DSE and will deal with the individual schools within it. The school complex/cluster will be given significant autonomy by the DSE to innovate towards providing integrated education and to experiment with pedagogies, curriculum, etc., while adhering to the National Curricular Framework (NCF) and State Curricular Framework (SCF). Under this organization, schools will gain in strength, will be able to exercise greater freedom, and will contribute towards making the complex more innovative and responsive. Meanwhile, the DSE will be able to focus on the aggregate level goals that need to be achieved, improving overall system effectiveness.

7.9. The culture of working to a plan, both short-term and long-term ones, will be developed through such complexes/clusters. Schools will develop their plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Complex/Cluster Development Plans (SCDPs). The SCDP will also involve the plans of all other institutions

associated with the school complex, such as vocational education institutions, and will be created by the principals and teachers of the school complex with the involvement of the SCMC and will be made available publicly. The plans will include human resources, learning resources, physical resources and infrastructure, improvement initiatives, financial resources, school culture initiatives, teacher development plans, and educational outcomes. It will detail the efforts to leverage the teachers and students across the school complex to develop vibrant learning communities. The SDP and SCDP will be the primary mechanism to align all stakeholders of the school, including the DSE. The SMC and SCMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans. The DSE, through its relevant official, e.g., the BEO, will endorse and confirm the SCDP of each school complex. It will then provide the resources (financial, human, physical, etc.) necessary to achieve the SCDPs, both short-term (1-year) and long-term (3-5 years). It will also provide all other relevant support to the school complexes to achieve the educational outcomes. The DSE and the SCERT may share specific norms (e.g., financial, staffing, process) and frameworks for development of the SDP and SCDP with all schools, which may be revised periodically.

7.10. To further enhance cooperation and positive synergy among schools, including between public and private schools, the twinning/pairing of one public school with one private school will be adopted across the country, so that such paired schools may meet/interact with each other, learn from each other, and also share resources, if possible. Best practices of private schools will be documented, shared, and institutionalized in public schools, and vice versa, where possible.

7.11. Every State will be encouraged to strengthen existing or establish "Bal Bhavans" where children of all ages can visit once a week (e.g., on weekends) or more often, as a special daytime boarding school, to partake in art-related, career-related, and play-related activities. Such Bal Bhavans may be incorporated as a part of school complexes/clusters if possible.

7.12. The school should be a point of celebration and honour for the whole community. The dignity of the school as an institution should be restored and important dates, such as the foundation day of the school, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the un-utilized capacity of school infrastructure could be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a "Samajik Chetna Kendra".

8. Standard-setting and Accreditation for School Education

8.1. The goal of the school education regulatory system must be to continually improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All in all, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes.

8.2. At present, all main functions of governance and regulation of the school education system - namely, the provision of public education, the regulation of education institutions, and policymaking - are handled by a single body, i.e., the Department of School Education or its arms. This leads to conflict of interests and excessive centralized concentration of power; it also leads to ineffective management of the school system, as efforts towards quality educational provision are often diluted by the focus on the other roles, particularly regulation, that the Departments of School Education also perform.

8.3. The current regulatory regime also has not been able to curb the commercialization and economic exploitation of parents by many for-profit private schools, yet at the same time it has all too often inadvertently discouraged public-spirited private/philanthropic schools. There has been far too much asymmetry between the regulatory approaches to public and private schools, even though the goals of both types of schools should be the same: to provide quality education.

8.4. The public education system is the foundation of a vibrant democratic society, and the way it is run must be transformed and invigorated in order to achieve the highest levels of educational outcomes for the nation. At the same time, the private/philanthropic school sector must also be encouraged and enabled to play a significant and beneficial role.

8.5. The key principles and recommendations of this Policy regarding the State school education system, the independent responsibilities within that system, and the approach to its regulation are as follows:

(a) The Department of School Education, which is the apex state-level body in school education, will be responsible for overall monitoring and policymaking for continual improvement of the public education system; it will not be involved with the provision and operation of schools or with the regulation of schools, in order to ensure due focus on the improvement of public schools and to eliminate conflict of interests.

(b) The educational operations and service provision for the public schooling system of the whole State will be handled by the Directorate of School Education (including the offices of the DEO and BEO, etc.); it will work independently to implement policies regarding educational operations and provision.

(c) An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance), which shall be followed by all schools. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools.

    Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The dimensions on which information has to be self-disclosed, and the format of disclosure will be decided by the SSSA in accordance with global best practices for standard-setting for schools. This information will have to be made available and kept updated and accurate by all schools, on the aforementioned public website maintained by the SSSA and on the schools' websites. Any complaints or grievances from stakeholders or others arising out of the information placed in the public domain shall be adjudicated by the SSSA. Feedback from randomly selected students will be solicited online to ensure valuable input at regular intervals. Technology will be employed suitably to ensure efficiency and transparency in all work of the SSSA. This will bring down significantly the heavy load of regulatory mandates currently borne by schools.

(d) Academic matters, including academic standards and curricula in the State will be led by the SCERT (with close consultation and collaboration with the NCERT), which will be reinvigorated as an institution. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through wide consultations with all stakeholders. The SCERT will also lead a "change management process" for the reinvigoration of CRCs, BRCs, and DIETs which must change the capacity and work culture of these institutions in 3 years, developing them into vibrant institutions of excellence. Meanwhile, certification of competencies of students at the school-leaving stage will be handled by the Boards of Assessment/Examination in each State.

8.6. The culture, structures, and systems that empower and provide adequate resources to schools, institutions, teachers, officials, communities, and other stakeholders, will also build concomitant accountability. Each stakeholder and participant of the education system will be accountable to perform their role with the highest level of integrity, full commitment, and exemplary work ethic.

Each role of the system will have explicitly articulated role expectations and rigorous assessment of their performance vis-à-vis these expectations. The assessment system will be objective and developmentally oriented, while ensuring accountability. It will have multiple sources of feedback and assessment, to ensure a full view of the performance (and will not just be linked simplistically, e.g., to 'marks' of students). The assessment will recognize that outcomes such as educational attainment of students have multiple intervening variables and extraneous influences. It will also recognize that education requires teamwork, particularly at the level of the school. Promotion, recognition, and accountability of all individuals will be based on such performance assessment. All functionaries will be responsible to ensure that this development, performance, and accountability system is run with high integrity, and systematically, within their span of control.

8.7. Public and private schools (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency, so as to ensure that public-spirited private schools are encouraged and not stifled in any way. Private philanthropic efforts for quality education will be encouraged - thereby affirming the public-good nature of education - while protecting parents and communities from arbitrary increases in tuition fees. Public disclosure on the school website and on the SSSA website - for both public and private schools - would include (at the very least) information on the numbers of classrooms, students, and teachers, subjects taught, any fees, and overall student outcomes on standardized evaluations such as the NAS and SAS. For schools controlled/managed/aided by the Central government, the CBSE in consultation with the MHRD shall prepare a framework. All the education institutions will be held to similar standards of audit and disclosure as a 'not-for-profit' entity. Surpluses, if any, will be reinvested in the educational sector.

8.8. The standard-setting/regulatory framework and the facilitating systems for school regulation, accreditation, and governance shall be reviewed to enable improvements on the basis of the learnings and experiences gained in the last decade. This review will aim to ensure that all students, particularly students from underprivileged and disadvantaged sections, shall have universal, free and compulsory access to high-quality and equitable schooling from early childhood care and education (age 3 onwards) through higher secondary education (i.e., until Grade 12). The overemphasis on inputs, and the mechanistic nature of their specifications – physical and infrastructural – will be changed and requirements made more responsive to realities on the ground, e.g., regarding land areas and room sizes, practicalities of playgrounds in urban areas, etc. These mandates will be adjusted and loosened, leaving suitable flexibility for each school to make its own decisions based on local needs and constraints, while ensuring safety, security, and a pleasant and productive learning space. Educational outcomes and the transparent disclosure of all financial, academic, and operational matters will be given due importance and will be incorporated suitably in the assessment of schools. This will further improve India's progress towards achieving Sustainable Development Goal 4 (SDG4) of ensuring free, equitable, and quality primary and secondary education for all children.

8.9. The aim of the public-school education system will be to impart the highest quality education so that it becomes the most attractive option for parents from all walks of life for educating their children.

8.10. For a periodic 'health check-up' of the overall system, a sample-based National Achievement Survey (NAS) of student learning levels will be carried out by the proposed new National Assessment Centre, PARAKH with suitable cooperation with other governmental bodies- such as the NCERT– that may assist in assessment procedures as well as data analysis. The assessment will cover students across government as well as private schools. States will also be encouraged to conduct their own census-based State Assessment Survey (SAS), the results of which will be used only for developmental purposes, public disclosure by schools of their overall and anonymized student outcomes, and for continuous improvement of the school education system. Until the establishment of the proposed new National Assessment Centre, PARAKH, NCERT may continue to carry out NAS.

8.11. Finally, the children and adolescents enrolled in schools must not be forgotten in this whole process; after all, the school system is designed for them. Careful attention must be paid to their safety and rights- particularly girl children - and the various difficult issues faced by adolescents, such as substance or drug abuse and forms of discrimination and harassment including violence, with clear, safe, and efficient mechanisms for reporting and for due process on any infractions against children's/adolescents' rights or safety. The development of such mechanisms that are effective, timely, and well-known to all students will be accorded high priority.

Part II. HIGHER EDUCATION

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

9.1. Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

9.1.1. Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

9.1.2. For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

9.1.3. At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

9.2. Some of the major problems currently faced by the higher education system in India include:

(a) a severely fragmented higher educational ecosystem;
(b) less emphasis on the development of cognitive skills and learning outcomes;
(c) a rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;
(d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
(e) limited teacher and institutional autonomy;
(f) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
(g) lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
(h) suboptimal governance and leadership of HEIs;
(i) an ineffective regulatory system; and
(j) large affiliating universities resulting in low standards of undergraduate education.

9.3. This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

(a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
(b) moving towards a more multidisciplinary undergraduate education;
(c) moving towards faculty and institutional autonomy;
(d) revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
(e) reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service;
(f) establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
(g) governance of HEIs by high qualified independent boards having academic and administrative autonomy;
(h) "light but tight" regulation by a single regulator for higher education;
(i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

10. Institutional Restructuring and Consolidation

10.1. The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.

10.2. Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. The ancient Indian universities Takshashila, Nalanda, Vallabhi, and Vikramshila, which had thousands of students from India and the world studying in vibrant multidisciplinary environments, amply demonstrated the type of great success that large multidisciplinary research and teaching universities could bring. India urgently needs to bring back this great Indian tradition to create well-rounded and innovative individuals, and which is already transforming other countries educationally and economically.

10.3. This vision of higher education will require, in particular, a new conceptual perception/understanding for what constitutes a higher education institution (HEI), i.e., a university or a college. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities, those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university.

10.4. A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of

accreditation. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire.

10.5. It must be clearly stated that these three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness. The most salient marker for these categories of institutions will be the focus of their goals and work. The Accreditation System will develop and use appropriately different and relevant norms across this range of HEIs. However, the expectations of high quality of education, and of teaching-learning, across all HEIs will be the same.

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.

10.7. By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities. Since this process will take time, all HEIs will firstly plan to become multidisciplinary by 2030, and then gradually increase student strength to the desired levels.

10.8. More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district. Steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. While a number of new institutions may be developed to attain these goals, a large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs.

10.9. Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions. There will be a fair and transparent system for determining increased levels of public funding support for public HEIs. This system will give an equitable opportunity for all public institutions to grow and develop, and will be based on transparent, pre-announced criteria from within the accreditation norms of the Accreditation System. HEIs delivering education of the highest quality as laid down in this Policy will be incentivized in expanding their capacity.

10.10. Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning (SDG 4). All ODL programmes and their components leading to any diploma or degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. Top institutions accredited for ODL will be encouraged and supported to develop high-quality online courses. Such quality online courses will be suitably integrated into curricula of HEIs, and blended mode will be preferred.

10.11. Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters, in order to enable and encourage high-quality multidisciplinary and cross-disciplinary teaching and research across fields. Single-stream HEIs will, in particular, add departments across different fields that would strengthen the single stream that they currently serve. Through the attainment of suitable accreditations, all HEIs will gradually move towards full autonomy - academic and administrative - in order to enable this vibrant culture. The autonomy of public institutions will be backed by adequate public financial

support and stability. Private institutions with a public-spirited commitment to high-quality equitable education will be encouraged.

10.12. The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. This will be achieved through a concerted national effort including suitable mentoring and governmental support for the same.

10.13. The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education.

10.14. University, worldwide, means a multidisciplinary institution of higher learning that offers undergraduate, graduate, and Ph.D programmes, and engages in high-quality teaching and research. The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

11. Towards a More Holistic and Multidisciplinary Education

11.1. India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields. Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas or arts; and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific 'fields, such as chemistry and mathematics, 'vocational ' fields such as carpentry and clothes-making, 'professional 'fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.

11.2. Assessments of educational approaches in undergraduate education that integrate the humanities 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., besides general engagement and enjoyment of learning. Research is also improved and enhanced through a holistic and multidisciplinary education approach.

11.3. 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. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

11.4. A holistic and multidisciplinary education, as described so beautifully in India's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills.

11.5. Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning. Graduate-level, master's and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry.

11.6. Large multidisciplinary universities and colleges will facilitate the move towards high-quality holistic and multidisciplinary education. 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. This will be encouraged by increased faculty and institutional autonomy in setting curricula. Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.

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. Credits will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through ODL mode when they are not offered in-class at the HEI.

11.8. Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all 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. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as 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, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

11.9. The structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with

Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

11.10. HEIs will have the flexibility to offer different designs of Master's programmes: (a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme; (b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and (c) there may be an integrated 5-year Bachelor's/Master's programme. Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research. The M.Phil. programme shall be discontinued.

11.11. Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education. They will also help set the highest standards for multidisciplinary education across India.

11.12. HEIs will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Given the scenario of epidemics and pandemics, it is critical that HEIs take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas. HEIs will develop specific hand holding mechanisms and competitions for promoting innovation among student communities. The NRF will function to help enable and support such a vibrant research and innovation culture across HEIs, research labs, and other research organizations.

12. Optimal Learning Environments and Support for Students

12.1. Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge. Last but not least, the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning.

Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed.

12.2. First, in order to promote creativity, institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and traditional 'in-class' modes. Accordingly, curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme. 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 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 integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom. For example, all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed. Faculty will have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides.

12.4. Third, students from socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education. Universities and colleges will thus be required to set up high-quality support centres and will be given adequate funds and academic resources to carry this out effectively. There will also be professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being.

12.5. Fourth, ODL and online education provide a natural path to increase access to quality higher education. In order to leverage its potential completely, ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to clearly articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available. Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed.

12.6. Finally, all programmes, courses, curricula, and pedagogy across subjects, including those in-class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

Internationalization

12.7. The various initiatives mentioned above will also help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and 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 attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.

12.8. India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India. Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.

Student Activity and Participation

12.9. Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Towards this end, students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counselling systems for handling stress and emotional adjustments. Furthermore, a systematized arrangement shall be created to provide the requisite support to students from rural backgrounds, including increasing hostel facilities as needed. All HEIs will ensure quality medical facilities for all students in their institutions.

Financial support for students

12.10. Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

13. Motivated, Energized, and Capable Faculty

13.1. The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been increased substantially. Various initiatives have also been taken towards providing faculty with professional development opportunities. However, despite these various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession. To this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

13.2. As the most basic step, all 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 and campuses. Every classroom shall have access to the latest educational technology that enables better learning experiences.

13.3. Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities. Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community.

13.4. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work.

13.5. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable.

13.6. In keeping with the vision of autonomous institutions empowered to drive excellence, HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Whereas the current recruitment process will be continued, a ‘tenure-track’ i.e., suitable probation period shall be put in place to further ensure excellence. There shall be a fast-track promotion system

for recognizing high impact research and contribution. A system of multiple parameters for proper performance assessment, for the purposes of 'tenure' i.e., confirmed employment after probation, promotion, salary increases, recognitions, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community, shall be developed by each HEI and clearly enunciated in it's Institutional Development Plan (IDP).

13.7. The presence of outstanding and enthusiastic institutional leaders that cultivate excellence and innovation is the need of the hour. Outstanding and effective institutional leadership is extremely important for the success of an institution and of its faculty. Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions. Leadership positions shall not remain vacant, but rather an overlapping time period during transitions in leadership shall be the norm to ensure the smooth running of institutions. Institutional leaders will aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and all HEI leaders.

14. Equity and Inclusion in Higher Education

14.1. Entry into quality higher education can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. This Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs.

14.2. The dynamics and also many of the reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform. Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school education.

14.3. There are certain facets of exclusion, that are particular to or substantially more intense in higher education. These must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.

14.4. For this purpose, additional actions that are specific to higher education shall be adopted by all Governments and HEIs:

14.4.1. Steps to be taken by Governments

(a) Earmark suitable Government funds for the education of SEDGs
(b) Set clear targets for higher GER for SEDGs
(c) Enhance gender balance in admissions to HEIs
(d) Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs
(e) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually
(f) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs
(g) Conduct outreach programmes on higher education opportunities and scholarships among SEDGs
(h) Develop and support technology tools for better participation and learning outcomes.

14.4.2. Steps to be taken by all HEIs

(a) Mitigate opportunity costs and fees for pursuing higher education
(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
(e) Make curriculum more inclusive
(f) Increase employability potential of higher education programmes
(g) Develop more degree courses taught in Indian languages and bilingually
(h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
(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 that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

15. Teacher Education

15.1. Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

15.2. According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

15.3. In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.

15.4. As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

15.5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor′s degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond

the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.

15.6. HEIs offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.

15.7. In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

15.8. The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigour in conceptual development.

15.9. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. 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.

15.10. In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

15.11. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

16. Reimagining Vocational Education

16.1. The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education Whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India.

16.2. One of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education has in the past focused largely on Grades 11–12 and on dropouts in Grade 8 and upwards. Moreover, students passing out from Grades 11–12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. The admission criteria for general higher education were also not designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from 'mainstream' or 'academic' education. This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013.

16.3. Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagination of how vocational education is offered to students in the future.

16.4. This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving /Indian arts and artisanship.

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. This is in alignment with Sustainable Development Goal 4.4 and will help to realize the full potential of India's demographic dividend. The number of students in vocational education will be considered while arriving at the GER targets. The development of vocational capacities will go hand-in-hand with the development of 'academic' or other capacities. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. 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, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes. HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills. 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. The possibility of offering vocational courses through ODL mode will also be explored.

16.6. Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.

16.7. Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries.

16.8. The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework will provide the basis for Recognition of Prior Learning. Through this, dropouts from the formal

system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across 'general' and vocational education.

17. Catalysing Quality Academic Research in All Fields through a new National Research Foundation

17.1. Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. Indeed, some of the most prosperous civilizations (such as India, Mesopotamia, Egypt, and Greece) to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are strong knowledge societies that attained intellectual and material wealth in large part through celebrated and fundamental contributions to new knowledge in the realm of science as well as art, language, and culture that enhanced and uplifted not only their own civilizations but others around the globe.

17.2. A robust ecosystem of research is perhaps more important than ever with the rapid changes occurring in the world today, e.g., in the realm of climate change, population dynamics and management, biotechnology, an expanding digital marketplace, and the rise of machine learning and artificial intelligence. If India is to become a leader in these disparate areas, and truly achieve the potential of its vast talent pool to again become a leading knowledge society in the coming years and decades, the nation will require a significant expansion of its research capabilities and output across disciplines. Today, the criticality of research is more than ever before, for the economic, intellectual, societal, environmental, and technological health and progress of a nation.

17.3. Despite this critical importance of research, the research and innovation investment in India is, at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel and 4.2% in South Korea.

17.4. The societal challenges that India needs to address today, such as access for all its citizens to clean drinking water and sanitation, quality education and healthcare, improved transportation, air quality, energy, and infrastructure, will require the implementation of approaches and solutions that are not only informed by top-notch science and technology but are also rooted in a deep understanding of the social sciences and humanities and the various socio-cultural and environmental dimensions of the nation. Facing and addressing these challenges will require high-quality interdisciplinary research across fields that must be done in India and cannot simply be imported; the ability to conduct one's own research also enables a country to much more easily import and adapt relevant research from abroad.

17.5. Furthermore, in addition to their value in solutions to societal problems, any country's identity, upliftment, spiritual/intellectual satisfaction and creativity is also attained in a major way through its history, art, language, and culture. Research in the arts and humanities, along with innovations in the sciences and social sciences, are, therefore, extremely important for the progress and enlightened nature of a nation.

17.6. Research and innovation at education institutions in India, particularly those that are engaged in higher education, is critical. Evidence from the world′s best universities throughout history shows that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings.

17.7. India has a long historical tradition of research and knowledge creation, in disciplines ranging from science and mathematics to art and literature to phonetics and languages to medicine and agriculture. This needs to be further strengthened to make India lead research and innovation in the

21st century, as a strong and enlightened knowledge society and one of the three largest economies in the world.

17.8. Thus, this Policy envisions a comprehensive approach to transforming the quality and quantity of research in India. This includes definitive shifts in school education to a more play and discovery-based style of learning with emphasis on the scientific method and critical thinking. This includes career counselling in schools towards identifying student interests and talents, promoting research in universities, the multidisciplinary nature of all HEIs and the emphasis on holistic education, the inclusion of research and internships in the undergraduate curriculum, faculty career management systems that give due weightage to research, and the governance and regulatory changes that encourage an environment of research and innovation. All of these aspects are extremely critical for developing a research mindset in the country.

17.9. To build on these various elements in a synergistic manner, and to thereby truly grow and catalyze quality research in the nation, this policy envisions the establishment of a National Research Foundation (NRF). The overarching goal of the NRF will be to enable a culture of research to permeate through our universities. In particular, the NRF will provide a reliable base of merit-based but equitable peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited. The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations.

17.10. Institutions that currently fund research at some level, such as the Department of Science and Technology (DST), Department of Atomic Energy (DAE), Department of Bio-Technology (DBT), Indian Council of Agriculture Research (ICAR), Indian Council of Medical Research (ICMR), Indian Council of Historical Research (ICHR), and University Grants Commission (UGC), as well as various private and philanthropic organizations, will continue to independently fund research according to their priorities and needs. However, NRF will carefully coordinate with other funding agencies and will work with science, engineering, and other academies to ensure synergy of purpose and avoid duplication of efforts. The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

17.11. The primary activities of the NRF will be to:

(a) fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
(b) seed, grow, and facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions;
(c) act as a liaison between researchers and relevant branches of government as well as industry, so that research scholars are constantly made aware of the most urgent national research issues, and so that policymakers are constantly made aware of the latest research breakthroughs; so as to allow breakthroughs to be optimally brought into policy and/or implementation; and
(d) recognise outstanding research and progress

18. Transforming the Regulatory System of Higher Education

18.1. Regulation of higher education has been too heavy-handed for decades; too much has been attempted to be regulated with too little effect. The mechanistic and disempowering nature of the regulatory system has been rife with very basic problems, such as heavy concentrations of power within a few bodies, conflicts of interest among these bodies, and a resulting lack of accountability. The regulatory system is in need of a complete overhaul in order to re-energize the higher education sector and enable it to thrive.

18.2. To address the above-mentioned issues, the regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. This is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power. To ensure that the four institutional structures carrying out these four essential functions work independently yet at the same time and work in synergy towards common goals. These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI).

18.3. The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education, thus eliminating the duplication and disjunction of regulatory efforts by the multiple regulatory agencies that exist at the current time. It will require a relook and repealing of existing Acts and restructuring of various existing regulatory bodies to enable this single point regulation. NHERC will be set up to regulate in a 'light but tight' and facilitative manner, meaning that a few important matters particularly financial probity, good governance, and the full online and offline public self-disclosure of all finances, audits, procedures, infrastructure, faculty/staff, courses, and educational outcomes will be very effectively regulated. This information will have to be made available and kept updated and accurate by all higher education institutions on a public website maintained by NHERC and on the institutions' websites. Any complaints or grievances from stakeholders and others arising out of the information placed in public domain shall be adjudicated by NHERC. Feedback from randomly selected students including differently-abled students at each HEI will be solicited online to ensure valuable input at regular intervals.

18.4. The primary mechanism to enable such regulation will be accreditation. The second vertical of HECI will, therefore, be a 'meta-accrediting body', called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. The task to function as a recognized accreditor shall be awarded to an appropriate number of institutions by NAC. In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy. In turn, all HEIs will aim, through their Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice.

18.5. The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made on their implementation. HEGC will be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields.

18.6. The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. Higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of such learning outcomes. In addition, the GEC shall set up facilitative norms for issues, such as credit transfer, equivalence, etc., through the NHEQF. The GEC will be mandated to identify specific skills that students must acquire during their academic programmes, with the aim of preparing well-rounded learners with 21st century skills.

18.7. The professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act

as Professional Standard Setting Bodies (PSSBs). They will play a key role in the higher education system and will be invited to be members of the GEC. These bodies, after restructuring as PSSBs, will continue to draw the curricula, lay down academic standards and coordinate between teaching, research and extension of their domain/discipline, as members of the GEC. As members of the GEC, they would help in specifying the curriculum framework, within which HEIs may prepare their own curricula. Thus, PSSBs would also set the standards or expectations in particular fields of learning and practice while having no regulatory role. All HEIs will decide how their educational programmes respond to these standards, among other considerations, and would also be able to reach out for support from these standard-setting bodies or PSSBs, if needed.

18.8. Such a system architecture will ensure the principle of functional separation by eliminating conflicts of interests between different roles. It will also aim to empower HEIs, while ensuring that the few key essential matters are given due attention. Responsibility and accountability shall devolve to the HEIs concomitantly. No distinction in such expectations shall be made between public and private HEIs.

18.9. Such a transformation will require existing structures and institutions to reinvent themselves and undergo an evolution of sorts. The separation of functions would mean that each vertical within HECI would take on a new, single role which is relevant, meaningful, and important in the new regulatory scheme.

18.10. The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work. The underlying principle will be that of a faceless and transparent regulatory intervention using technology. Strict compliance measures with stringent action, including penalties for false disclosure of mandated information, will be ensured so that Higher Education Institutions are conforming to the basic minimum norms and standards. HECI itself will be resolving disputes among the four verticals. Each vertical in HECI will be an independent body consisting of persons having high expertise in the relevant areas along with integrity, commitment, and a demonstrated track record of public service. HECI itself will be a small, independent body of eminent public-spirited experts in higher education, which will oversee and monitor the integrity and effective functioning of HECI. Suitable mechanisms will be created within HECI to carry out its functions, including adjudication.

18.11. Setting up new quality HEIs will also be made far easier by the regulatory regime, while ensuring with great effectiveness that these are set up with the spirit of public service and with due financial backing for long-term stability. HEIs performing exceptionally well will be helped by Central and State governments to expand their institutions, and thereby attain larger numbers of students and faculty as well as disciplines and programmes. Public Philanthropic Partnership models for HEIs may also be piloted with the aim to further expand access to high-quality higher education.

Curbing Commercialization of Education

18.12. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education. This will be a key priority of the regulatory system. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity. Surpluses, if any, will be reinvested in the educational sector. There will be transparent public disclosure of all these financial matters with recourse to grievance-handling mechanisms to the general public. The accreditation system developed by NAC will provide a complementary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective.

18.13. All HEIs - public and private - shall be treated on par within this regulatory regime. The regulatory regime shall encourage private philanthropic efforts in education. There will be common national guidelines for all legislative Acts that will form private HEIs. These common minimal guidelines will enable all such Acts to establish private HEIs, thus enabling common standards for

private and public HEIs. These common guidelines will cover Good Governance, Financial Stability & Security, Educational Outcomes, and Transparency of Disclosures.

18.14. Private HEIs having a philanthropic and public-spirited intent will be encouraged through a progressive regime of fees determination. Transparent mechanisms for fixing of fees with an upper limit, for different types of institutions depending on their accreditation, will be developed so that individual institutions are not adversely affected. This will empower private HEIs to set fees for their programmes independently, though within the laid-out norms and the broad applicable regulatory mechanism. Private HEIs will be encouraged to offer freeships and scholarships in significant numbers to their students. All fees and charges set by private HEIs will be transparently and fully disclosed, and there shall be no arbitrary increases in these fees/charges during the period of enrolment of any student. This fee determining mechanism will ensure reasonable recovery of cost while ensuring that HEIs discharge their social obligations.

19. Effective Governance and Leadership for Higher Education Institutions

19.1. It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. The common feature of all world-class institutions globally including India has indeed been the existence of strong self-governance and outstanding merit-based appointments of institutional leaders.

19.2. Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. Measures will be taken at all HEIs to ensure leadership of the highest quality and promote an institutional culture of excellence. Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution. The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of head of the institution, and take all decisions regarding governance. There shall be overarching legislation that will supersede any contravening provisions of other earlier legislation and would provide for constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoG. New members of the Board shall be identified by an expert committee appointed by the Board; and the selection of new members shall be carried out by the BoG itself. Equity considerations will also be taken care of while selecting the members. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035.

19.3. The BoG shall be responsible and accountable to the stakeholders through transparent self-disclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

19.4. All leadership positions and Heads of institutions will be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations. Leaders of an HEI will demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive outlook. The selection shall be carried out by the BoG through a rigorous, impartial, merit-based, and competency-based process led by an Eminent Expert Committee (EEC) constituted by the BoG. While stability of tenure is important to ensure the development of a suitable culture, at the same time leadership succession will be planned with care to ensure that good practices that define an institution's processes do not end due to a change in leadership; leadership changes will come with sufficient overlaps, and not remain vacant, in order to ensure smooth transitions. Outstanding leaders will be identified and developed early, working their way through a ladder of leadership positions.

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. Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding. The IDP shall be prepared with the joint participation of Board members, institutional leaders, faculty, students, and staff.

Part III. OTHER KEY AREAS OF FOCUS

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. It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's specialty.

20.2. Professional education thus becomes an integral part of the overall higher education system. 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.

20.3. Agricultural education with allied disciplines will be revived. Although Agricultural Universities comprise approximately 9% of all universities in the country, enrolment in agriculture and allied sciences is less than 1% of all enrolment in higher education. Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices. 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. 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. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately. 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 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.

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. There will not only be a greater demand for well-qualified manpower in these sectors, it will also require closer collaborations between industry and higher education institutions to drive innovation and research in these fields. Furthermore, influence of technology on human endeavours is expected to erode the silos between technical education and other disciplines too. Technical education will, thus, also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines. India must also take the lead in 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, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

21. Adult Education and Lifelong Learning

21.1. The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP.

21.2. Meanwhile, being a non-literate member of a community, has innumerable disadvantages, including the inability to: carry out basic financial transactions; compare the quality/quantity of goods purchased against the price charged; fill out forms to apply for jobs, loans, services, etc.; comprehend public circulars and articles in the news media; use conventional and electronic mail to communicate and conduct business; make use of the internet and other technology to improve one's life and profession; comprehend directions and safety directives on the street, on medicines, etc.; help children with their education; be aware of one's basic rights and responsibilities as a citizen of India; appreciate works of literature; and pursue employment in medium or high-productivity sectors that require literacy. The abilities listed here are an illustrative list of outcomes to be achieved through adoption of innovative measures for Adult Education.

21.3. Extensive field studies and analyses, both in India and across the world, clearly demonstrate that volunteerism and community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of educators and volunteers. Successful literacy programmes result not only in the growth of literacy among adults, but also result in increased demand for education for all children in the community, as well as greater community contribution to positive social change. The National Literacy Mission, when it was launched in 1988, was largely based on the voluntary involvement and support of the people, and resulted in significant increases in national literacy during the period of 1991–2011, including among women, and also initiated dialogue and discussions on pertinent social issues of the day.

21.4. Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be affected as soon as possible to expedite this all-important aim of achieving 100% literacy.

21.5. First, an outstanding adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education, so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills, and beyond. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes: (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare);

(c) vocational skills development (with a view towards obtaining local employment); (d) basic education (including preparatory, middle, and secondary stage equivalency); and (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children.

21.6. Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools/ school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these five types of education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc.

21.7. Third, the instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors. 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. States will also work with NGOs and other community organizations to enhance efforts towards literacy and adult education.

21.8. Fourth, all efforts will be undertaken to ensure the participation of community members in adult education. Social workers/counsellors travelling through their communities to track and ensure participation of non-enrolled students and dropouts will also be requested, during their travels, to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. The social workers/counsellors will then connect them with local Adult Education Centres (AECs). Opportunities for adult education will also be widely publicized, through advertisements and announcements and through events and initiatives of NGOs and other local organizations.

21.9. Fifth, improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons. The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas. Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages. Steps will be taken to enhance online accessibility of library books and further broad basing of digital libraries. For ensuring vibrant libraries in communities and educational institutions, it will be imperative to make available adequate library staff and also devise appropriate career pathways and CPD for them. Other steps will include strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children's libraries and mobile libraries, establishing social book clubs across India and across subjects, and fostering greater collaborations between education institutions and libraries.

21.10. Finally, technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will

be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions. In many cases, quality adult education could thereby be conducted in an online or blended mode.

22. Promotion of Indian Languages, Arts, and Culture

22.1. India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts, heritage sites, and more. Crores of people from around the world partake in, enjoy, and benefit from this cultural wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India's handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, being inspired by Indian philosophy, participating in India's unique festivals, appreciating India's diverse music and art, and watching Indian films, amongst many other aspects. It is this cultural and natural wealth that truly makes India, "Incredible !ndia", as per India's tourism slogan. The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its economy.

22.2. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being.

22.3. The arts form a major medium for imparting culture. The arts - besides strengthening cultural identity, awareness, and uplifting societies - are well known to enhance cognitive and creative abilities in individuals and increase individual happiness. The happiness/well-being, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.

22.4. Language, of course, is inextricably linked to art and culture. Different languages 'see' the world differently, and the structure of a language, therefore, determines a native speaker's perception of experience. In particular, languages influence the way people of a given culture speak with others, including with family members, authority figures, peers, and strangers, and influence the tone of conversation. The tone, perception of experience, and familiarity/'*apnapan*' inherent in conversations among speakers of a common language are a reflection and record of a culture. Culture is, thus, encased in our languages. Art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a culture's languages.

22.5. Unfortunately, Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO has declared 197 Indian languages as 'endangered'. Various unscripted languages are particularly in danger of becoming extinct. When senior member(s) of a tribe or community that speak such languages pass away, these languages often perish with them; too often, no concerted actions or measures are taken to preserve or record these rich languages/expressions of culture.

22.6. Moreover, even those languages of India that are not officially on such endangered lists, such as the 22 languages of Eighth Schedule of the Constitution of India, are facing serious difficulties on many fronts. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages. Enabling such learning materials, print materials, and

translations of important materials from world languages, and constantly updating vocabularies, are carried out by countries around the world for languages such as English, French, German, Hebrew, Korean, and Japanese. However, India has remained quite slow in producing such learning and print materials and dictionaries to help keep its languages optimally vibrant and current with integrity.

22.7. Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching-learning.

22.8. A number of initiatives to foster languages, arts, and culture in school children have been discussed in Chapter 4, which include a greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, craftspersons, and other experts as master instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum, especially in secondary schools and in higher education, so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths.

22.9. To enable the key latter initiatives, a number of further actions will be taken in tandem at the higher education level and beyond. First, to develop and teach many of the courses of the type mentioned above, an excellent team of teachers and faculty will have to be developed. 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. These departments and programmes will, in particular help to develop a large cadre of high-quality language teachers - as well as teachers of art, music, philosophy and writing - who will be needed around the country to carry out this Policy. The NRF will fund quality research in all these areas. Outstanding local artists and craftspersons 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. 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 HEIs, and 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. Private HEIs too will be encouraged and incentivized to use Indian languages as medium of instruction and/or offer bilingual programmes. 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. In order to preserve and promote its art and culture, develop high-quality materials in various Indian languages, conserve artefacts, develop highly qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry.

22.12. The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities, like touring by students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India. Towards this direction under '*Ek Bharat Shrestha Bharat*', 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their

history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.

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. There are already hundreds of Academies, museums, art galleries, and heritage sites in dire need of qualified individuals for their effective functioning. As positions are filled with suitably qualified candidates, and further artefacts are procured and conserved, additional museums, including virtual museums/e-museums, galleries, and heritage sites may contribute to the conservation of our heritage as well as to India's tourism industry.

22.14. India will also urgently expand its translation and interpretation efforts in order to make high-quality learning materials and other important written and spoken material available to the public in various Indian and foreign languages. For this, an Indian Institute of Translation and Interpretation (IITI) will be established. Such an institute would provide a truly important service for the country, as well as employ numerous multilingual language and subject experts, and experts in translation and interpretation, which will help to promote all Indian languages. The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts. The IITI could naturally grow with time, and be housed in multiple locations including in HEIs to facilitate collaborations with other research departments as demand and the number of qualified candidates grows.

22.15. Due to its vast and significant contributions and literature across genres and subjects, its cultural significance, and its scientific nature, rather than being restricted to single-stream Sanskrit Pathshalas and Universities, Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education. It will be taught not in isolation, but in interesting and innovative ways, and connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc. Thus, in consonance with the rest of this policy, Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning. Departments of Sanskrit that conduct teaching and outstanding interdisciplinary research on Sanskrit and Sanskrit Knowledge Systems will be established/strengthened across the new multidisciplinary higher education system. Sanskrit will become a natural part of a holistic multidisciplinary higher education if a student so chooses. 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. India will similarly expand its institutes and universities studying all classical languages and literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened, with adequate training given to large new batches of students to study, in particular, the large numbers of manuscripts and their interrelations with other subjects. Classical language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes. Universities dedicated to languages will become multidisciplinary, towards the same end; where relevant, they may then also offer B.Ed. dual degrees in education and a language, to develop outstanding language teachers in that language. Further, it is also proposed that a new institution for Languages will be established. National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a university campus. Similar initiatives will be carried out for institutes and universities studying Indian arts, art history, and Indology. Research for outstanding work in all these areas will be supported by the NRF.

22.17. Efforts to preserve and promote all Indian languages including classical, tribal and endangered languages will be taken on with new vigour. Technology and crowdsourcing, with extensive participation of the people, will play a crucial role in these efforts.

22.18. For each of the languages mentioned in the Eighth Schedule of the Constitution of India, Academies will be established consisting of some of the greatest scholars and native speakers to

determine simple yet accurate vocabulary for the latest concepts, and to release the latest dictionaries on a regular basis (analogous to the successful efforts for many other languages around the world). The Academies would also consult with each other, and in some cases take the best suggestions from the public, in order to construct these dictionaries attempting to adopt common words whenever possible. These dictionaries would be widely disseminated, for use in education, journalism, writing, speechmaking, and beyond, and would be available on the web as well as in book form. These Academies for Eighth Schedule languages will be established by the Central Government in consultation or collaboration with State Governments. Academies for other highly spoken Indian languages may also be similarly established by the Centre and/or States.

22.19. All languages in India, and their associated arts and culture will be documented through a web-based platform/portal/wiki, in order to preserve endangered and all Indian languages and their associated rich local arts and culture. The platform will contain videos, dictionaries, recordings, and more, of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more. People from across the country will be invited to contribute to these efforts by adding relevant material onto these platforms/portals/wikis. Universities and their research teams will work with each other and with communities across the country towards enriching such platforms. These preservation efforts, and the associated research projects, e.g., in history, archaeology, linguistics, etc., will be funded by the NRF.

22.20. Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established. The promotion of Indian languages is possible only if they are used regularly and if they are used for teaching and learning. Incentives, such as prizes for outstanding poetry and prose in Indian languages across categories, will be established to ensure vibrant poetry, novels, nonfiction books, textbooks, journalism, and other works in all Indian languages. Proficiency in Indian languages will be included as part of qualification parameters for employment opportunities.

23. Technology Use and Integration

23.1. India is a global leader in information and communication technology and in other cutting-edge domains, such as space. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional.

23.2. Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. 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 not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts.

23.3. Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. The aim of the NETF will be to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of education institutions, State and Central governments, and other stakeholders, the latest knowledge and research as well as the opportunity to consult and share best practices. The NETF will have the following functions:

a) provide independent evidence-based advice to Central and State Government agencies on technology-based interventions;
b) build intellectual and institutional capacities in educational technology;
c) envision strategic thrust areas in this domain; and
d) articulate new directions for research and innovation.

23.4. To remain relevant in the fast-changing field of educational technology, the NETF will maintain a regular inflow of authentic data from multiple sources including educational technology innovators and practitioners and will engage with a diverse set of researchers to analyze the data. To support the development of a vibrant body of knowledge and practice, the NETF will organize multiple regional and national conferences, workshops, etc. to solicit inputs from national and international educational technology researchers, entrepreneurs, and practitioners.

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, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.

23.6. A rich variety of educational software, for all the above purposes, will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and *Divyang* students. Teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the DIKSHA platform. This platform may also be utilized for Teacher's Professional Development through e-content. CIET will be strengthened to promote and expand DIKSHA as well as other education technology initiatives. Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e-contents into teaching-learning practices. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content.

23.7. Particular attention will need to be paid to emerging disruptive technologies that will necessarily transform the education system. When the 1986/1992 National Policy on Education was formulated, it was difficult to predict the disruptive effect that the internet would have brought. Our present education system's inability to cope with these rapid and disruptive changes places us individually and nationally at a perilous disadvantage in an increasingly competitive world. For example, while computers have largely surpassed humans in leveraging factual and procedural knowledge, our education at all levels excessively burdens students with such knowledge at the expense of developing their higher-order competencies.

23.8. This policy has been formulated at a time when an unquestionably disruptive technology - Artificial Intelligence (AI) 3D/7D Virtual Reality - has emerged. As the cost of AI-based prediction falls, AI will be able to match or outperform and, therefore, be a valuable aid to even skilled professionals such as doctors in certain predictive tasks. AI's disruptive potential in the workplace is clear, and the education system must be poised to respond quickly. One of the permanent tasks of the NETF will be to categorize emergent technologies based on their potential and estimated timeframe for disruption, and to periodically present this analysis to MHRD. Based on these inputs, MHRD will formally identify those technologies whose emergence demands responses from the education system.

23.9. In response to MHRD's formal recognition of a new disruptive technology, the National Research Foundation will initiate or expand research efforts in the technology. In the context of AI, NRF may consider a three-pronged approach: (a) advancing core AI research, (b) developing and deploying application-based research, and (c) advancing international research efforts to address global challenges in areas such as healthcare, agriculture, and climate change using AI.

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. Once the technology has attained a level of maturity, HEIs with thousands of students will be ideally placed to scale these teaching and skilling efforts, which will include targeted training for job readiness. Disruptive technologies will make certain jobs redundant, and hence approaches to skilling and deskilling that are both efficient and ensure quality will be of increasing importance to create and sustain employment. Institutions will have autonomy to approve institutional and non-institutional partners to deliver such training, which will be integrated with skills and higher education frameworks.

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. They may also develop and disseminate courses in these areas via platforms, such as SWAYAM. For rapid adoption, 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. Efforts to teach languages to school students will be dovetailed with efforts to enhance Natural Language Processing for India's diverse languages.

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. Data is a key fuel for AI-based technologies, and it is critical to raise awareness on issues of privacy, laws, and standards associated with data handling and data protection, etc. It is also necessary to highlight ethical issues surrounding the development and deployment of AI-based technologies. Education will play a key role in these awareness raising efforts. Other disruptive technologies that are expected to change the way we live, and, therefore, change the way we educate students, 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. New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, 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.

24.2. However, the benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. 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. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Aside from changes required in pedagogy, online assessments also require a

different approach. There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices. Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

24.4. Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

(a) **Pilot studies for online education**: Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.

(b) **Digital infrastructure**: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.

(c) **Online teaching platform and tools**: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. 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**: A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e-content to students will be provided.

(e) **Addressing the digital divide**: Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.

(f) **Virtual Labs:** Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, will be considered and developed.

(g) **Training and incentives for teachers**: Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

(h) **Online assessment and examinations**: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

(i) **Blended models of learning**: While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.

(j) **Laying down standards**: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

24.5 Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity

Technology in education is a journey and not a destination and capacity will be needed to orchestrate the various ecosystem players to implement policy objectives. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry to look after the e-education needs of both school and higher education. Since technology is rapidly evolving, and needs specialists to deliver high quality e-learning, a vibrant ecosystem has to be encouraged to create solutions that not only solve India's challenges of scale, diversity, equity, but also evolve in keeping with the rapid changes in technology, whose half-life reduces with each passing year. This centre will, therefore, consist of experts drawn from the field of administration, education, educational technology, digital pedagogy and assessment, e-governance, etc.

Part IV. MAKING IT HAPPEN

25. Strengthening the Central Advisory Board of Education

25.1. Achieving successful implementation of this policy demands a long-term vision, availability of expertise on a sustained basis, and concerted action from all concerned encompassing National, State, institutional, and individual levels. In this context, the Policy recommends strengthening and empowering the Central Advisory Board of Education (CABE) which will have a much greater mandate and not only a forum for widespread consultation and examination of issues relating to educational and cultural development. The remodeled and rejuvenated CABE shall also be responsible for developing, articulating, evaluating, and revising the vision of education in the country on a continuous basis, in close collaboration with MHRD and the corresponding apex bodies of States. It shall also create and continuously review the institutional frameworks that shall help attain this vision.

25.2. To bring the focus back on education and learning, it is desirable that the Ministry of Human Resource Development (MHRD) be re-designated as the Ministry of Education (MoE).

26. Financing: Affordable and Quality Education for All

26.1. The Policy commits to significantly raising educational investment, as there is no better investment towards a society's future than the high-quality education of our young people. Unfortunately, public expenditure on education in India has not come close to the recommended level of 6% of GDP, as envisaged by the 1968 Policy, reiterated in the Policy of 1986, and which was further reaffirmed in the 1992 review of the Policy. The current public (Government - Centre and States) expenditure on education in India has been around 4.43% of GDP (Analysis of Budgeted

Expenditure 2017-18) and only around 10% of the total Government spending towards education (Economic Survey 2017-18). These numbers are far smaller than most developed and developing countries.

26.2. In order to attain the goal of education with excellence and the corresponding multitude of benefits to this Nation and its economy, this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. This is considered extremely critical for achieving the high-quality and equitable public education system that is truly needed for India's future economic, social, cultural, intellectual, and technological progress and growth.

26.3. In particular, financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development, and support for all key initiatives towards equitable high-quality education for underprivileged and socio-economically disadvantaged groups.

26.4. In addition to one-time expenditures, primarily related to infrastructure and resources, this Policy identifies the following key long-term thrust areas for financing to cultivate an education system: (a) universal provisioning of quality early childhood care education; (b) ensuring foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school complexes/clusters; (d) providing food and nutrition (breakfast and midday meals); (e) investing in teacher education and continuing professional development of teachers; (f) revamping colleges and universities to foster excellence; (g) cultivating research; and (h) extensive use of technology and online education.

26.5. Even the low level of funding on education in India, is frequently not spent in a timely manner at the District/institution level, hampering the achievement of the intended targets of those funds. Hence, the need is to increase efficiency in use of available budget by suitable policy changes. Financial governance and management will focus on the smooth, timely, and appropriate flow of funds, and their usage with probity; administrative processes will be suitably amended and streamlined so that the disbursal mechanism may not lead to a high volume of unspent balances. The provisions of GFR, PFMS and 'Just in Time' release to implementing agencies will be followed for efficient use of government resources and avoiding parking of funds. Mechanism of performance-based funding to States / HEIs may be devised. Similarly, efficient mechanism will be ensured for the optimal allocation and utilization of funds earmarked for SEDGs. The new suggested regulatory regime, with clear separations of roles and transparent self-disclosures, empowerment and autonomy to institutions, and the appointment of outstanding and qualified experts to leadership positions will help to enable a far smoother, quicker, and more transparent flow of funds.

26.6. The Policy also calls for the rejuvenation, active promotion, and support for private philanthropic activity in the education sector. In particular, over and above the public budgetary support which would have been otherwise provided to them, any public institution can take initiatives towards raising private philanthropic funds to enhance educational experiences.

26.7. The matter of commercialization of education has been dealt with by the Policy through multiple relevant fronts, including: the 'light but tight' regulatory approach that mandates full public self-disclosure of finances, procedures, course and programme offerings, and educational outcomes; the substantial investment in public education; and mechanisms for good governance of all institutions, public and private. Similarly, opportunities for higher cost recovery without affecting the needy or deserving sections will also be explored.

27. Implementation

27.1. Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and

systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

27.2. Implementation will be guided by the following principles. First, implementation of the spirit and intent of the Policy will be the most critical matter. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions (such as the setting up of early childhood care and education infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions.

27.3. Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to achieve the goals of the Policy in a clear and phased manner. Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by designated teams constituted by MHRD and the States, and reviews will be shared with CABE. In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken.

****

Abbreviations

ABC	Academic Bank of Credit
AI	Artificial Intelligence
AC	Autonomous degree-granting College
AEC	Adult Education Centre
API	Application Programming Interface
AYUSH	Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy
B.Ed.	Bachelor of Education
BEO	Block Education Officer
BITE	Block Institute of Teacher Education
BoA	Board of Assessment
BoG	Board of Governors
BRC	Block Resource Centre
B.Voc	Bachelor of Vocational Education
CABE	Central Advisory Board of Education
CBCS	Choice Based Credit System
CBSE	Central Board of Secondary Education
CIET	Central Institute of Educational Technology
CMP	Career Management and Progression
CoA	Council of Architecture
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CWSN	Children With Special Needs
DAE	Department of Atomic Energy
DBT	Department of Biotechnology
DEO	District Education Officer
DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DSE	Directorate of School Education
DST	Department of Science and Technology
ECCE	Early Childhood Care and Education
EEC	Eminent Expert Committee
GCED	Global Citizenship Education
GDP	Gross Domestic Product
GEC	General Education Council
GER	Gross Enrolment Ratio
GFR	General Financial Rule
HECI	Higher Education Commission of India
HEGC	Higher Education Grants Council
HEI	Higher Education Institutions
ICAR	Indian Council of Agricultural Research
ICHR	Indian Council of Historical Research
ICMR	Indian Council of Medical Research
ICT	Information and Communication Technology
IDP	Institutional Development Plan
IGNOU	Indira Gandhi National Open University
IIM	Indian Institute of Management
IIT	Indian Institute of Technology
IITI	Indian Institute of Translation and Interpretation
ISL	Indian Sign Language
ITI	Industrial Training Institute
M.Ed.	Master of Education
MBBS	Bachelor of Medicine and Bachelor of Surgery
MERU	Multidisciplinary Education and Research Universities
MHFW	Ministry of Health and Family Welfare

MHRD	Ministry of Human Resource Development
MoE	Ministry of Education
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
M. Phil	Master of Philosophy
MWCD	Ministry of Women and Child Development
NAC	National Accreditation Council
NAS	National Achievement Survey
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFSE	National Curriculum Framework for School Education
NCFTE	National Curriculum Framework for Teacher Education
NCIVE	National Committee for the Integration of Vocational Education
NCPFECCE	National Curricular and Pedagogical Framework for Early Childhood Care and Education
NCTE	National Council for Teacher Education
NCVET	National Council for Vocational Education and Training
NETF	National Educational Technology Forum
NGO	Non-Governmental Organization
NHEQF	National Higher Education Qualifications Framework
NHERC	National Higher Education Regulatory Council
NIOS	National Institute of Open Schooling
NIT	National Institute of Technology
NITI	National Institution for Transforming India
NPE	National Policy on Education
NPST	National Professional Standards for Teachers
NRF	National Research Foundation
NSQF	National Skills Qualifications Framework
NSSO	National Sample Survey Office
NTA	National Testing Agency
OBC	Other Backward Classes
ODL	Open and Distance Learning
PARAKH	Performance Assessment, Review and Analysis of Knowledge for Holistic development
PCI	Pharmacy Council of India
PFMS	Public Financial Management System
Ph.D	Doctor of Philosophy
PSSB	Professional Standard Setting Body
PTR	Pupil Teacher Ratio
R&I	Research and Innovation
RCI	Rehabilitation Council of India
RPWD	Rights of Persons with Disabilities
SAS	State Achievement Survey
SC	Scheduled Caste(s)
SCDP	School Complex/Cluster Development Plans
SCERT	State Council of Educational Research and Training
SCF	State Curricular Framework
SCMC	School Complex Management Committee
SDG	Sustainable Development Goal
SDP	School Development Plan
SEDG	Socio-Economically Disadvantaged Group
SEZ	Special Education Zone
SIOS	State Institutes of Open Schooling
SMC	School Management Committee
SQAAF	School Quality Assessment and Accreditation Framework
SSA	Sarva Shiksha Abhiyan
SSS	Simple Standard Sanskrit

SSSA	State School Standards Authority
ST	Scheduled Tribe(s)
STEM	Science, Technology, Engineering, and Mathematics
STS	Sanskrit Through Sanskrit
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
TEI	Teacher Education Institution
TET	Teacher Eligibility Test
U-DISE	Unified District Information System for Education
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UT	Union Territory
VCI	Veterinary Council of India

****

Institutional Preparedness for NEP

National Education Policy 2020 lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. The institute is affiliated to Savitribai Phule Pune University and follows its prescribed curriculum. In doing so the institute is already implementing some of the processes which are in line with NEP2020. The preparedness of the institution for NEP2020 is briefly explained in the following paragraphs.

1. **Multidisciplinary/interdisciplinary:**

The institute is offering credit based as well as choice based courses. The subjects in the SPPU syllabus for program of four years fall under following categories

- Basic Sciences
- Basic Engineering Sciences
- Core subjects (including core electives)
- Interdisciplinary subjects (including interdisciplinary electives)
- Project/Seminar. Soft skills / Employability/Humanities

Curriculum includes non-credit Audit courses which are mandatory for student's .The audit courses addresses various multi-disciplinary topics related to social, ethical emotional ,environmental sustainability, non-conventional energy sources etc. For the holistic development of students, institute conducts various activities which involve environment issues, code of conduct, humanity, community services and energy conservation under the National Service Scheme and Student Development Cell. Both units are approved by affiliating university. From Third year student can opt for elective courses. It offers them flexibility to choose subject of their interest in certain domain. Students can work on interdisciplinary project addressing various societal issues and provide solutions using latest technological applications, for example, fire fighting robot, energy conservation using IOT, agriculture issues like seed sowing, irrigation etc.

The institution has the practice of celebration of national and regional festivals and birth anniversary of Indian great personalities to give exposure to Indian heritage and culture. The collaborative activities with industries help the students to gain the required professional skills.

2. **Academic bank of credits (ABC):**

All institute students have registered for ABC. The curriculum has mentioned the Credit transfer policy if student complete the course on NPTEL/SWAYAM portal. As per SPPU syllabus, for some courses like Business Communication Skills, Humanity and Social Science Code of Conduct, one credit can be earned by student if student successfully completes the Swayam course as listed in curriculum of respective course. Institute has started awareness program on NEP 2020 and arranged expert talks for faculties and student to get familiar with ABC and other ideas of NEP 2020.

3. **Skill development:**

Skill based activities are given more importance for students as well as faculty members. Skill development activities are conducted at department level and also by Training and Placement cell of the Institute for students.

Training and Placement Cell has functional MOUs with industry and institutions, through which skill development and capacity building events are being held. To name a few are

- Aptitude and Soft Skill Training by –Global Talent Track (GTT)
- Zensor Employability Skill Development (ESD) Training
- Mock Interviews with GD and PI
- Aptitude championships
- Aptitude training by GTT in association with Barclays
- Barclays Industrial Visits under Barclay Life Skill
- Company Specific Trainings
- Full stack JAVA Training by Centum Foundation in association with Capejemini.

For professional skills development in students, events like seminars, hands on training, project based learning, coding competitions, presentation competitions etc are organized in collaboration with experts from industry and institutions.

The affiliating university curriculum includes subjects on Technical soft skill development and English communication. The students are offered with value-added courses for up-skilling. The value-added courses include Communication Skills, Internet of Things and Robotics, Web Development Course, Python and R Programming, Artificial Intelligence and Machine Learning, workshop on electronic components etc. Courses in all programmes are organized in such a way that students get opportunities for experiential learning and skill development through internships, fieldworks, industrial visits, projects works and hands-on

learning methods. As Skill development of faculty members is also equally important, they are encouraged to attend NPTEL certification courses, STTP, Workshops and seminars.

4. **Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):**

   Though the medium of teaching is English, Indian languages namely Marathi and Hindi are used during the teaching –learning process to ensure that the students understand the delivered content. The institute is being encouraging the student to celebrate national days, festivals and birth anniversary of great personalities so that the students understand the Indian history, culture and customs. These events help the students to understand their role and responsibilities as citizen of India. Students are made comfortable in the campus life by providing them personal support to adjust with multicultural environment, through Guardian Faculty Member system. Yoga day and celebration of festivals helps student to connect with Indian culture. During annual social gathering students celebrate days to depict the cultural heritage of different states of India. To promote culture various competitions such as essay writing, poetry, speech competition, folk song, folk dance and skit are organized so that students will understand Indian tradition culture and values. Indian Knowledge System Team is formed and functional in the institution to look into the above mentioned activities.

5. **Focus on Outcome based education (OBE):**

   The institute is committed to impart outcome based education through well-structured processes and policies for attainment of CO and PO/PSO. Subject teachers frame the questions in context with OBE/Learning perspective, Questions are mapped to COs and BL New/modified COs formulated to increase the mapping level and questions are framed accordingly. Questions also included real-time problems to increase the BL. Attainment of each individual Course Outcome (CO) is calculated at the end of each semester for each course and attainment of the course/subject as a whole is also calculated (using individual CO attainment values). The POs stipulated are as stated by NBA as criteria for accreditation, also DAB (Department Advisory Board) has formulated the PSOs as program- specific outcomes of graduating students. The quality of POs and PSOs is ensured during the CO attainment process. The relevance of assessment tools used with POs are identified and implemented effectively.

6. Distance education/online education:

The use of ICT based teaching-learning is emphasized viz. PPT, Smart interactive Board, Videos and , MOODLE etc.. During Pandemic online sessions were conducted through online platforms like; Google meet Microsoft and Zoom. Recorded videos lectures are developed and made available on MOODLE for easy access to students. NPTEL and You-Tube video links are also provided. All the experiments as per the syllabus of the SPPU were recorded by the concerned faculty members and uploaded on the Moodle. During Pandemic, the actual industrial visits were not possible. In this situation videos were used to show the manufacturing process, sites etc. The institution is not offering any approved distance education.

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020 67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Foundor Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Ref: JSPM/BSIOTR/23-24/17828

Date: 02 Nov. 23

CIRCULAR

We are pleased to inform you that a session on the National Education Policy (NEP) 2020 has been scheduled for November 3, 2023, at 11:30 am. The session aims to provide an in-depth understanding of the NEP 2020 and its implications for our educational institution. We encourage all teaching staff to attend this session, as it will be a valuable opportunity to gain insights into the latest developments in the education sector and how they may impact our teaching and administrative processes.

Your active participation in this session is highly appreciated, and we look forward to your valuable contributions to the discussion. Attendance is mandatory for the same.

Details of the session are as follows:

Expert: Dr. Avinash Kharat (Director Of Academics, JSPM)
Date: November 3, 2023
Time: 11:30 am
Location: VC Room (IT Dept), D1 Building

Prof. Jatti P.V.
IQAC Coordinator

Copy to: All Faculty Members.

Bhivarabai Sawant Institute Of Technology & Research
BSIOTR
EN: 6311
Wagholi
Wagholi, Pune-412207.

2/11/2023

Dr. T.K. Nagaraj
Principal and Chairman IQAC

PRINCIPAL
Bhivarabai Sawant Institute Of Technology & Research
Wagholi, Pune-412207.

REPORT
SESSION CONDUCTED FOR ALL TEACHING STAFF
ON

"INSTITUTIONAL PREPAREDNESS FOR NATIONAL EDUCATIONAL POLICY 2020"

Expert: Dr. Avinash Kharat
Director Academics
JSPM Group of Institutes, Pune
Date & Time: 03 Nov. 2023, 11:30 Am; Venue: VC Room

Introduction about NEP2020:

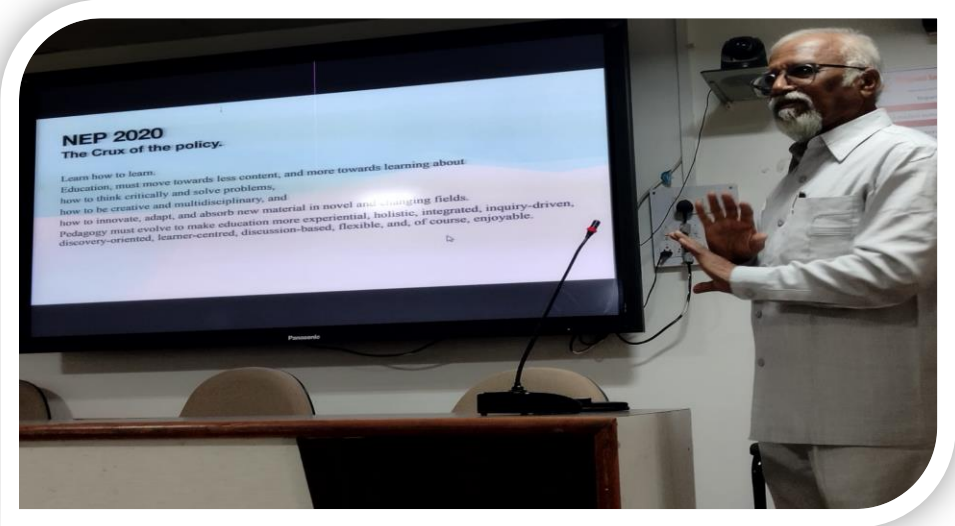
The Vision of NEP, to provide high-quality education to develop human resources in our nation as global citizens, is well taken by our Institution. The National Education Policy (NEP) 2020 is a comprehensive policy document that outlines the vision and goals for the development of the education system in India. The NEP 2020 is built on the principles of equity, access, quality, affordability, and accountability. It envisions an education system that empowers individuals to realize their full potential and contribute to the societal and economic growth of the nation. The policy spans all levels of education, from early childhood to higher education, and encompasses a wide range of reforms and initiatives.

Objectives of Session:

- Focusing on improving the quality of education at all levels, with an emphasis on foundational literacy and numeracy, critical thinking, and experiential learning
- Learn how to learn.
- Education must move towards less content, and more towards learning about
- how to think critically and solve problems,
- how to be creative and multidisciplinary, and
- how to innovate, adapt, and absorb new material in novel and changing fields.

- Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable.

Dr. Avinash Kahart Director, JSPM group of Institutes has covered following points and shared effective information about the NEP 2020, All staff members were presents to get awareness about the same. Also explained problems with faculty members and performed tsk accordingly.



Dr. Kharat A. G. Delivering Session

Creative Potential of Individual:

Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

Key Elements of NEP 2020, (Change expected):

Dr. Avinash Kahart explained in details about the expected changes required and how to adopt new teaching learning process to develop the each and every skill among the students, following points has been focused:

- Recognizing, identifying, and fostering the unique capabilities of each student,
- emphasis on conceptual understanding rather than rote learning and learning-for-exams;

- Extensive use of technology in teaching and learning, removing language barriers, increasing.
- flexibility, so that learners have the ability to choose their learning trajectories and programmes,

Dr. Kharat A G and All faculty Members

Blended Learning 1502 Problem Statement of Hackathon :

Once the class size passes a certain point, the teachers are bound to 'fail' because the demands on their time cannot be met. In essence, the root of this problem is not the number of children in a classroom but rather the inability for each child to receive adequate attention. Combining modern technology and 1:1 tuition, students could perform far beyond other students who were being taught in more conventional ways. By combining blended learning (where face-to-face teaching is combined with online learning) with real-time data, we can get rapid feedback in classrooms and use that feedback to further enhance the quality of education. As an example, consider a classroom of 30 students. Ten students with similar abilities may work closely with the teacher, another ten may work through lectures and online tasks using computer terminals, and the final ten may work together on a group project. In the next lesson, students are rotated so they can learn in different ways throughout the course. This kind of approach enables the teacher to focus more closely on fewer children at once. The teacher can also tailor the learning approach for each student based on how well each one works for the individual. Meanwhile, the software on the computer is advanced enough to tailor the content to each student as well.

Group activity by staff members

Blended Learning Hackathon 2023:

By collecting real-time feedback on each child's results, the course contents can be adapted per student and make it as if they were receiving a one-on-one tuition. This approach allows each student to have their own learning path that's customized to their needs. By doing this, teachers can easily see which students are falling behind and offer more individualized teaching to those students. Further the objective is to come up with ways and means to make meaningful digital application's that can use this information and generate knowledge, spread massive awareness, and support education delivery effectiveness of students into educational ecosystem and generate insights based on data it collected. The objective of this problem statement solution is also to come up with innovative solution which may use digital and physical medium together to make sure specially abled students who are slow learners are identified, their progress is monitored and right alarms and notifications are generated to assist keeping their education on track with elevated motivation. The solution may use technologies like Artificial intelligence, machine learning and

internet of things and blockchain to ensure specially abled children are given right systems and interfaces to learn and grow. This solution's objective is to make sure learning becomes seamless and peaceful with right insights and aids for the children.

At the of session evaluation was done by Dr. Kharat A.G. and Principal, Dr. T. K. Nagraj by observing activities performed by faculty members. Finally vote of thanks delivered by Prof. Meenakshi A. Let's carry forward the insights gained from this discussion and actively contribute to the realization of the NEP's objectives. By doing so, we contribute not only to the improvement of our education system but also to the empowerment of future generations, equipping them with the skills and knowledge needed to thrive in a rapidly changing world. Thank you for your participation, and let's work together towards building a brighter and more inclusive future through education."

Prof. P. V. Jatti
IQAC Coordinator/Director

Dr. T K Nagaraj
Principal and Chairman IQAC

PRINCIPAL
J S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 7,191 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-67335103, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 , CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

ATTENDANCE

Expert: Dr. Avinash Kharat (Director Of Academics, JSPM)
Date: November 3, 2023
Time: 11:30 am
Location: VC Room (IT Dept), D1 Building

Sr.No.	Name of Teaching Staff	Dept.	Signature
1.	Dr. Praveen Barapatre	IT	
2.	Dr. T. K. Nagaraj	Principal	
3.	Mayur Deodhe	Mech.	
4.	Atul Talope	Mech	
5.	Nilesh Mohota	ETC	
6.	Manoj Sonawane	ETC	
7.	Yogesh S Bhandarwar	OTC	
8.	Varsha Y. Wagh	FE (phy)	
9.	Dr. Poonam Kumawat	FE (chy.)	
10.	Prof. Madhuri Arya	Comp	
11.	Sayli Sachin Suryawanshi	Comp	
12.	Pooja. R. Adsul.	Comp	
13.	Salwe Anusaya M.	Mech.	
14.	Snehal Bonde	Comp	
15.	Poulami Das.	Comp.	
16.	Smruti Sephalika Barik	Comp	
17.	Madhavi Kulkarni	comp	
18.	Aparna Meshram	FE	
19.	Rajashree Kawale	EL	
20.	Gawande Mayuri B.	Elect	
21.	Rashmi Sharma	Elect	
22.	Prajakta Kadam	Mech.	
23.	Varsha Patil	Mech	
24.	Rajeshree Rathod	Comp	

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 720/1 & 2 Wagholi, Pune Nagar Road, Pune 412207
Ph.: 020 6673 5108, 6621 7050, 6733 5100
Telefax: 020 6733 5100
Website: www.jspm.edu.in / www.bsiotr.org
|EN 6311| |CEGP 013100|

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME (Civil Engg), Ph.D (Civil Engg)
FMRSIT, FMIGS, FMIRC, FMISPMAT, FMIE
Principal

Sr.No.	Name of Teaching Staff	Dept.	Signature
25.	Priya sharma	comp	[signature]
26.	Padmaja Vaibhavi	Electrical	[signature]
27.	Kamble Pallavi	Electrical	[signature]
28.	Rekha Kotwal	IT	[signature]
29.	Deepali wagh.	Electrical	[signature]
30.	Juhi Agrawal	Computer	[signature]
31.	Vishwabrahma Shilpa	IT	V. Shilpa
32.	Meenakshi Annamalai	E&TC	[signature]
33.	Jayshree Y. Suryawanshi	E&TC	[signature]
34.	Poonam V. Gawade	E&TC	[signature]
35.	LethiyaT	IT	[signature]
36.	Dr. Swati S. Godse	FE	[signature]
37.	P. V. Shinde	Elect	[signature]
38.	Kotkar Shubhangi Ramdas	FE	[signature]
39.	Sutcuti Sephalika Ranu	COMP	[signature]
40.	Poulami Das.	Comp.	[signature]
41.	Dr. A.L. Wanare	E&TC	[signature]
42.	Dr. Y.S. Angal	E&TC	[signature]
43.			
44.			
45.			
46.			
47.			
48.			
49.			
50.			
51.			
52.			
53.			
54.			

JAVAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-67335101, 65217010, 67335100
Telefax : 020-67335100
Website : www.jspmbsiotr.edu.in
EN 9311 / CEOP-013109
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMICI, LMIRC
LMIEAENTT, LMIE
Principal
Institute Accredited by National Assessment and Accreditation Council (NAAC), Bangaluru and National Board of Accreditation(NBA), New Delhi.

First Year Engineering Department

A.Y. 2023-24

Notice

Date: 02/11/2023

The following students are selected for video creation competition under the Indian Knowledge System as per National Education Policy 2020.

Sr. No.	Division & Roll No.	Name of Student	Topic
1	Div.A-1119	Pranali Santosh Bhosure	Indian Great Personalities
2	Div.B-1241	Gokul Krishna	Aromatic delight: Exploring the world of Indian Spices and flavors
	Div. B- 1206	Ananeeth P K T	
	Div.B-1238	Omkar Ghadoje	
	Div.B- 1204	Isha Akhade	
3	Div.C-1356	Kedar Sikchi	Indian Freedom Fighters
4	Div.C-1356	Kedar Sikchi	Indian Ancient Architecture
5	Div.D- 1404	Heramb Hundekari	Ancient Indian Scientists and their Innovations
	Div.D-1406	Sudarshan Ingale	
6	Div.E- 1562	Akshat Tanurkar	Ancient Indian Temples
7	Div.G-1712	Shravani Suhas Lohar	The Glimpse of Indian Festivals
	Div.G-1720	Arti Niloba Munde	
	Div.G-1729	Pragati Sundarlal Pawara	
8	Div.G-1737	Isha Samir Thakur	The Glimpse of Indian Folk Dances
	Div.G- 1743	Riddhi Ajay Wasule	

Coordinator
Prof. Wagh Varsha

FE HOD
Dr. Swati Godse
HOD
General Science Department
J.S.P.M.'s Bhivarabai Sawant Institute of Technology & Research
Wagholi Pune 412 207

JAYAWANT SHIKSHAN PRASARAK MANDAL'
BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH
(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)
Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.
Tel. No.(020)27051170 Fax NO.(020)2705259

Prof. T. J. Sawant
Founder Secretary

Dr. T.K. Nagaraj
Principal

Ref: JSPM/BSIOTR/IQAC/18-19

Date: 7th June, 2018

Action Taken and Compliance Report

(Meeting of IQAC dated 7th June, 2018 Semester I -2018-19)

Item No.	Item	Actionable point	Responsible Persons	Compliance
1	Review of previous meeting	Review taken	IQAC members	Partially done
2	Interaction with industry	Expert lectures, Campus Placements, MOU	All Heads and TPO	Partially done
3	Conduction of workshops, seminar and value added courses	To conduct of workshops, seminar and value added courses	All heads	Partially done
4	Preparation of course file and e content.	Verification of Course file and e content developed	All heads and MOODLE Coordinator, AQARC	Verified individually for all faculty members
5	Field visits and internships.	To arrange field/ Industrial visits, interenship.	All heads and TPO	Partially done
6	Alumini Meet.	Arrange Alumini meet	TPO, Alumi Association	Alumi Meet arranged
7	NBA	Going NBA Accreditation in Academic year 2019-20	All Heads and Faculty members	NBA committee formed with Prof P V Jatti as NBA coordinator

Prof P V Jatti
IQAC Coordinator

Bhivarabai Sawant Institute of Technology & Research
Gat No.720 (1&2), Pune-Nagar Road, Wagholi, 412207.
J.S.P.M.'S Pune-412207

Dr. T K Nagaraj
IQAC Chairperson

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's

BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH

(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)

Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.

Tel. No.(020)27051170 Fax NO.(020)2705259

Ref No JSPM/BSIOTR/IQAC/18-19/ 7097(A) Date:04.06.2018

NOTICE

NOTICE OF IQAC MEETING 1 – 7th June, 2018

The meeting of Internal Quality Assurance Cell (IQAC) members of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **7th June, 2018 at 4:00 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Interaction with industry
3. Conduction of workshops, seminar and value added courses.
4. Preparation of course file and e content.
5. Field visits and internships.
6. Alumini Meet.
7. NBA

J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research Gat No.720 (1&2), Pune-Nagar Road, Wagholi, 412207. Pune-412207

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:

1. Governing Body 2. College Development Cell 3. Campus director. 4. ARQAC
5. Heads of Department6. Dean –Academic 7. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's

BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH

(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)

Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.

Tel. No.(020)27051170 Fax NO.(020)2705259

Ref No. JSPM/BSIOTR/IQAC/18-19 | 7117 (A)

Date: 07.06.2018

MINITUES OF MEETING

IQAC Meeting Dated 07.06.18

A meeting was held on 07.06.2018 at 4.15 pm in board room of the institute. Following members of IQAC were present:

Dr. T K Nagaraj	Mr. Pritam Anuse
Dr. Prafulla Sharma	Prof Amol Rindhe
Dr. Ravi Joshi	Ms. Arti Pandharkar
Mr. Maindargi S B	Mrs Vaishnavi Bajare
Mr. Mangesh M Kore	Mr. Amit Thombare
Mr. Madiwal Shrimant	Dr. Yogesh S. Anagal
Prof P V Jatti	

Meeting started with welcome to all members by Prof P V Jatti, IQAC coordinator and following points were discussed:

1.. Review of Previous Meeting:
A review of previous meeting held on 30th Oct 2017 was taken and confirmed.

2.... Interaction with Industry.

It was discussed in the meeting to increase the interaction with industry for training to the students so as to increase the placement. Training and Placement Cell has to sign more MOUs in this regard

3. Conduction of workshops, seminar and value added courses.

It was suggested by Mr. Madiwal that to increase the technical skill of the students college should arrange workshops seminars and value added courses..

4. Preparation of course file:

It was decided that all faculty have to prepare proper course file including proper teaching plan as per university syllabus, unit wise notes, minimum three question papers solved, power point presentation, and uploading these on MOODLE.

5. ..Field visits and internships.

It was suggested by Prof P V Jatti that students have to visit industries to get sponsored projects and do internship to enhance their hands on experience. In this regard faculty has to take initiative for industrial visits and motivate students to do the projects in industries.

6...Alumni Meet

It was suggested by Mr. Maindargi that institute should enhance industry –institute interaction through Alumini meet.

7 It was raised by Dr. T K Nagaraj, Principal that our institute must go for NBA Accreditation process in Academic year 2019-20. It is decided that Prof P V Jatti will be appointed as NBA coordinator.

Minutes Approved by

Prof P V Jatti
IQAC Coordinator

J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research Gat No.720 (1&2), Pune-Nagar Road, Wagholi, 412207. Pune-412207

Dr. T K Nagaraj
Principal

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:

1. Governing Body 2. College Development Cell 3. Campus director. 4. ARQAC
5. Heads of Department6. Dean –Academic 7. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL'
BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH
(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)
Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.
Tel. No.(020)27051170 Fax NO.(020)2705259

Prof. T. J. Sawant
Founder Secretary

Dr. T.K. Nagaraj
Principal

Ref: JSPM/BSIOTR/IQAC/18-19

Date:10th Dec, 2018

Action Taken and Compliance Report

(Meeting of IQAC dated 10th Dec, 2018 Semester II -2018-19)

Item No.	Item	Actionable point	Responsible Persons	Compliance
1	Review of previous meeting	Review stake holders feed back	IQAC members	Partially done
2	Academic planning.	To verify Academic Calender Adherance and CO PO attainment	All Heads	Partially Achieved
3	Workshop and Seminar.	To conduct workshop and seminars at Department level	All Heads and TPO	Partially done
4	Lab Manuals.	Preparation of Laboratory Manuals	All faculty members	Done
5	Industrial Visits	Arragne field/ Industrial visits	All heads ,TPO and faulty members	Partially done
6	Co-curricular activities and Extra curricular activities	To arragne Co-curricular activities and Extra curricular activities	All heads, NSS, TPC, Faculty memebrs and students	Arragned

Prof P.V Jatti
IQAC Coordinator

J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research Gat No.720 (1&2), Puno-Nagar Road, Wagholi, 412207. Pune-412207

Dr. T K Nagaraj
IQAC Chairperson
PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's

BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH

(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)

Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.

Tel. No.(020)27051170 Fax NO.(020)2705259

Ref No. JSPM/BSIOTR/IQAC/18-19/7869(A)

Date: 10.10.2018

NOTICE

NOTICE OF IQAC MEETING 2 – 15th Oct, 2018

The meeting of Internal Quality Assurance Cell (IQAC) members of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **15th Oct, 2018 at 2:00 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Stakeholder feedback.
3. Continuous Internal Evaluation
4. Research paper Publication
5. Faculty Quality Improvement and assessment.
6. Academic review by IQAC and ARQAC.

J.S.P.M.'s Bhivarabai Sawant Institute of Technology & Research Gat No.720 (1&2), Pune-Nagar Road, Wagholi, 412207. Pune-412207

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
J.S.P.M.'s Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:

1. Governing Body 2. College Development Cell 3. Campus director. 4. ARQAC
5. Heads of Department6. Dean –Academic 7. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's

BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH

(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)

Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.

Tel. No.(020)27051170 Fax NO.(020)2705259

Ref No. JSPM/BSIOTR/IQAC/18-19/7913(A)

Date:15.10.2018

MINITUES OF MEETING

IQAC Meeting Dated 15th OCT , 2018

A meeting was held on 15th Oct, 2018 at 2.20 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Mr. Pritam Anuse
Dr. Prafulla Sharma	Prof Amol Rindhe
Dr. Ravi Joshi	Ms. Arti Pandharkar
Mr. Maindargi S B	Mrs Vaishnavi Bajare
Mr. Mangesh M Kore	Mr. Amit Thombare
Mr. Madiwal Shrimant	Dr. Yogesh S. Anagal
Prof P V Jatti	

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review of previous meeting:

   A review of previous meeting held on 7th June 2018 was taken and confirmed.

2. Stakeholder feedback :Principal Dr. T K Nagaraj Sir has raised the point to take stakeholders feedback from employer, students, parents, alumni and teachers for the curriculum design and its effective delivery thourgh different teaching methodologies for outcome based teaching-learning.

3. Continuous Internal Evaluation

It was discussed that head of the department have to run the academics as per the academic calendar and stick to syllabus coverage, unit tests schedule, continuous assessment of laboratory work done by the students, etc to improve the student's academic performance.

4. Research paper Publication

It was unanimously decided to motivate the faculty members to publish and present the research paper National and International level in UGC recognized and peer reviewed journals.

5. Faculty Quality Improvement and assessment.

Dr. Anil Wanare Dean Academics has raise that faculty quality should be improved by deputing the teaching staff to attend the Seminar, Workshop and Confernences,STTPs etc. It was also discussed to motivate the teaching staff to appear NPTELL certificate courses, conducted by IIT which will be an value addition to enhance the knowledge and confidence of the teachers.

The meeting ended at 3.45 pm with vote of thanks by Prof P V Jatti, IQAC Coordinator

Prof P V Jatti
IQAC Coordinator

S.P.M.'s Bhivarabai Sawant Institute of Technology & Research, Gat No.720 (1&2), Pune-Nagar Road, Wagholi, 412207. Pune-412207

Dr. T K Nagaraj
Principal

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune-412207

Copy to:

1. Governing Body 2. College Development Cell 3. Campus director. 4. ARQAC
5. Heads of Department6. Dean –Academic 7. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL'
BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH
(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)
Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.
Tel. No.(020)27051170 Fax NO.(020)2705259

Prof. T. J. Sawant
Founder Secretary

Dr. T.K. Nagaraj
Principal

Ref: JSPM/BSIOTR/IQAC/18-19

Date: 15th Oct, 2018

Action Taken and Compliance Report

(Meeting of IQAC dated 15th Oct, 2018 Semester I -2018-19)

Item No.	Item	Actionable point	Responsible Persons	Compliance
1	Review of previous meeting	Review e content developed	IQAC members	Partially Done
2	Stakeholder feedback.	feed back to be taken	All Heads	Done
3	Continuous Internal Evaluation	To conduct unit tests. Continuous Assessment of practical work	All heads, AMC, AQARC	Done
4	Research paper Publication	To motivate faculty members to publish reasearch papers.	All heads and Faculty members	98 faculty members published
5	Faculty Quality Improvement and assessment.	To participate and present papers at different seminar conferences, and copetitions, NPTEL course	All Faculty members	Partially achieved
6	Academic review by IQAC	Monitor Lectures and practical conducted, Test conducted, syllabus covered, CIE done	All heads, AMC, AQARC	Done

Prof P V Jatti
IQAC Coordinator

J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research Gat No.720 (1&2), Pune-Nagar Road, Wagholi, 412207. Pune-412207

Dr. T K Nagaraj
IQAC Chairperson

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's

BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH

(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)

Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.

Tel. No.(020)27051170 Fax NO.(020)2705259

Ref No. JSPM/BSIOTR/IQAC/18-19/8136(A)

Date: 6th Dec 2018

NOTICE

NOTICE OF IQAC MEETING 3 – 10th Dec , 2018

The meeting of Internal Quality Assurance Cell (IQAC) members of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on 10th **Dec, 2018 at 3:00 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Academic planning.
3. Workshop and Seminar.
4. Lab Manuals.
5. Industrial Visits
6. Co-curricular activities and Extra curricular activities.

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
JSPM's Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:
1. Governing Body 2. College Development Cell 3. Campus director. 4. AR QAC
5. Heads of Department6. Dean –Academic 7. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's

BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH

(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)

Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.

Tel. No.(020)27051170 Fax NO.(020)2705259

Ref No. JSPM/BSIOTR/IQAC/18-19\8156(A) Date:10.12.2018

MINITUES OF MEETING

IQAC Meeting Dated 10th Dec, 2018

A meeting was held on 10th Dec, 2018 at 3 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Mr. Pritam Anuse
Dr. Prafulla Sharma	Prof Amol Rindhe
Dr. Ravi Joshi	Ms. Arti Pandharkar
Mr. Maindargi S B	Mrs Vaishnavi Bajare
Mr. Mangesh M Kore	Mr. Amit Thombare
Mr. Madiwal Shrimant	Dr. Yogesh S. Anagal
Prof P V Jatti	

Meeting started with welcome to all members by Prof P V Jatti, IQAC coordinator and following points were discussed:

1. Review of previous meeting:

   A review of previous meeting held on 15th Oct, 2018 was taken and confirmed.

2. Academic planning.

   It was discussed that institute should plan in advance regarding the academic requirement like laboratory up gradation, promotion of technical events, innovation through incubation centre, activities catering to the diversity of students to improve the results and skill sets, personality development programs. Continuous Internal Evaluation through unit tests, assignments in-semester exams and indirect methods like presentation, group discussion etc for evaluation of CO-PO and calculation of attainment level.

3. Workshop and Seminar Competitions

It was emphasized by principal to organize the state/national level workshop, Seminar by different departments for students as well as faculty in semester II between Jan 2019 to March 2019. And also faculty should be motivated to attend different seminar, Conferences and FDP at other institutes.

4. Lab Manuals and experiment set up.

It was discussed faculty should prepare proper lab manual which are required to conduct the experiments in semester II. He has to see that all equipment and experimental set ups are in good working condition.

5. Industrial Visit:

It was decided to arrange different industrial visits for students as well as to faculty to observe the actual practices in the industries.

6. Co-curricular activities and Extra curricular activities

It was suggested by alumni member that, co-curricular and extra-curricular activities like project competitions, quiz competition etc. which will provide a platform to students to show case their talent should be organized.

The meeting ended at 4.30 pm with vote of thanks by Prof P V Jatti, IQAC Coordinator

Prof P V Jatti
IQAC Coordinator

A.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research, Gat No.720 (1&2), Pune-Nagar Road, Wagholi, 412207. Pune-412207

Dr. T K Nagaraj
PRINCIPAL
A.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:

1. Governing Body 2. College Development Cell 3. Campus director. 4. ARQAC
5. Heads of Department6. Dean –Academic 7. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL'
BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH
(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)
Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.
Tel. No.(020)27051170 Fax NO.(020)2705259

Prof. T. J. Sawant
Founder Secretary

Dr. T.K. Nagaraj
Principal

Ref: JSPM/BSIOTR/IQAC/18-19

Date: 10th April, 2019

Action Taken and Compliance Report

Item No.	Item	Actionable point	Responsible Person	Compliance
1	Review of the action taken on discussion of previous meeting	Review	IQAC members	Partially done
2	Skill Development programmes for teachers.	To organise different skills development programs	All Heads, NSS and TPO	Partially Complited
3	Add-on courses for students.	To conduct Add-on courses for students.	All heads	Partially done
4	Certificate courses for students.	To Certificate courses for students.	All heads	Partially done
5	Procurement of library resources.	Submission of Budget for academic year 2019-20	Librarian	Partially done

Prof P V Jatti
IQAC Coordinator

J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research, Gat No.720 (1&2), Pune-Nagar Road, Wagholi, 412207. Pune-412207

Dr. T K Nagaraj
IQAC Chairperson

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's

BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH

(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)

Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.

Tel. No.(020)27051170 Fax NO.(020)2705259

Ref No. JSPM/BSIOTR/IQAC/18-19/8790(A)

Date: 5th April 2019

NOTICE

NOTICE OF IQAC MEETING 4 – 10th April, 2019

The meeting of Internal Quality Assurance Cell (IQAC) members of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on 10th **Dec, 2018** **at 3:00 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of the action taken on discussion in previous meeting
2. Skill Development programmes for teachers.
3. Add-on courses for students.
4. Certificate courses for students.
5. Procurement of library resources.

Bhivarabai Sawant Institute of Technology & Research, Gat No.720 (1&2), Pune-Nagar Road, Wagholi, 412207.

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:

1. Governing Body 2. College Development Cell 3. Campus director. 4. ARQAC
5. Heads of Department6. Dean –Academic 7. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's

BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH

(Approved by AICTE, Delhi, Govt. of Maharashtra & Affiliated to University of Pune)

Gat. No. 720(1), Wagholi, Pune-Nagar Road, Pune-412 207.

Tel. No.(020)27051170 Fax NO.(020)2705259

Ref No. JSPM/BSIOTR/IQAC/18-19 \8806(A) Date:10.04.2019

MINITUES OF MEETING

IQAC Meeting Dated 10th April, 2019

A meeting was held on 10th April, 2018 at 3:10 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Mr. Pritam Anuse
Dr. Prafulla Sharma	Prof Amol Rindhe
Dr. Ravi Joshi	Ms. Arti Pandharkar
Mr. Maindargi S B	Mrs Vaishnavi Bajare
Mr. Mangesh M Kore	Mr. Amit Thombare
Mr. Madiwal Shrimant	Dr. Yogesh S. Anagal
Prof P V Jatti	

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review of the action taken on discussion in previous meeting

   A review was taken on action taken report during the semester and the further following points were discussed.

2. Skill Development programmes for teachers:It was suggested by Dr.Ravi Joshi, that skill development programmes for teacher should be implemented in the institute. Example:Trainign on coding languages.

3. Add-on courses for students.

Add –on courses addressing the gaps in the curriculum or to address the industry needs should be conducted for students and the respective departments should work out such event/training programes and implement them in systematic manner for the benefit of the students.

4. Certificate courses for students.

Some certificate courses beyond the curriculum should be planned for students. Suggested by Mr.Madiwal Shrimant.

5.Procurement of library resources: Required E-journals and printed journals, reference books and text books should be procured

The meeting ended at 4.30 pm with vote of thanks by Prof P V Jatti, IQAC Coordinator

Prof P V Jatti
IQAC Coordinator

A.S.P.M.'s Bhivarabai Sawant Institute of Technology & Research
Gat No.720 (1&2), Pune-Nagar Road, Wagholi, 412207.
Pune-412207

Dr. T K Nagaraj
Principal

PRINCIPAL
A.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:

1. Governing Body 2. College Development Cell 3. Campus director. 4. ARQAC
5. Heads of Department6. Dean –Academic 7. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/19-20

Date 1th June 2019

NOTICE

NOTICE OF IQAC MEETING No.1 – 6th June, 2019

The meeting of Internal Quality Assurance Cell (IQAC) members of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **6th June, 2019 at 4:00 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Budget for academic year 2019-20
3. MOU with industries
4. Academic planning.
5. Alumni meet.
6. Apply for NBA audit.

Jayawant Shikshan Prasarak Mandal's Bhivarabai Sawant Institute of Technology & Research Wagholi, Pune-412207

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
Jayawant Shikshan Prasarak Mandal's
Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune-412207

Copy to:

1. All above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/19.20

Date:06.06.2019

MINITUES OF MEETING

IQAC Meeting No. 1 Dated 6th June, 2019

A meeting was held on 6th June , 2019 at 4:00 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Mr. Pritam Anuse
Dr. Prafulla Sharma	Dr. Yogesh S Anagal
Dr. Ravi Joshi	Prof Amol Rindhe
Mr. Maindargi S B	Dr. Prafulla Sharma
Mr. Madiwal Shrimant	Ms. Arti Pandharkar
Dr. Anil Wanare	Mr. Mangesh M Kore
Prof P V Jatti	Mr. Amit Thombare

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review of previous meeting:
   A review of previous meeting held on 10th April 2019 was taken and confirmed.
2. Budget for academic year 2019-20:
   Meeting started with planning of the academic year 2019-20, in this regard it was discussed to sanction the budget required for academic year 2019-20 for the purchase of lab equipment's and computers, upgradation of software, conduction of different curricular and cocurricular activities.
3. MOU with Industries:
   Mr. Madiwal Shrimant has pointed out to increase Industry -Institute- Interaction for faculty and students exchange, it is essential to sign more MOUs with Industries.

4. Academic planning:

   It was decided to prepare academic calendar with all details like curriculum activities conducted . e.g. tests, assignments, submission, feedback, Industrial visits, seminar, workshops etc

5. Alumni meet:

   It was decided to organize Alumni meet in the month of Sept 2019, will be headed by Prof Amol Baviskar, Training and placement officer.

6. Apply for NBA audit.

   It has suggested by Dr. Ravi Joshi Sir, Director JSPM, planning and development that we must go for NBA Accreditation process and submit the application to National Board of Accreditaion, New Delhi before the end of the Sem I.

The meeting ended at 4.30 pm with vote of thanks by Prof P V Jatti, IQAC Coordinator

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
Jayawant Shikshan Prasarak Mandal's
Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref. No. :JSPM/BSIOTR/IQAC/19-20

Date: 11.09.2019

NOTICE

NOTICE OF IQAC MEETING No2 – 15th Sept, 2019

The meeting of Internal Quality Assurance Cell (IQAC) members of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **15th Sept, 2019 at 3:00 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Audit of Academic Monitoring
3. Faculty feedback.
4. Feedback from students, Alumina and Employers
5. Research and Publication.
6. Students Training and preparation for Interview.
7. Upgradation of Lab equipment's.

Jayawant Shikshan Prasarak Mandal's ★ Bhivarabai Sawant Institute of Technology & Research ★ Wagholi, Pune-412207

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
Jayawant Shikshan Prasarak Mandal's
Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune-412207

Copy to:

1. All above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/19-20

Date:15.09.2019

MINITUES OF MEETING No. 2

IQAC Meeting No.2 Dated 15h Sept, 2019

A meeting was held on 15th Sept 2019 at 2.20 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Mr. Pritam Anuse
Dr. Prafulla Sharma	Dr. Yogesh S Anagal
Dr. Ravi Joshi	Prof Amol Rindhe
Mr. Maindargi S B	Dr. Prafulla Sharma
Mr. Madiwal Shrimant	Ms. Arti Pandharkar
Dr. Anil Wanare	Mr. Mangesh M Kore
Prof P V Jatti	Mr. Amit Thombare

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review of previous meeting:

   A review of previous meeting held on 6th June 2019 was taken and confirmed.

2. Audit of Academic Monitoring :

   It is discussed that sem I has completed it is necessary to conduct the review of Academic activities has to be taken by Academic Monitoring Committee, Dean Academic and DAC- Department Academic coordinator to verify Theory and Practicals conducted, syllabus covered, Tests conducted etc.

3. Faculty feedback.:

   Dr. T K Nagaraj, Principal has suggested to analyze feedback of faculty and put the performance before them with suggestion to improve in the next semester II.

4. Feedback from students, Alumina and Employers

It was decided by the forum that to take the feed by of students, Alumina and Employer on academic development required to coup with the current market scenario. In this context it is added that faculty should teach some additional topics which fill the gap between Academics and Industry requirement even though it is not mentioned in the syllabus.

5. Research and Publication:

Dr. Anil Wanare raised the point that faculty should publish more number of research papers in reputed journals and different seminars to be organized for research motivation to faculty.

6. Students Training and preparation for Interview.:

Prof P V Jatti IQAC coordinator added that student should be well prepared at the time of appearing the interviews, so training programs on preparation of interview should be arranged. TPO and all heads should share this responsibility.

7. Upgradation of Lab equipments:

As per the new syllabus introduced by Pune University, all heads of department should take care for improvement and upgradation of laboratories as per the new syllabus if any, accordingly submit the budget.

The meeting ended at 4.00 pm with vote of thanks by Prof P V Jatti, IQAC Coordinator

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
Jayawant Shikshan Prasarak Mandal's
Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref. No. :JSPM/BSIOTR/IQAC/19-20 Date: 02.12.2019

NOTICE

NOTICE OF IQAC MEETING No. 3 – 07th Dec, 2019

The meeting of Internal Quality Assurance Cell (IQAC) members of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **07th Dec, 2019 at 3:30 pm** in Board Room. All members of IQAC are requested to attend the meeting.

Tne Agenda of meeting is as follows:

1. Review of previous meeting
2. Entrepreneurship Development.
3. Faculty Quality Improvement
4. Student Participation in cocurricular activities.
5. Increase Employability skills.
6. Effective utilization of ICT facilities.

Jayawant Shikshan Prasarak Mandal's Bhivarabai Sawant Institute of Technology & Research Wagholi, Pune-412207 DTE Code EN-6311 I-CTE-1-6111281

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

Copy to:

1. All above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

PRINCIPAL
Jayawant Shikshan Prasarak Mandal's
Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/19-20

Date: 7.12.2019

MINITUES OF MEETING No. 3

IQAC Meeting No.3 Dated 07.12.2019

A meeting was held on 07.12.2019 at 3.30 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Mr. Pritam Anuse
Dr. Prafulla Sharma	Dr. Yogesh S Anagal
Dr. Ravi Joshi	Prof Amol Rindhe
Mr. Maindargi S B	Dr. Prafulla Sharma
Mr. Madiwal Shrimant	Ms. Arti Pandharkar
Dr. Anil Wanare	Mr. Mangesh M Kore
Prof P V Jatti	Mr. Amit Thombare

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review of Previous Meeting:
   A review of previous meeting held on 15th Sept 2019 was taken and confirmed.

2. Entrepreneurship Development.

   Mr. Maindargi S B, mentioned to increase more Entrepreneurs we need to give proper guidance to students regarding incubation centre and improve registration of mentors from industry for creation of new ideas.

3. Faculty Quality Improvement :

   It was discussed that institute should have to organize as well as motivate faculty members to attend FDP, short term training programs, workshops and seminars and present the papers at

National and International Level so as to enhance knowledge base technical skills and presentation abilities to develop overall quality of teacher.

4. Student Participation in cocurricular activities.

Mr. Amit Thombare added that more student should participate in Co-curricular activities such as paper presentation, participation in technical competitions , seminars and workshops held in different colleges. He suggested that motivation by HODs and faculty should be made more rigorously to create the awareness among the students.

5. Increase Employability skills.

Ms. Arti Pandharkar has discussed the importance of increase in Employability skill of students. It was concluded to enhance training programs like aptitude training etc. through inviting professional and industrial experts.

7. Effective utilization of ICT facilities,

Dr. T K Nagaraj sir has took the review of utilization of ICT facilities and improvement in effectiveness is necessary in preparation soft notes, ppt, videos, virtual practical and visits all should be uploaded on MOODLE before the start of the semester II.

The meeting was concluded at 5.30 pm with vote of thanks by Prof P V Jatti, IQAC coordinator

Minutes Approved by

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
Jayawant Shikshan Prasarak Mandal's
Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Action Taken Report

(1st Meeting of IQAC Semester I – A. Y. 2019-20)

Item No.	Item	Actionable Point	Responsible Person	Work done Yes/No
1	Review of previous meeting	Review taken	All IQAC Members	Yes
2	Budget for academic year 2019-20	Sanction of Budget	Principal, LMC, GB	Yes
3	MOU with Industries	Signing MOUs	Training and Placement officer	Partially done
4	Academic Planning	Preparation of Academic Calendar	All heads and AMC	Yes
5	Alumini Meet	Conduction of Alumini Meet	TPO	Yes on 28.09.2019
6	Apply for NBA audit.	Submission of application to NBA	Principal and HODs	Yes submitted

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
Jayawant Shikshan Prasarak Mandal's
Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Action Taken Report

(2nd Meeting of IQAC Semester I – A. Y. 2019-20)

Item No.	Item	Actionable Point	Responsible Person	Work done Yes/No
1	Review of previous meeting	Review taken	All IQAC Members	Yes
2	Audit of Academic Monitoring	Audit of CIE	Principal, Dean, DAC, AMC members	Yes
3	Faculty feedback.	Taking faculty performance feedback from students	Principal HOD DAC	Yes
4	Feedback from students, Alumina and Employers	Taking feedback for suggestion in Quality improvement	All heads and faculty	Partially done
5	Research and Publication.	Publication of Research Papers and books	All Faculty Members	Partially done
6	Students Training and preparation for Interview.	Preparing students for interview	TPO and TPC	Yes
7	Upgradation of Lab equipment's	Upgrading labs as per new syllabus	HODs and Lab In-charges	Partially done

Prof. P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
Jayawant Shikshan Prasarak Mandal's
Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Action Taken Report

(3rd Meeting of IQAC Semester I – A. Y. 2019-20)

Item No.	Item	Actionable Point	Responsible Person	Work done Yes/No
1	Review of previous meeting	Review taken	All IQAC Members	Yes
2	Entrepreneurship Development.	Strengthening of incubation cell	Principal, TPC, HOD	Partially done
3	Faculty Quality Improvement	Participation in FDP, Research Paper presentation, workshop, seminar	All faculty members	Partially Achieved
4	Student Participation in cocurricular activities.	. Participation in FDP, Research Paper presentation, workshop, seminar	All faculty and Students	Partially done
5	Increase Employability skills.	Conduction of training programs for students	TPO and TPC	Yes
6	Effective utilization of ICT facilities.	Utilization of MOODLE, LCDs, Smart boards etc	All faculty members	Yes

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
Jayawant Shikshan Prasarak Mandal's
Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph's: 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 /CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/20-21

Date 25th May 2020

NOTICE

NOTICE OF IQAC MEETING No.1 – 1th June, 2020

The meeting of Internal Quality Assurance Cell (IQAC) of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **1th June, 2020 at 3.30pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Preparation of Academic Calendars
3. Follow up of NBA preparation.
4. Mobility to GFM activity
5. Preparation of Course files for online teaching.

Dr. T. K. Nagaraj
PRINCIPAL
Principal
S.J.M.'S Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune- 412207
(IQAC Chairperson)

Copy to:

1. above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/20-21

1th June, 2020

MINITUES OF MEETING

IQAC Meeting No. 1- **1th June, 2020**

A meeting was held on **1th June, 2020** at 3.30 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Mr. Pritam Anuse
Mrs Vaishnavi Bajare	Dr. Yogesh S Anagal
Dr. Ravi Joshi	Prof Radha Shirbate
Mr. Maindargi S B	Mrs. Swati Godase
Mr. Madiwal Shrimant	Ms. Arti Pandharkar
Dr. Anil Wanare	Mr. Chavan Jai Shridhar
Prof P V Jatti	Mr. Goraknath Namdev Sonawane

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. **Review of previous meeting:**

   A review of previous meeting held on 7th Dec 2019 was taken and confirmed.

2.Preparation of Academic Calendars:

It was decided to prepare academic calendar considering COVID 19 pandemic situation. It is to be prepared for preplanning of all activities like Unit tests, online MCQ quiz, assignments, submission, feedback, seminar, workshops etc

3.Follow up of NBA preparation.

Dr. Ravi Joshi, Director Planning and Development took the review of NBA preparation and Principal Dr. T K Nagaraj replied that all preparation related to filling NBA application is ready and will submit by August 2020

4.Mobility to GFM activity:

It has raised the during the meeting that During the COVID 19 pandemic situation students are at home so it is the time to boost up students moral and confidence through proper counseling by all faculty members/mentors/ GFM (Guardian Faculty Members) to attend theory practical classes online and guide for self study.

5. Preparation of Course file for Online teaching.

Mr. Madiwal Shriamant discussed regarding the preparation of quality course material to be uploaded on MOODLE useful for students to study at home during COVID 19 pandemic situation and proper follow up of student performance has to be taken.

The meeting ended with vote of thanks by Prof P V Jatti, IQAC Coordinator

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph: 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Action Taken Report

(1st Meeting of IQAC Semester I – A. Y. 2020-21)

Item No.	Item	Actionable Point	Responsible Person	Work done Yes/No
1	Review of previous meeting	Review taken	All IQAC Members	Yes
2	Preparation of Academic Calendars	Preparing the calendars	Principal, Dean, HODs	Yes
3	Follow up of NBA preparation.	Submission of Application	Principal, NBA coordinator	Yes August 2020
4	Mobility to GFM activity	Counseling the students	All GFM/ Mentors	Yes
5	Preparation of Course file for Online teaching.	Course file notes and PPTs, videos perparation	All faculty members	Yes

Prof. P. V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph's 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jsprp.edu.in / www.bsiotr.org
[EN 6311 /CEGP-013100]

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/20-21

Date:01/10/20

NOTICE

NOTICE OF IQAC MEETING No2 – 5h Oct, 2020

The meeting of Internal Quality Assurance Cell (IQAC) of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on 5h Oct, 2020 **at 3:30 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Discipline and code of conduct Monitoring
3. Review of AMC
4. Planning for induction program of first year students
5. Updating College Website.
6. Planning for NSS activities

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
S.J.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:

1. All above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-67335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
[EN 6311 /CEGP-013100]
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/20-21

Date:05.10.2020

MINITUES OF MEETING No. 2

IQAC Meeting No.2 Dated 5h Oct, 2020

A meeting was held on 5h Oct, 2020 at 3.30 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Mr. Pritam Anuse
Mrs Vaishnavi Bajare	Dr. Yogesh S Anagal
Dr. Ravi Joshi	Prof Radha Shirbate
Mr. Maindargi S B	Mrs. Swati Godase
Mr. Madiwal Shrimant	Ms. Arti Pandharkar
Dr. Anil Wanare	Mr. Chavan Jai Shridhar
Prof P V Jatti	Mr. Goraknath Namdev Sonawane

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review of previous meeting:

   A review of previous meeting held on 1st June 2020 was taken and confirmed.

2. Discipline and code of conduct Monitoring:

   It was discussed that Discipline committee has to monitor the ethical behavior of all Teaching, non-teaching and students in the campus and follow the code of conduct circulated and available on website.

3. Review of AMC

   During the meeting the work done by the academic monitoring committee was reviewed .It was suggested by members that, project based learning should be given importance and necessary steps be taken in this connection.

4. Planning for induction program of first year students:

   It was discussed to plan one week Induction Program to newly admitted students by First Year Department.

5. **Updating College Website.:**

   It was decided to update the institute website with all necessary and relevant information of institute, departments, activities etc.

6. Planning for NSS activities

   Principal Dr. T K Nagaraj informed the members that extension activities like Tree plantation, Swatch Bharat and vaccination programs are planned by NSS unit which is approved by the affiliating university.

The meeting ended with vote of thanks by Prof P V Jatti, IQAC Coordinator

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal
PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune- 412207

Action Taken Report

(2nd Meeting of IQAC Semester I – A. Y. 2020-21)

Item No.	Item	Actionable Point	Responsible Person	Work done Yes/No
1	Review of previous meeting	Review taken	All IQAC Members	Yes
2	Discipline and code of conduct Monitoring	Closely Monitor the happening in the campus	Principal, HODs and Discipline committee members	Yes
3	Review of AMC	Conducting CIE Continuous Internal Evaluation	Dean – AMC committee members	Yes
4	Planning for induction program of first year students	Conducting Program	HOD First Year	Yes
5	Updating College Website.	Collecting information and uploading on website	Website Coordinator	Partially done
6	Planning for NSS activities	Conduct NSS activities	NSS	Yes

Prof. P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-67335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/20-21

Date:20.12.2020

NOTICE

NOTICE OF IQAC MEETING No. 3 – 27th Dec, 2020

The meeting of Internal Quality Assurance Cell (IQAC) of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **at 3:00 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Industrial sponsored project.
3. Training and placement activity
4. Registration as Ph D Guide.
5. Registration of Energy Audit.

Bhivarabai Sawant Institute of Technology & Research Wagholi Pune - 412 207

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
JSPM's Bhivarabai Sawant Institute of Technology & Research Wagholi, Pune- 412207

Copy to:

1. All above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-67335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/20-21

Date:27.12.2020

MINITUES OF MEETING No. 3

IQAC Meeting No.3 Dated 27.12.2020

A meeting was held on 27.12.2019 at 3.00 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Mr. Pritam Anuse
Mrs Vaishnavi Bajare	Dr. Yogesh S Anagal
Dr. Ravi Joshi	Prof Radha Shirbate
Mr. Maindargi S B	Mrs. Swati Godase
Mr. Madiwal Shrimant	Ms. Arti Pandharkar
Dr. Anil Wanare	Mr. Chavan Jai Shridhar
Prof P V Jatti	Mr. Goraknath Namdev Sonawane

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review of Previous Meeting:
   A review of previous meeting held on 5th Oct 2020 was taken and confirmed.

2. Industrial sponsored project.
   Mrs. Vaishnavi Bajare, member mentioned to increase industry supported/sponsored project for quality projects which can be useful for society through practical application.

3. Training and placement activity

It was decided to boost up training and placement activity for online training of the students and even conducting online interviews during the COVID 19 situation.

4. Registration as Ph D Guide.

   Dr. T K Nagaraj, principal appealed the faculty members those who have completed Ph D must register as Ph D Guide in Universities.

5. Registration of Energy Audit.

   It was decided to go for continuation of Energy Audit by registering with Maharashtra Energy Development Agency (MEDA).

The meeting was concluded with vote of thanks by Prof P V Jatti, IQAC coordinator

Minutes Approved by

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
JSPM's Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune-412 207

Action Taken Report

(3rd Meeting of IQAC Semester I – A. Y. 2020-21)

Item No.	Item	Actionable Point	Responsible Person	Work done Yes/No
1	Review of previous meeting	Review taken	All IQAC Members	Approved
2	Industrial sponsored project.	Industry –instiute interaction	Principal, TPC, HOD, students	Partially done
3	Training and placement activity	Improving training and placement activities for improvement in placement	TPO, TPC, HODs	Partially Achieved
4	Registration as Ph D Guide.	Registration Process	Faculty Members with Ph.D	Partially done
5	Registration of Energy Audit.	Registration	Principal	Yes

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute o
Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 /CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/20-21

Date:10.04.2021

NOTICE

NOTICE OF IQAC MEETING No.4.– 15th April, 2021

The meeting of Internal Quality Assurance Cell (IQAC) of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **15th April, 2021 at 3:30 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Academic Review of A. Y. 2020-21
3. AQAR 2020-21 report submission.
4. Students' Academic Feedback
5. In plant Training and internship.

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune-412 207

Copy to:

1. All above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-67335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/20-21

Date:15.04.2021

MINITUES OF MEETING No. 4

IQAC Meeting No.4 Dated 15.04.2021

A meeting was held on 15.04.2021 at 3.30 pm in board room of the instiute. Following members of IQAC were present:

Dr. T K Nagaraj	Mr. Pritam Anuse
Mrs Vaishnavi Bajare	Dr. Yogesh S Anagal
Dr. Ravi Joshi	Prof Radha Shirbate
Mr. Maindargi S B	Mrs. Swati Godase
Mr. Madiwal Shrimant	Ms. Arti Pandharkar
Dr. Anil Wanare	Mr. Chavan Jai Shridhar
Prof P V Jatti	Mr. Goraknath Namdev Sonawane

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review of Previous Meeting:

A review of previous meeting held on **27th Dec, 2020** was taken and confirmed.

2. Academic Review of A. Y. 2020-21

A review of Academic activities as per the Academic calendar Sem I and Sem II during the year 2020-21 has been taken and adherence to academic calendar has been checked.

3. AQAR 2020-21 report submission.

It was decided to prepare the AQAR 2020-21 and submitted as per the guidelines given by the NAAC.

4. Students' Academic Feedback

   The student's feedback, on teaching quality as well as suggestion's to improve co-curricular and extra-curricular activities was reviewed. It was suggested by Dr.Ravi Joshi ,that , the online teaching techniques should be effectively used for better outcome.

5. In plant Training and internship:
   All heads of Department are instructed to plan for In-plant Training and internship for the students, which will be introduced as a part of curriculum in the university syllabus. Training and placement officer has to support this activity.

The meeting was concluded with vote of thanks by Prof P V Jatti, IQAC coordinator

Minutes Approved by

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Action Taken Report

(4th Meeting of IQAC Semester I – A. Y. 2020-21)

Item No.	Item	Actionable Point	Responsible Person	Work done Yes/No
1	Review of previous meeting	Review taken	All IQAC Members	Yes
2	Academic Review of A. Y. 2020-21	Review of Activities	Principal, TPC, HOD,	Partially done
3	AQAR 2020-21 report submission.	Preparing the report	Principal and IQAC Head	Partially Achieved
4	Students' Academic Feedback	Remedial measure for improvement	Principal/HODs and GFM	yes
5	In plant Training and internship.	Interaction with industry	TPO/ HODs/Faculty/Students	Partially Achieved

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/20-21 /001

Date 25th May 2021

NOTICE

NOTICE OF IQAC MEETING No.1 – 5th June, 2021

The meeting of Internal Quality Assurance Cell (IQAC) of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **5th June, 2021 at 4.30pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Preparation of Academic Calendars
3. Celebration of International Yoga Day
4. Preparation of Knowledge walls.
5. Submission of proposals for financial grants.

Bhivarabai Sawant Institute Of Technology & Research ★ BSIOTR EN: 6311 Wagholi ★ Wagholi, Pune- 412207.

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:

1. above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/21-22/002

5th June, 2021

MINITUES OF MEETING

IQAC Meeting No. 1- 5th **June, 2020**

A meeting was held on **5th June, 2021** at 3.30 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Dr.ArunPatil
Dr. Ravi Joshi	Dr.Neelam Ghuge,
Mr. Rajendra Nimbargi	Dr. Pravin Kachare,
Mr. Prashant Mane	Dr.YogeshAngal
Mr. Pritam Anuse	Ms.RekhaKotwal
Mr.Sachin Kawathe	Dr.GayatriBhandari
Mr.Darshan Patil	Dr.Swati Godase

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. **Review of previous meeting:**

   A review of previous meeting held on 15th April 2021 was taken and confirmed.

Bhivarabai Sawant Institute Of Technology & Research
BSIOTR
EN: 6311
Wagholi
Wagholi, Pune- 412207.

2. **Preparation of Academic Calendars**:

It was decided to prepare academic calendar considering University schedule, and include all academic activities commencement and end of semester, assignments, tests, unit test feedback, seminar, workshops etc

3. **Celebration of International Yoga Day:**

Dr. Yogesh Anagal raised that we must celebrate the International Yoga Day on 21st June 2021 and Prof P V Jatti will discuss the importance of yoga and involve all the participance to perform simple yoga as per protocol,

4. **Preparation of Knowledge walls.:**

Dr. Ravi Joshi, Director Planning and Development took the review of NBA preparation and suggested that all department should update the Knowledge wall with latest development in technologies.

5. **Submission of proposals for financial grants.**

It was discussed that lot of funds are available with UGC, AICTE, ISTE and other government and non-government bodies to conduct seminar workshop and research activity, so we must take advantage of that and all departments have to apply.

The meeting ended with vote of thanks by Prof P V Jatti, IQAC Coordinator

Prof P V Jatti
IQAC Coordinator

Bhivarabai Sawant Institute Of Technology & Research
BSIOTR
EN: 6311
Wagholi
Wagholi, Pune- 412207

Dr. T K Nagaraj
Principal

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune- 412207

Action Taken Report

(1st Meeting of IQAC – A. Y. 2021-22)

Item No.	Item	Actionable Point	Responsible Person	Work done Yes/No
1	Review of previous meeting	Review taken	All IQAC Members	Yes
2	Preparation of Academic Calendars	Preparing the calendars	Principal, Dean, HODs	Yes
3	Celebration of International Yoga Day	Performing yoga	All staff and p V Jatti	Yes
4	Preparation of Knowledge walls	Knowledge wall preparing	All faculty	Yes
5	Submission of proposals for financial grants.	Proposal preparation and submission	All faculty members	Partially done

Prof P V Jatti
IQAC Coordinator

Bhivarabai Sawant Institute Of Technology & Research
BSIOTR
EN: 6311
Wagholi
Wagholi, Pune- 412207.

Dr. T K Nagaraj
Principal
PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune 412207
Ph : 020-67335108, 65217050, 67335100
Telefax : 020 67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/21-22/003 Date:30/09/21

NOTICE

NOTICE OF IQAC MEETING No2 – 7th Oct, 2020

The meeting of Internal Quality Assurance Cell (IQAC) of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on 7th Oct, 2020 **at 4:30 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Arrange induction program of first year students
3. Uploading the MOODLE Website.
4. College Discipline Monitoring:
5. Course file preparation for IInd Sem,

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Bhivarabai Sawant Institute Of Technology & Research ★ Wagholi, Pune-412207. ★ BSIOTR EN: 6311 Wagholi

Copy to:

1. All above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC

Prof Dr T J Sawant
B.E (Elec.) PGDM Ph.D
Founder Secretary

Gat No. 720/1 & 2, Wagholi, Pune Nagar Road, Pune 412207
Ph: 020 [illegible]
Telefax: [illegible]
Website: www.jspm.edu.in, www.bsiotr.org
EN 6311 CEGP 012100

Dr T K Nagaraj
ME (Civil Engg) Ph.D (Civil Engg)
LMISTE LMIGS LMIRC
LMISRMTT LMIE
Principal

Ref No JSPM/BSIOTR/IQAC/21 22/004 Date 07 10 2021

MINITUES OF MEETING No. 2

IQAC Meeting No.2 Dated 7th Oct, 2021

A meeting was held on 7th Oct, 2020 at 4.30 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Dr.ArunPatil
Dr. Ravi Joshi	Dr.Neelam Ghuge,
Mr. Rajendra Nimbargi	Dr. Pravin Kachare,
Mr. Prashant Mane	Dr.YogeshAngal
Mr. Pritam Anuse	Ms.RekhaKotwal
Mr.Sachin Kawathe	Dr.GayatriBhandari
Mr.Darshan Patil	Dr.Swati Godase

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. **Review of previous meeting:**

   A review of previous meeting held on 5th June 2022 was taken and confirmed.

2. **Arrange induction program of first year students:**

   It was discussed to plan one-week Induction Program to newly admitted students by First Year Department includes seminar, essay writing, quiz competition, art competition, personality development lectures etc

3. **Uploading MOODLE Website.:**

It was decided to update that all faculty members upload the detail of course notes .ppt , vedio links etc institute website with all necessary and relevant information of course on MOODLE website etc.

4. **College Discipline Monitoring:**

It was discussed that Discipline committee has to monitor the behavior of all Teaching, non-teaching and students in the campus and follow the code of conduct circulated and available on website and maintain the healthy educational ambiance.

5. **Course file preparation for IInd Sem:**

It was discussed by Dr. T K Nagaraj that all faculty must prepare their individual course file for the subjects allotted to them and include assignments, unit tests questions, solved university papers. Teaching plan etc.

The meeting ended with vote of thanks by Prof P V Jatti, IQAC Coordinator

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
J S P M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Action Taken Report

(2nd Meeting of IQAC – A. Y. 2021-22)

Item No.	Item	Actionable Point	Responsible Person	Work done Yes/No
1	Review of previous meeting	Review taken	All IQAC Members	Yes
2	Arrange induction program of first year students	Plan and organize the program	Principal, FE HODs and staff	Yes
3	Uploading the MOODLE Website.	Uploading course material on MOODLE	All faculty members	Partially done
4	College Discipline Monitoring	Maintaining Discipline	All faculty members	Yes
5	Course file preparation for IInd Sem	Course file preparation	All faculty members	Yes

Prof R V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
Principal

Ref No. JSPM/BSIOTR/IQAC/21-22/005

Date 13-12-2021

NOTICE

NOTICE OF IQAC MEETING No. 3 – 24th Dec, 2021

The meeting of Internal Quality Assurance Cell (IQAC) of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **at 4:00 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Maintenance of Equipment.
3. Conduction of Workshop Seminar
4. Extension Activities.
5. Academic Adherence of Sem I

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research, Wagholi, Pune-412207

Copy to:

1. All above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

Bhivarabai Sawant Institute Of Technology & Research ★ Wagholi, Pune-412207 ★
BSIOTR EN: 6311 Wagholi

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-67335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/21-22/006

Date:24.12.2021

MINITUES OF MEETING No. 3

IQAC Meeting No.3 Dated 24.12.2020

A meeting was held on 24.12.2021 at 3.00 pm in meeting room. Following members of IQAC were present:

Dr. T K Nagaraj	Dr.ArunPatil
Dr. Ravi Joshi	Dr.Neelam Ghuge,
Mr. Rajendra Nimbargi	Dr. Pravin Kachare,
Mr. Prashant Mane	Dr.YogeshAngal
Mr. Pritam Anuse	Ms.RekhaKotwal
Mr.Sachin Kawathe	Dr.GayatriBhandari
Mr.Darshan Patil	Dr.Swati Godase

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review Previous Meeting:

A review of previous meeting held on 7th OCT 2021 was taken and confirmed.

Bhivarabai Sawant Institute Of Technology & Research
BSIOTR
EN: 6311
Wagholi
Wagholi, Pune-412207.

2. Maintenance of Equipment.

It was raised by Mr. Vijay Gadad that all lab equipment's and machinery are idle, not used during the COVID 19 pandemic situation should be rehauled and maintained properly so as to conduct all academic practices smoothly.

3. Conduction of Workshop Seminar

Principal Dr. T K Nagaraj requested all heads to organize the industrial sponsored workshop or seminar by inviting industrial Experts.

4. Extension Activities.

Prof Dr. Ravi Joshi Sir suggested the members that extension activities like Tree plantation, Swatch Bharat and vaccination programs are planned by NSS unit through the approval by the affiliating university.

5. Academic Adherence of Sem I

All members have reviewed and verified the academic adherence of sem I as per academic calendar mapped with University, College and Department academic calendar.

The meeting was concluded with vote of thanks by Prof P V Jatti, IQAC coordinator

Minutes Approved by

Prof P V Jatti
IQAC Coordinator

Bhivarabai Sawant Institute Of Technology & Research
Wagholi, Pune-412207.
BSIOTR
EN. 6311
Wagholi

Dr. T K Nagaraj
Principal

PRINCIPAL
J S.P.M.'S Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune Nagar Road, Pune 412207
Ph : 020-67335108, 65217050, 67335100
Telefax : 020 67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP 013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Action Taken Report

(3rd Meeting of IQAC – A. Y. 2021-22)

Item No.	Item	Actionable Point	Responsible Person	Work done Yes/No
1	Review of previous meeting	Review taken	All IQAC Members	Approved
2	Maintenance of Equipment	Maintenance of equipment's	Principal, , HOD, all lab In-charge	Partially done
3	Conduction of Workshop Seminar	To organize seminar workshop	TPO, TPC, HODs	Partially Achieved
4	Extension Activities.	Conduct different programs under NSS	NSS coordinator, Students	Partially done
5	Academic Adherence of Sem I	Verification of academic activities	Principal, Dean	Yes

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/21-22/007

Date:15.04.2022

NOTICE

NOTICE OF IQAC MEETING No.4.– 20th April, 2022

The meeting of Internal Quality Assurance Cell (IQAC) of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **20th April, 2021 at 3:30 pm** in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Mobility of TPC activity
3. Review of NBA Preparation.
4. AQAR 2021-22 report Preparation.
5. Academic Audit Review of A. Y. 2021-22
6. Conduction of Energy audit

.

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:

1. All above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

Bhivarabai Sawant Institute Of Technology & Research
BSIOTR
EN: 6311
Wagholi
Wagholi, Pune- 412207.

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Ref No. JSPM/BSIOTR/IQAC/21-22 /008 Date:20.04.2022

MINITUES OF MEETING No. 4

IQAC Meeting No.4 Dated 20.04.2022

A meeting was held on 20.04.2022 at 4.30 pm in board room of the institute. Following members of IQAC were present:

Dr. T K Nagaraj	Dr.ArunPatil
Dr. Ravi Joshi	Dr.Neelam Ghuge,
Mr. Rajendra Nimbargi	Dr. Pravin Kachare,
Mr. Prashant Mane	Dr.YogeshAngal
Mr. Pritam Anuse	Ms.RekhaKotwal
Mr.Sachin Kawathe	Dr.GayatriBhandari
Mr.Darshan Patil	Dr.Swati Godase

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. **Review of Previous Meeting**:

A review of previous meeting held on **24th Dec, 2021** was taken and confirmed.

2. ***Mobility of TPC activity.***

It is discussed that to improve hands on training of the students all heads of Department have to plan for In -plant Training and internship for the students during the vacation period, which will be introduced as a part of curriculum in the university syllabus. Training and placement officer have to support this activity.

Bhivarabai Sawant Institute Of Technology & Research BSIOTR EN: 6311 Wagholi

3.Review of NBA Preparation.

Dr. T K Nagaraj took the review of NBA preparation and guided for all documents filing in proper manner as per NBA.

4. AQAR 2021-22 report submission.

It was instructed to Prof P V Jatti, IQAC Coordinator to prepare the AQAR 2021-22 in time and submit as per the guidelines given by the NAAC.

5. Academic Audit Review of A. Y. 2021-22

A review of Academic audit conducted as per the Academic calendar Sem I and Sem II during the year 2021-22 has been taken and adherence to academic calendar has been verified.

6. Conduction of Energy audit:

It was decided to go for conduction of Energy Audit through Engress Services Pune, with Maharashtra Energy Development Agency (MEDA).

The meeting was concluded with vote of thanks by Prof P V Jatti, IQAC coordinator

Minutes Approved by

Prof P V Jatti
IQAC Coordinator

Bhivarabai Sawant Institute Of Technology & Research
BSIOTR
EN: 6311
Wagholi
Wagholi, Pune- 412207

Dr. T K Nagaraj
Principal

PRINCIPAL
S.B.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-67335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

Action Taken Report

(4th Meeting of IQAC– A. Y. 2021-22)

Item No.	Item	Actionable Point	Responsible Person	Work done Yes/No
1	Review of previous meeting	Review taken	All IQAC Members	Yes
2	Mobility of TPC activity	Interaction with industry	TPO/ HODs/Faculty/Students	Partially Achieved
3	Review of3 NBA Preparation.	Preparing the report	Principal, All heads and NBA coordinator	Partially Achieved
4	AQAR 2021-22 report Preparation	Preparing the report	Principal and IQAC Head	Partially Achieved
5	Academic Audit Review of A. Y. 2021-22	Review of Activities	Principal, Dean HOD, DAC	Partially done
6	Conduction of Energy audit	Conducting Audit	Enrich Services Pune	Completed

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-67335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Date:01.07.2022

NOTICE

NOTICE OF IQAC MEETING –

The meeting of Internal Quality Assurance Cell (IQAC) members of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **08/07/2022**

at 10.30 A. M. in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Course file and Moodle content Preparation
3. Industrial visits and internships.
4. Laboratory manual preparation
5. Laboratory Equipment's repair and maintenance.

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:

1. All above members of IQAC
2. Campus Director
3. Dean Academics
4. All Head of Departments
5. Office Superintendent

Bhivarabai Sawant Institute Of Technology & Research Wagholi, Pune- 412207.

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Dated: 08/07/2022

MINITUES OF MEETING No. 1

A meeting was held on 8/7/2022 at 10.30AM pm in board room of the institute. Following members of IQAC were present:

Dr. Admane Sachin	Mr. Vijay Gadad
Dr. T.K. Nagaraj	Dr. Pravin Kachare
Dr. Anil Wanare	Dr. Gayatri Bhandari
Prof P V Jatti	Prof Mrs.Vidya Jagtap
Dr. Pravin Barapatre	Prof S D Bhoregunde
Dr. Arun Patil	Mrs Kavita Patil
Mr. Gaurav Thakur	Miss Nikita Mane

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review of Previous Meeting:
A review of previous meeting held on **20th April 2022** was taken and confirmed

2. Course file and Moodle content Preparation:
It was accepted by all the notes of six units and solve minimum 3 university question papers to give model answers to the students. It is also decided to give students the relevant Process animations and industry videos links, Which have to be uploaded by each faculty on MOODLE.

3. Industrial visits and internships.
It has suggested by Mr. Vijay Gadad that to understand actual industrial practices in the industry industrial visits has to be conducted and more students have to go for internship.

4. Laboratory manual preparation:
It has decided to prepare laboratory manual by each faculty and upload it on Moodle.

5. Laboratory Equipment's repair and maintenance.
It was raised by Dr. Sachine Admane Sir that he will give all support to repair all the machinery and laboratory equipments for smooth conduction of practical's .

The meeting was concluded at 11.45 am by vote of thanks by Prof P V Jatti

P V Jatti
IQAC Coordinator

Bhivarabai Sawant Institute Of Technology & Research Wagholi, Pune-412207 BSIOTR EN 6311

Dr. T K Nagaraj
Principal & Chairperson IQAC

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of Technology & Research Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Ref: JSPM/BSIOTR/IQAC/23-24

Date:12.12.2023

Action Taken Report

(Meeting of IQAC dated 08/07/2022

Semester I -2022-23

Item No.	Item	Actionable point	Responsible Person	Compliance
1	Review of previous meeting	Preparation of NBA Report	All heads and Principal	Submitted and NBA visited
2	Course file and Moodle content Preparation	Preparation of course file and upload on Moodle	All faculty	Uploaded
3	Industrial visits and internships.	Visits and internship	HOD, Staff	Done
4	Laboratory manual preparation	Preparation of Manual	All staff	Done
5	Laboratory Equipment's repair and maintenance	Repair of Equipment's	All Heads and Staff	Partially Done

Prof P V Jatti
IQAC Coordinator

Bhivarabai Sawant Institute Of Technology & Research ★ Wagholi, Pune-412207. ★

Dr. T K Nagaraj
IQAC Chairperson

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Date:02.12.2022

NOTICE

NOTICE OF IQAC MEETING – 2

The meeting of Internal Quality Assurance Cell (IQAC) members of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **12.12.2022**

at 11.00 A. M. in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Enhancement of Faculty Quality:
3. NSS activity:
4. Manthan Club Activity:
5. Value added and certificate courses

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute o
Technology & Research
Wagholi, Pune- 412207

Copy to:

*All above members of IQAC
* Campus Director
*Dean Academics
*All Head of Departments
*Office Superintendent

Bhivarabai Sawant Institute Of Technology & Research
BSIOTR
EN: 6311
Wagholi
Wagholi, Pune-412207.

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal
***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Dated 12.12.2022

MINITUES OF MEETING No. 2

A meeting was held on 12.12.2022 at 11.00 am in board room of the institute. Following members of IQAC were present:

Dr. Admane Sachin	Mr. Vijay Gadad
Dr. T.K. Nagaraj	Dr. Pravin Kachare
Dr. Anil Wanare	Dr. Gayatri Bhandari
Prof P V Jatti	Prof Mrs. Vidya Jagtap
Dr. Pravin Barapatre	Prof S D Bhoregunde
Dr. Arun Patil	Mrs Kavita Patil
Mr. Gaurav Thakur	Miss Nikita Mane
Dr. Y S Anagal	

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review of Previous Meeting:
A review of previous meeting held on 08.07.2023 was taken and confirmed

2. Enhancement of Faculty Quality:
Dr. Aurn Patil, Dean Academic has suggested to provide financial support to faculty to attend the FDP, Workshop, Seminar and NPTEL examination so that they will be motivated and improve their quality.

3. NSS activity:
It is informed by Principal Dr. T K Nagaraj to arrange NSS camp near by village so that students social and moral values will increase. Also decided to con, duct Blood donation camps for different national events. Events are tree plantation, Seminar on self development, Importance of Indian constitution, International Women,s day

4.Manthan Club Activity:
Dr. Y S Anagal Sir informed the forthcoming Manthan Club activity which are sponsored by AICTE SPICES and JSPM Group of Institute. Tree plantation, seminar on Self development Importance of Indian Constitution & Personality Development etc.

5. Value added and certificate courses
It is decided to conduct Value added and certificate courses by each department on current topics to reduce the gap between curriculum.

The meeting was concluded at 11.50 am by vote of thanks by Dr. Gayatri Bhandari

P V Jatti
IQAC Coordinator

Bhivarabai Sawant Institute Of Technology & Research BSIOTR EN: 6311 Wagholi Wagholi, Pune-412207.

Dr. T K Nagaraj
Principal & Chairperson IQAC

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal
***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Ref: JSPM/BSIOTR/IQAC/23-24

Date:09.01.2023

Action Taken Report

(Meeting of IQAC dated 12.12.22

Item No.	Item	Actionable point	Responsible Person	Compliance
1	Review of previous meeting	Industrial visit and internship	All heads and Principal	Done
2	Enhancement of Faculty Quality	FDP Workshop NPTEL participation	All faculty	Partially Done
3	NSS activity:	NSS Camp, Blood donation	NSS and SDC club	Done
4	Manthan Club Activity:	Tree plantation, Seminar on different topics	Manthan Club	Done
5	Value added and certificate courses	Different value added and certificate courses	All Heads and Staff	Partially Done

Prof P V Jatti
IQAC Coordinator

Bhivarabai Sawant Institute Of Technology & Research
BSIOTR
EN 6311
Wagholi
Wagholi, Pune-412207.

Dr. T K Nagaraj
IQAC Chairperson

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune-412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Date:02.01.2023

NOTICE

NOTICE OF IQAC MEETING – 3

The meeting of Internal Quality Assurance Cell (IQAC) members of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **09.01.2023**

at 4.00 pm. in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Research Activity:
3. Annual Social Gathering:
4. Conduction of Sports Activity:
5. Stakeholders Feedback

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune-412207

Copy to:

*All above members of IQAC
* Campus Director
*Dean Academics
*All Head of Departments
*Office Superintendent

Bhivarabai Sawant Institute Of Technology & Research Wagholi Pune-412207 BSIOTR EN-6311 Wagholi

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100
Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary
Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal
***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Dated 09.01.2023

MINITUES OF MEETING No. 3

A meeting was held on 09.01.2023 at 4.00 pm in board room of the institute. Following members of IQAC were present:

Dr. Admane Sachin	Mr. Vijay Gadad
Dr. T.K. Nagaraj	Dr. Pravin Kachare
Dr. Anil Wanare	Dr. Gayatri Bhandari
Prof P V Jatti	Prof Mrs. Vidya Jagtap
Dr. Pravin Barapatre	Prof S D Bhoregunde
Dr. Arun Patil	Mrs Kavita Patil
Mr. Gaurav Thakur	Miss Nikita Mane
Dr. Y S Anagal	

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. Review of Previous Meeting:
A review of previous meeting held on 12.12.023 was taken and confirmed

2. Research Activity:
Dr. Anil Wanare raised that faculty members should publish books and quality research papers in National and International journals, conferences and must seek research grants and patents. This will enhance their research ability, consequently will helpful to improve the teaching quality through relevance of technology in real life applications.

3. Annual Social Gathering:
It is unanimously decided in the meeting to conduct Annual Social Gathering to enhance inherent extra curricular abilities. Prof Yogendra Patil from computer department will be in-charge, will submit the budget and schedule the gathering activities and constitute a separate Gathering Committee. He will be responsible for smooth conduction of Annual Social Gathering NAKSHATRA

4. Conduction of Sports Activity:
It has also discussed and decided that before Annual Social Gathering all Institute level Sports activity/completions should be completed so that the winners will be honoured during Pize Distribution of Annual Social Gathering.
zz
Prof Mayur Devade from Mechanical Department will be heading this activity, he will be responsible for submission budget and conduction of all events.

5. **Stakeholders Feedback:**
Principal Dr. T K Nagaraj informed all the heads to take feedback of all stakeholders teachers, students, Alumni, Parents and Employer feed back regarding quality teaching learning process and facilities and analyze the feedback.

The meeting was concluded at 5.00 pm by vote of thanks by Dr. Y S Anagal

P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal & Chairperson IQAC

PRINCIPAL
S.M.S Bhivarabai Sawant Institute of
Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Ref: JSPM/BSIOTR/IQAC/23-24

Date:17.04.2023

Action Taken Report

(Meeting of IQAC dated 9.01.23

Item No.	Item	Actionable point	Responsible Person	Compliance
1	Review of previous meeting	Faculty quality, Manthan Activity, Value added couses	All heads and staff	Partially Achieved
2	Research Activity:	Publication of research papers	All faculty	More than 100 papers Published
3	Annual Social Gathering:	Conduction of ASG	Mr. Yogendra Patil and staff	Done
4	Conduction of Sports Activity:	Sports Activity	Mr. Mayur Devadhe and staff	Done
5	Stakeholders Feedback	Feedback from Alumni, students, parents, teachers and employer	All Heads and Staff	Partially Done

Prof P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
IQAC Chairperson

PRINCIPAL
J.S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Date:05.04.2023

NOTICE

NOTICE OF IQAC MEETING – 4

The meeting of Internal Quality Assurance Cell (IQAC) members of JSPM's Bhiarabai Sawant Institute of Technology and Research, Wagholi, Pune will be held on **17.04.2023**

at 4.00 pm. in Board Room. All members of IQAC are requested to attend the meeting.

The Agenda of meeting is as follows:

1. Review of previous meeting
2. Academic Review
3. Budget for FDP, NPTEL, STTP, Seminar and workshop conduction
4. Industry-Institute Interaction
5. NBA proposals
6. AICTE Research Proposals;
7. Administrative Training to faculty.

Dr. T. K. Nagaraj
Principal
(IQAC Chairperson)

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Copy to:

*All above members of IQAC
* Campus Director
*Dean Academics
*All Head of Departments
*Office Superintendent

Bhivarabai Sawant Institute Of Technology & Research
BSIOTR
EN-6311
Wagholi
Wagholi, Pune-412207.

MINITUES OF MEETING No.

IQAC Meeting No.4 Dated 17.04.2023

A meeting was held on 17.04.2021 at 5.00 pm in board room of the institute. Following members of IQAC were present:

Dr. Admane Sachin	Mr. Vijay Gadad
Dr. T k Nagaraj	Dr. Pravin Kachare
Dr. Anil Wanare	Dr. Gayatri Bhandari
Prof P V Jatti	Prof Mrs.Vidya Jagtap
Dr. Pravin Barapatre	Prof S D Bhoregunde
Dr. Arun Patil	Mrs Kavita Patil
Mr. Gaurav Thakur	Miss Nikita Mane

Meeting started with welcome to all members by Prof P V Jatti, IQAC in-charge and following points were discussed:

1. **Review of Previous Meeting:**

   A review of previous meeting held on **9.01.23** was taken and confirmed

2. **Academic Review**
   All heads have informed that two units of each subjects completed before SPPU insem examination. A rigorous discussion was there on result analysis of semester I in the meeting conducted by Prof Anil Bhosale and Prof Anita Phadkule madam, mebers of JSPM Central ARQAC team. Moto of result analysis was to improve the result of IInd Semester University Examination.

3. **Budget for FDP, NPTEL, STTP, Seminar and workshop conduction**
   It has been informed by Dr. T K Nagaraj Sir that Mostly each department have submitted the budget to arrange FDP as well as for the Fees of NPTEL examination to be attended by the faculty members. And all budget sent to Honorable Founder Secretary approved also.

4. **Industry-Institute Interaction**

IQAC member Mr. Vijay Gadad, Category Manager, suggested the following in for improvement of the Industry-Institute Interaction

a. Internships in small industry for students is more beneficial as it will give more exposure to the students.
b. He suggested to visit Servo Motor Industry at Belgavi.
c. Students should encouraged to join small industries particularly in core industries.

d. Technical exhibitions should be visited by student, Where they get opportunity to witness new innovations and products.
e. Lay offs in IT industries is more as compared to core industries.
f. Innovations and research of faculty and students should be encouraged so that institute can be developed as Centre of Excellence. Specifically Ph D faculty should more involve in Research and Patent.
g. Innovations in EV technology have wider scope.
h. He promised to give some references of core industries for faculty and students training.
i. He has agreed to conduct brain storming session for the students.

5. NBA proposals

Prof P V Jatti , Congratulated to all the departments, Electrical, Information Technology and Electronics & Telecommunication Engineering, who have received NBA Accreditation, New Delhi for three years.

It has also informed by Prof Dr. Pravin Kachare NBA Coordinator that in next academic year Mechanical and Computer engineering Department will all so submit the proposal for NBA accreditation.

6. AICTE Research Proposals;

Dr. T K Nagaraj Sir appeal to submit the proposals to Govt. Research Grants to NBA Accredited departments. As lot of funds available at UGC DST, AICTE for NBA accredited institutes.

7. Administrative Training to faculty.

Dr. Bhandari mam suggested to conduct administrative training to teaching and non-teaching faculty. It has been approved by committed and inform to Prof P V Jatti to prepare schedule of such training.

The meeting concluded at 6.00pm with vote of thanks by Prof Mrs Vidya Jagatap.

P V Jatti
IQAC Coordinator

Dr. T K Nagaraj
Principal & Chairperson IQAC

PRINCIPAL
M/S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

JAYAWANT SHIKSHAN PRASARAK MANDAL's
Bhivarabai Sawant Institute of Technology & Research
(Approved by AICTE New Delhi, DTE Mumbai & Affliated to Savitribai Phule Pune University)
Accredited with B++ Grade by NAAC
Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207
Ph : 020-067335108, 65217050, 67335100
Telefax : 020-67335100
Website : www.jspm.edu.in / www.bsiotr.org
EN 6311 / CEGP-013100

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph.D
Founder Secretary

Dr. T.K. Nagaraj
ME. (Civil Engg), Ph.D (Civil Engg)
LMISTE, LMIGS, LMIRC
LMISRMTT, LMIE
Principal

***Programs Accredited by National Board of Accreditation (NBA), New Delhi ***
* Electrical Engineering * Electronics and Telecommunication Engineering. * Information Technology

Ref: JSPM/BSIOTR/IQAC/23-24

Date:05.07.2023

Action Taken Report

(Meeting of IQAC dated 17.04.23

Item No.	Item	Actionable point	Responsible Person	Compliance
1	Review of previous meeting	Stake holders feedback, Research activity	All heads and staff	Feedback taken and papers published
2	Academic Review	Lectures/Practical's / Tests conduced Syllabus coverage	All faculty	Done
3	Budget for FDP, NPTEL, STTP, Seminar and workshop conduction	Orgainse FDP, seminar and workshops, Appear NPTEL exam.	All faculty members	Partially achieved
4	Industry-Institute Interaction	Campus Interview Project and internship	TPC, Students	Done
5	NBA proposals	NBA Visit	All Heads ETC, IT and Electrical	NBA Award received
6	AICTE Research Proposals;	Application to research Grant	Accredited Dept Head	Praposal Submitted
7	Administrative Training to faculty.	Training to non teaching	P V Jatti	Schedule prepared and partially achieved.

Prof P V Jatti
IQAC Coordinator

Bhivarabai Sawant Institute Of Technology & Research Wagholi, Pune-412207

Dr. T K Nagaraj
IQAC Chairperson

PRINCIPAL
S.P.M.'S Bhivarabai Sawant Institute of Technology & Research
Wagholi, Pune- 412207

Nagaraj Kalyanappa Timalapur

Digitally signed by Nagaraj Kalyanappa Timalapur
DN: CN = Nagaraj Kalyanappa Timalapur, C = IN, S = Maharashtra, O = JSPM'S Bhivarabai Sawant Institute of Technology & Research, OU = OTHERS
Reason: I am approving this document
Date: 2023.12.15 15:58:30 +05'30'