



# NEHRU GRAM BHARATI

(DEEMED TO BE UNIVERSITY)

Kotwa-Jamunipur-Dubawal, Allahabad-221505, Uttar Pradesh (INDIA)

(Deemed to be University U/o-9 of UGC Act 1956)

Administrative Office :

Hanumanganj Campus,  
G \* Road, Hanumanganj, Allahabad-221505,  
Tel. 05332 285010, 285011, 285012  
Email : info.ngbu@gmail.com

Ref. No.NGBU-II/AC-23-24 ( )

Date: 11/09/2023

**Sub : Minutes of IQAC Committee (2023-2024/1<sup>st</sup>) held on 09-09-2023 from 11.30 am onwards at Conference Hall, Shashi Campus, Kotwa, Prayagraj under the Chairmanship of Vice Chancellor, NGB(DU), Prayagraj (UP).**

The meeting of Internal Quality Assurance Cell (IQAC) of Nehru Gram Bharati Deemed University, Prayagraj (as notified, circular No.NGB(DU)-II/AC-22/9649 dated 05.09.2023) was held on 09.09.2023 at 11.30 am onwards under the Chairmanship of Prof. Sanjay Kumar Srivastava, Vice Chancellor, NGB(DU) at Conference Hall, Shashi Campus, Kotwa, Prayagraj, UP (**Annexure-I**).

At the outset Convener IQAC, welcomed the Chairperson, IQAC, Vice Chancellor NGB(DU) Prof. Sanjay Kumar Srivastava, Pro Vice Chancellor, Dr. S C Tiwari, all the members of IQAC and introduced the invited members to the Chairperson. The list of members present is enclosed (**Annexure II**).

Thereafter, agenda was taken up point wise for discussion and accordingly resolutions were taken which are as under:

**Agenda I: Confirmation of Minutes of Previous Meeting held on dated 14.03.2023.**

**Resolution:** Minutes of previous IQAC meeting held on 14.03.2023 regarding approval of IQA and SSR for submission to NAAC, Academic and Administrative Audit for academic session 2021-2022, preparation of roadmap for implementation of NEP 2020, status report regarding University's LMS and status report from various Cells and Committees were read out by Director IQAC after which they were confirmed with few modifications and subsequently approved by the Committee. ATR was also discussed in length and accordingly approved (ATR -**Annexure III**).

**Agenda 2: To approve the Academic and Administrative Audit (AAA) Report conducted for different departments for the academic session 2022-2023.**

**Resolution:** Director, IQAC, informed all the members reg. Academic and Administrative Audit being conducted by AAA Committee comprising of two external members (Dr K K Sheetamma, Former Registrar, Bangalore University, Karnataka & Dr Neveen Kumar, Principal, Jain Group of institutions, Kanakapura Karnataka) along with internal members for the academic session 2022-2023. It was further suggested by the members to conduct AAA for academic session 2023-2024.

**Agenda 3: Status report of various departments based on the data collected via Monthly feedback format and approval of suggested recommendations.**

**Resolution:** Coordinator IQAC briefed reg. feedback of classes taken by faculty members on monthly basis (from 21<sup>st</sup> of previous month till 20<sup>th</sup> of current month). It

NGB(DU)-IQAC/2023-2024-1(1)

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was further suggested by the members that after submission from the respective faculty member it should be countersigned by both HoD as well as by Dean of the concerned Faculty.

**Agenda 4: Presentation on the structure of curriculum developed by SCCD for implementation of NEP 2020 at UG level from academic session 2023-2024 onwards and its approval.**

**Resolution:** The structure and flow chart prepared by sub Committee for Curriculum development (SCCD) at UG Level was discussed in length and the same was approved with few modifications. The curriculum developed by each department were discussed in length, thereafter it was opined by the Chairman IQAC that as at UG Level 4 years Graduate Programmes has been launched from the current academic session 2023-2024, therefore there is a need to track the implementation and get the feedback from the stakeholders, so that if any modifications is required then the same may be incorporated. (Annexure IV)

**Agenda 5: Present status of utilization of University's Learning Management System (LMS) by faculty & students and approval of suggested initiatives to be taken at department level.**

**Resolution :** Sri Ujjwal Das, Asst. Professor, Dept of Computer Application briefed reg the status of data uploaded on LMS by faculty members of various departments. Sri Das suggested few initiatives to be taken for the proper functioning of LMS. Pro Vice Chancellor, Dr S C Tiwari suggested that Sri Das could coordinate with the service provider of LMS Sri Ranjeet Singh So that, compliance could be incorporated at the earliest.

**AGENDA No 6: To discuss and Plan out strategy for preparation of NAAC Peer team visit.**

**Resolution:** Sri R L Vishwakarma, Registrar, NGBDU briefed, all the members about the plan of action regarding preparation of NAAC Peer team visit. It was further suggested by Prof S K Srivastava, Vice Chancellor, NGBDU and Chairman IQAC to plan out for mock drill exercises so that all the faculty members could be oriented about the forthcoming visit.

**AGENDA No 7: To discuss about the different activities being presently conducted by Research and Development Cell and approval for its future initiatives.**

**Resolution:** Prof. R C Tripathi briefed about the present functioning of R&D Cell and discussed about the various future initiatives. Members appreciated the efforts which are being taken by the cell and suggested to initiate more number of training/refresher programmes to be organized related with IPR and Research Methodology in the upcoming days.

**AGENDA No 8: To discuss anout updation/modification of Research Incentive policy (2.0) and its approval.**

**Resolution:** Dr Himanshu Tandon, Joint Registrar, NGBDU briefed all the members about the previous policy and proposed the need for modification basically on the issue of handling the requests for reimbursement of registration fees, extension of any type of financial support to the faculty members to attend Conference/seminar etc to

NGB(DU)-IQAC/2023-2024-1(2)

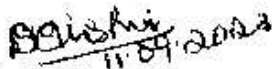
*Himanshu Tandon*  
14.09.2023

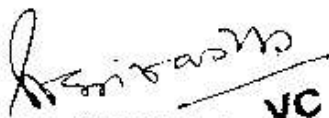
present papers. Further, the main features of the policy which included, Objective, scope, generation of research grants, undertaking research projects, FDP, payment of incentives and other guidelines were discussed in detail. All the members unanimously felt the need for modification and thereafter recommended the same. (Annexure V)

**Meeting ended with vote of thanks to the chair.**

**Annexure:**

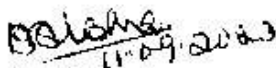
- I : Meeting notification circular No NGB(DU)-II/AC-22/96491 dated 05.09.2023.
- II : List of members present during the aforesaid meeting.
- iii: Action Taken Report (ATR) of IQAC Meeting held on 14.03.2023.
- iv : Structure of curriculum developed by SCCD for implementation of NEP 2020.
- v : Research Incentive policy (2.0)

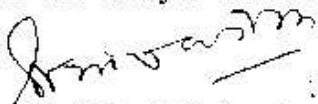
  
(S. S. Mishra)  
Director, Special Education  
(Convener IQAC)

  
(Prof. S. K. Srivastava)  
Vice Chancellor, NGB(DU)  
(Chairperson IQAC)

**Copy to:** For kind information please.

- i) PA to Hon'ble Vice Chancellor, NGB(DU), Prayagraj
- ii) PA to Hon'ble Pro Vice Chancellor, NGB(DU), Prayagraj
- iii) PA to Secretary, NGB Society, Prayagraj
- iv) All the members of IQAC
- v) Registrar, NGB(DU), Prayagraj
- vi) Joint Registrar, /Dy. Registrar (Finance), NGB(DU).
- vii) IQAC Guard File.
- viii) Sri A K Srivastava, with request to uphost the minutes on University's website.

  
(S. S. Mishra)  
Director, Special Education  
(Convener IQAC)

  
(Prof. S. K. Srivastava)  
Vice Chancellor, NGB(DU)  
(Chairperson IQAC)



(Annexure i)

(Deemed to be University U/1-1 of UGC Act 1956)



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Uttar Pradesh

Email : info.ngbu@gmail.com

Ref: NGB(DU)-II/AC-22/ 9649

Date: 05.09.2023

Date of Meeting: 09.09.2023

Venue: Shashi Parisar, Research Centre, Kotwa

## NOTICE

(IQAC Meeting 3/2023)

All the respected members of IQAC are hereby informed that an IQAC Meeting is scheduled to be held at Research Centre, Shashi Parisar, IQAC Cell, JT Campus on 09.09.2023 from 11:30 a.m. onwards. Committee members are as under:

Sr.No.	Name	Designation	
1 ✓	Prof. Sanjay Kumar Srivastava	Vice Chancellor	Chairman
2	Dr. Savysachi	Dean Arts	Member
3	Prof. Vinod Kumar Pandey	Dean Commerce	Member
4	Dr. Ashish Shivam	Dean Science	Member
5	Prof. Rohit Ramesh	Dean Management & Comp. Application	Member
6	Dr. Chhaya Malviya	Dean Student Welfare	Member
7	Dr. Swapnil Tripathi	Dean Law	Member
8 ✓	Prof. R. C. Tripathi	Prof. In-Charge (R&D)	Member
9	Shri Manish Mishra	Secretary, NGB Society	Member
10 ✓	Dr. S. C. Tiwari	Pro-Vice Chancellor	Member
11 ✓	Shri R. L. Vishwakarma	Registrar	Member
12	Dr. Rajesh Tiwari	Controller of Examination	Member
13	Shri Arunendra Yadav	Block Pramukh, Bahadurpur	Member
14	Dr. Rashmi Shukla	Alumni Nominee	Member
15	Ms. Madhu Dubey	Student (M.Sc. Zoology)	Member
16	Mr. Rohit Yadav	Student (M.A. English)	Member
17	Shri Supritik Ghosh	MD Indian Press Pvt. Ltd., Prayagraj	Member
18	Shri Sanjay Jain	MD, Paras Group, Prayagraj	Member
19	Shri S. S. Mishra	Director, Special Education	Convener



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(IQAC Meeting 3/2023) (09<sup>th</sup> Sept 2023)

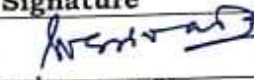

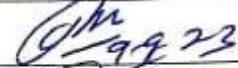
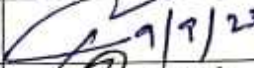

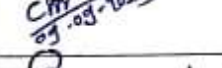
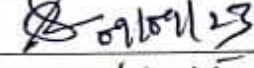
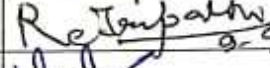
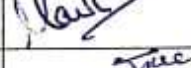
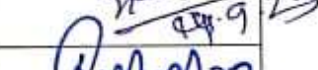
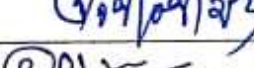
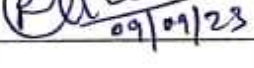
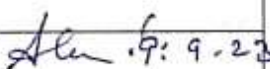
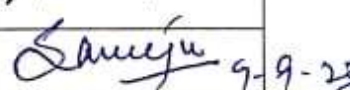
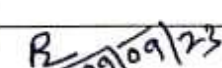
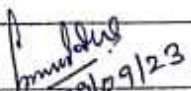
## Agenda:

1. To confirm and approve the minutes of previous IQAC committee meeting held on dated 14.03.2023 along with its ATR.
2. To approve the Academic & Administrative Audit (AAA) report conducted for different departments for the academic session 2022-2023.
3. Status report of various departments based on the data collected via monthly feedback format & approval of suggested recommendations.
4. Presentation on the Structure of Curriculum developed by SCCID for implementation of NEP 2020 at UCI level from academic session 2023-2024 onwards.
5. Present status of utilization of University's LMS by faculty and students and approval of suggested initiatives to be taken at department level.
6. To discuss and plan out strategy for preparation of NAAC Peer Team visit.
7. Any other matter, with the permission to the Chair.

  
(R. L. Vishwakarma)  
Registrar



**Attendance Sheet of IQAC Meeting held on 09/09/2023 from 11.30 am onwards at Research Centre, Sashi Campus, Kotwa, Prayagraj, (UP)**

Sl.No.	Name	Designation	Signature
1	Prof. Sanjay Kumar Srivastava (Chairman)	Vice Chancellor	
2	Dr. Savyasachi	Dean, Arts	 9-9-23
3	Prof. Vinod Kumar Pandey	Dean, Commerce	 9-9-23
4	Dr. Ashish Shivam	Dean, Science	 9/9/23
5	Prof. Rohit Ramesh	Dean, Management	 9/9/23
6	Dr. Chhaya Malviya	Dean, Student Welfare	 09-09-2023
7	Dr. Swapnil Tripathi	Dean, Law	 09/09/23
8	Prof. R.C. Tripathi	Prof. In-Charge (R & D)	 R.C. Tripathi 9-9-23
9	Sri Manish Mishra	Secretary, NGB Society	 9-9-23
10	Dr. S.C. Tiwari	Pro-Vice Chancellor	 9-9-23
11	Sri R.L. Vishwakarma	Registrar	 09/09/23
12	Dr. Rajesh Tiwari	Controller of Examinations	 09/09/23
13	Sri Arunendra Yadav	Block Pramukh, Bahadurpur	
14	Dr. Rashmi Shukla	Alumni Nominee	
15	Ms. Madhu Dubey	Student (M.Sc. Zoology)	
16	Sri Rohit Yadav	Student (MA English)	
17	Sri Supritik Ghosh	MD, Indian press Pvt Ltd, Prayagraj	 9-9-23
18	Sri Sanjeev Jain	MD, Paras Group, Prayagraj	 9-9-23
19	Special Invitee Dr Rudra Ojha	Director, Research Centre	
20	Dr R. C . Mishra	Director, Jamunipur Campus	 09/09/23
21	Dr C B Dubey	Associate Professor, Commerce	
22	Sri Ujjwal Das	Asst Professor, Computer Information	 09/09/23

23	Dr Himanshu Tandon	Joint Registrar	<i>[Signature]</i> 09/09/2023
24	Sri Anurag Tripathi	Asst. Registrar	<i>[Signature]</i> 09/09/23
25	Smt Priya Mishra	George Town Office	.
26	Sri Ashok Srivastava	Office Superintendent & In Charge EDP	<i>[Signature]</i>
27	Prof. S. C. Dubey	Professor, Teacher Education	.
28	Dr. Shrawan Mishra	HOD, Teacher Education	.
29	Dr M B Sheikh	Coordinator, IQAC	<i>[Signature]</i>
30	Sri S. S. Mishra (Member Convener)	Director, IQAC	<i>[Signature]</i>

31. Dr. Sikha Khare HOD, Home Science
32. Rohit Yadav. Incubation Manager, Janani foundation.
33. Dr. Pankaj Kumar Yadav Dept. of SMC
34. Dr. Arvind Shukla - HOD - Philosophy → *[Signature]*  
09-09-23
35. Anupam Singh - DR (F) *[Signature]*  
09/09/2023
36. Dr. Shrawan Kumar - HOD, Teacher Education *[Signature]*  
9/9/23
37. Dr. D. N. Pathak H.O.D Sanskrit *[Signature]*  
9/09/23



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**ACTION TAKEN REPORT**

(IQAC Meeting No II/2023 held on 14<sup>th</sup> March, 2023)

Agenda No	Agenda	Action Taken
1	Minutes of previous Meeting held on 12.11.2022	Noted and appropriate action has been taken.
2	Preparation of SSR and submission to NAAC	Noted and accordingly SSR was finally submitted to NAAC on 26.06.2023. SSR is also uploaded on NGB(DU) website.
3	AAA Report for the Academic Session 2021-2022.	AAA has been conducted in all the departments and accordingly report has been submitted.
4	Monthly Feedback Report for monitoring purpose.	Monthly feedback report has been conducted periodically and accordingly appropriate action has been taken for smooth execution of academic activities.
5	Preparation of Roadmap for implementation of NEP 2020	SCCD-NEP 2020 has been framed and accordingly structure/flow chart has been prepared.
6	Preparation of Academic Activity Calendar for academic Session 2023-2024	Academic Activity Calendar from Faculty of Science and Commerce were already prepared and submitted. Time Table from other faculty were also received.
7	University's LMS	Meeting was conducted with the service provider and matter was resolved.
8	IDP	Committee was constituted and accordingly, preparation is in process.
9	R&D Cell	Suggestions were noted.
10	Various Committees	Suggestions were noted. Freshship Policy has been prepared.

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(Annexure IV)

# NEHRU GRAM BHARATI

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(U/s - 3 of UGC Act 1956)

**NEP 2020- IMPLEMENTATION ROADMAP  
AND  
HANDBOOK FOR DEVELOPMENT OF  
CURRICULUM AS PER RECOMMENDATIONS OF  
NATIONAL EDUCATION POLICY (NEP) 2020**



**Submitted by:  
Sub-Committee for Curriculum Development - NEP2020  
(SCCD-NEP)  
2023**

JAMUNIPUR-KOTWA DUBAWAL  
PRAYAGRAJ - 221505 (UP)

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6. Pool of Value Added Courses(VAC)

## **NATIONAL EDUCATION POLICY (NEP) 2020**

### **1.0 Introduction:**

The Government of India announced the National Education Policy-2020 in July 2020. Covering all levels of education – from school education to higher education, including professional and adult education – the policy rests on the principles of affordability, accessibility, quality, equity, and accountability.

A substantial part of the policy document is devoted to higher education, with emphasis on multidisciplinary approach, faculty and institutional autonomy, governance reforms, enhancing access through credit mobility, open and digital learning environment, and skills development. A few of the features mentioned in NEP-2020, which are unique in the Indian context are already being practiced in conventional higher education system. The students can experience the holistic features of learning through following the proper orientation mechanisms:

### **Organizational services for holistic learning:**

In this regard, academic programs need to be strengthened with tailor-made pedagogical practices aligned to the mode of learning, leading towards quality education. In this regard, scope shall be given for assessment through creative evaluation techniques at different difficulty levels such that a student can take them as a part of learning.

Enhanced academic support such as university wellness through alumni, industrial collaborations, student services, etc. Such facilitation may help the students to access and transit from various educational levels. Synchronize their curricular and co-curricular activities at various levels to enhance their skill, which is an essential task in contemporary education.

### **Bridging the Socio-economic barriers:**

"Education for everyone" can be realized through enhancing the existing socio-economical supports like Scholarship portals, Women empowerment, establishing friendly infrastructure for the Divyang students. Such facilities need to be offered at all the stages of learning process, with transparency to realize their deserving profile and self-confidence.

### **Integration of Technology and Heritage:**

The technology-enabled pedagogic approach for learning at different institutes is a vital component. To strengthen the students' aptitude, it is essential to recognize the value of vast cultural heritage of India. Further, the learning outcome can be enhanced through accessing the multi-lingual learning resources through technology-enabled platforms. These aspects make both the institute and the students to inculcate an approach for various locally challenging issues that need technological intervention.

In summary, a student will get adapted to a curriculum that encourages the development of research and thus will develop a personality that values science, technology, innovation, society and heritage.

To achieve these objectives, NEP-2020 brings out the optimal solution for such issues, which can be presented in terms of 6 Ms (Multi Lingual, Multi Entry, Multi Exit, Multi Disciplinary, Multi Institute and Multi Mode).

For effective implementation of NEP-2020, the curriculum needs to be redesigned and aligned with requirements of the industry. Therefore, the students need to be re-oriented towards outcome-based learning using different learning modules. The learning modules will help them to attain holistic development, which is the "the primary objective of NEP-2020".

### **1.1 NEP principles that have a bearing on the curricular thrusts at different stages of higher education**

The NEP highlights certain fundamental principles that would guide both the education system at large, as well as the individual educational institutions. The principles that have a direct bearing on the curricula for different levels of higher education include:

- Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development;
- 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.
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world;
- 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, and life skills such as communication, cooperation, teamwork, and resilience;
- 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 curricula, pedagogy, and policy;
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system and ensuring that the institutional environment is responsive to differences to ensure that high-quality education is available for all.
- A rootedness and pride in India, and its rich, diverse, ancient, and modern culture and knowledge systems and traditions.

### **1.2 Institutional Restructuring and Consolidation:**

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.

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.

Departments in Languages, Literature, Music, Philosophy, Ludology, 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.

### **1.3 Optimal Learning Environments and Support for Students:**

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.

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.

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.

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.

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.

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.

#### **1.4 Financial support for students:**

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.

#### **1.5 Equity and Inclusion in Higher Education:**

- Mitigate opportunity costs and fees for pursuing higher education
- Provide more financial assistance and scholarships to socio-economically disadvantaged students
- Conduct outreach on higher education opportunities and scholarships
  - o d) Make admissions processes more inclusive
- Make curriculum more inclusive
- Increase employability potential of higher education programmes
- Develop more degree courses taught in Indian languages and bilingually
- Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
- Develop bridge courses for students that come from disadvantaged educational backgrounds
- Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes
- Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
- Strictly enforce all no-discrimination and anti-harassment rules
- Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

#### **1.6 Reimagining Vocational Education:**

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.

### **1.7 Promotion of Indian Languages, Arts and Culture:**

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.

### **1.8 Technology use and Integration:**

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 deskillling 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.

## **2.0 Implementation of NEP 2020:**

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

## **2.1 Term of Reference (ToR):**

Taking the NEP-2020 as an opportunity to undertake a comprehensive review of our existing academic programmes and find ways to incorporate new ideas from the policy, Vice-Chancellor, NGB(DU) appointed a 24 -member committee to suggest steps for a phased approach to implementation of NEP-2020 from the Academic Year 2023-2024 onwards. The terms of reference (ToR) of the Committee shall be as under:

- To formulate detailed modalities for phase-wise implementation of NEP-2020.
- To coordinate and liaise with the academic units in chalking out programmes and structures as per NEP-2020.
- To work with the IQAC to rationalize existing programmes/courses and introduce programmes/courses in accordance with NEP-2020 and work out regulations of transition from pre to post NEP-2020.
- To submit
  - a) a roadmap for phase-wise implementation of NEP-2020
  - b) new programmes/courses and structures under NEP-2020.



### **3.0 Priority areas to be addressed (University Level):**

In the light of NEP-2020 the NGB(UD) can strategize their actions for arriving at a comprehensive and robust framework in order to ensure that they have the necessary state-of-art academic infrastructure, including technology-enabled learning ecosystem that is required for effective execution of teaching-learning activities and other objectives of NEP ;

- Multidisciplinary Educational Research University (MERU)
- Contribution towards increasing the GER to 50% by 2035
- Transformation into research intensive university
- Instituting Academic Credit Bank
- Offering 4-year multidisciplinary Bachelor's and/or integrated Master's degree programmes
- Establishing start-up/innovation incubation centre
- Provide exposure to vocational education
- Establishing smart classrooms and fully automated libraries
- Providing residential/hostel facilities to staff and students
- Nationalization (attracting students from other states) of education
- Revisiting its vision and mission statements in tune with NEP20.
- Re-examining and rethinking its future goals, objectives and plans of action.
- Redesigning and remodeling its course curriculum in consonance with various provisions of NEP-2020.
- Re-assessing its academic and research infrastructure needs.
- Restructuring and re-orienting its human resource.
- Revamping the University's structure in tune with NEP-2020.
- Reviving and re-energizing its faculty improvement programmes and student welfare measures and practices.
- Re-aligning and repositioning its march towards growth, progress and development.
- Contributing towards redeeming and restoring our glorious past in education.

### **3.1 Priority areas to be addressed (Faculty/Department Level):**

Accordingly, all Faculties/Departments need to furnish details about their goals, targets, indicators and plans for the accomplishment of following:

- Carry out a situation analysis to identify gaps, barriers, prospects, challenges of the department at present.
- Clearly stipulate short, mid and long-term goals to be achieved over the next first phase (2023-2024) Second phase (2025-2026) and third phase (2027-2030) years respectively.
- Draw and define a roadmap for action during the next one, two and three years by prioritizing areas and fixing definite timelines for accomplishment of various goals and targets.
- Identify areas, devise plans and formulate blueprints for human resources development.
- Identify areas and formulate blueprints for curriculum development.
- Chalk out a plan of action for institutional capacity building and infrastructure development over the next 5 to 7 years.
- Devise objectives, plans and timelines for attainment of goals towards creating state-of-art facilities.
- Assign roles and responsibilities to faculty members and stakeholders.
- Monitor progress and evaluate actions at the end of each year.
- Revise the action plan based on the results and feedback obtained.
- Focus of each department has to be on following key objectives while preparing their plan of action in accordance with quality, equity and excellence.

#### **4.0 Transformative initiatives in Higher Education (Curriculum and Credit Framework):**

NEP envisages several transformative initiatives in Higher education, these includes:

- Introducing holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning.
- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects.
- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and re-entry options, with appropriate certifications such as:
  - a UG certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
  - a UG diploma after 2 years (4 semesters) of study,
  - a bachelor's degree after a 3-year (6 semesters) programme of study,
  - a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4<sup>th</sup> year of a bachelor's degree (honours with research).
- The 4 year bachelor's degree programme is considered a preferred option since it would provide 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.
- Inclusion of credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.

- Environment education to 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 to include the development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life skills.
- Lessons in service and participation in community service programmes to be an integral part of holistic education.
- Global Citizenship Education and education for sustainable development to form an integral part of the curriculum to empower learners to become aware of and understand global and sustainable development issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
- Students to 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.
- Reorienting teaching programmes to ensure the development of capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as vocational subjects. This would involve offering programmes/courses of study relating to Languages, Literature, Music, Philosophy, Art, Dance, Theatre, Statistics, Pure and Applied Sciences, Sports, etc., and other such subjects needed for a multidisciplinary and stimulating learning environment.
- 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.



#### **4.1 Main features of the Curriculum Framework:**

- i. Flexibility to move from one discipline of study to another;
- ii. Opportunity for learners to choose the courses of their interest in all disciplines;
- iii. Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured;
- iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;
- v. Flexibility to switch to alternative modes of learning (offline, ODL, and online learning, and hybrid modes of learning).

## 5.0 Structure of the Undergraduate Programme

The UG programme will consist of the following categories of courses and the minimum credit requirements for 3-year UG and 4-year UG (Honours) or UG (Honours with Research) programmes are given below:-

**Table 2: Minimum Credit Requirements to Award Degree under Each Category**

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

Under the National Education Policy – 2020, Nehru Gram Bharati (Deemed to be University) will now be offer 4 year Undergraduate degree Programmes incorporating a flexible choice based credit system, multidisciplinary approach, holistic development of students and multiple entry and exit options. An academic year is divided into two semesters. A semester comprises 90 teaching/working days. This Programme is divided into eight semesters and the students will require minimum 160 credits for a 4 year degree with honours/research.

NGB(DU) introducing holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional, ethical and moral in an integrated manner. soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills and rigorous specialization in a chosen fields of learning.

The Course Structure for the 4 – year Undergraduate Programme shall be as under :-

# Proposed Course Structure for 4-Year Undergraduate Programmes

## **(Based on National Education Policy-2020)**

Year	SEM	Major (Core) (DSC)	Minor Stream (DSE)	Multidisciplinary/ Interdisciplinary Courses (GE)	Ability Enhancement Courses (AEC) (Language)	Skill Enhancement Courses (SEC)	Value Added Courses (VAC) (Common for all UG)	Internship/ Apprenticeship /Research Project/ Dissertation	Total Credits
I		Discipline- A1 (3 credit) Disciplines- B1 (3 credit) Discipline- C1 (3 credit) (as per Annexure-I)	-	Choose one from a pool of courses as per Annexure- II (3 credit)	Choose one from a pool of AEC as per Annexure- III (2credit)	Choose one from a pool of SEC as per Annexure- IV (3 credit)	Choose one from a pool of VAC as per Annexure- V (3 credit)	-	20
		Discipline- A2 (3 credit) Disciplines- B2 (3 credit) Discipline- C2 (3 credit)	-	Choose one from a pool of courses as per Annexure- II (3 credit)	Choose one from a pool of AEC as per Annexure- III (2 credit)	Choose one from a pool of SEC as per Annexure-IV (3 credit)	Choose one from a pool of VAC as per Annexure- V (3 credit)	If exit, 4 credit summer internship; apprenticeship is necessary	20
	<p><i>Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline. Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship; apprenticeship in addition to 6 credits from skill based courses earned during first and second semester.</i></p>								
									40

cont...

## (Based on National Education Policy-2020)

Year	Sem	Major (Core) (DSC)	Minor Stream (DSE)	Multidisciplinary/ Interdisciplinary Courses(GE)	Ability Enhancement Courses(AEC) (Language)	Skill Enhancement Courses (SEC)	Value Added Courses(VAC) (Common for all UG)	Internship/ Apprenticeship (Research Project/ Dissertation)	Total Credits
2	III	Discipline- A3 (4 credit) Discipline- B3 (4 credit) Discipline- C3 (4 credit)	-	Choose one from a pool of courses as per Annexure- II (3 credit)	Choose one from a pool of AEC as per Annexure- III (2 credit)	Choose one from a pool of SEC as per Annexure- IV (3 credit)	-	-	20
	IV	Discipline- A4 (1 credit) Discipline- B4 (1 credit) Discipline- C4 (4 credit)	Choose from Pool of courses, DSE A/B/C (4+2 credit)	-	Choose one from a pool of AEC as per Annexure- III (2 credit)	-	-	If exit- 4 credit summer internship/ apprenticeship is necessary	20
		Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline/ Subject provided they secure additional 4 credits in skill based vocational courses offered during first year or second year summer term.							80



## (Based on National Education Policy-2020)

Year	SEM	Major (Core) (DSC)	Minor Stream (DSE)	Multidisciplinary/ Interdisciplinary Courses(GE)	Ability Enhancement Courses(AEC) (Language)	Skill Enhancement Courses (SEC)	Value Added Courses(VAC) (Common for all UG)	Internship/ Apprenticeship /Research Project/ Dissertation	Total Credits
3	V	Discipline- A5 (4 credit) Discipline- B5 (4 credit) Discipline- C5 (4 credit)	Choose from Pool of courses, DSE A/B/C (4-2 credit)	-	-	-	-	internship/apprenticeship (2 credit)	20
	VI	Discipline- A6 (4 credit) Discipline- B6 (4 credit) Discipline - C6 (4-2 credit)	Choose from Pool of courses, DSE A/B/C (4 credit)	-	-	-	-	internship/apprenticeship (2 credit)	20
	<i>Students who want to undertake 2-year UG programme will be awarded U.G degree in the relevant Discipline.Subject upon securing 120 credits.</i>								<b>120</b>

## (Based on National Education Policy-2020)

Year	SEM	Major (Core) (DSC)	Minor Stream (DSF)	Multidisciplinary/ Interdisciplinary Courses(GE)	Ability Enhancement Courses(AEC) (Language)	Skill Enhancement Courses (SEC)	Value Added Courses(VAC) (Common for all U.G)	Internship/ Apprenticeship /Research Project/ Dissertation	Total Credits		
	VII	DSC -16 credits)	Choose 2 DSE (2 papers x 4 credit) Total - 8 credit	-	-	-	-	Research Project/Dissertation (4+2credits)	20		
			Choose 2 DSE (2 papers x 4 credit) Total - 8 credit	-	-	-	-	Research Project/Dissertation (4+2 credits)	20		
<i>Students will be awarded UG Degree (Honours) with Research in the relevant Disciplines' subject provided they secure 160 credits</i>											
Minimum credit requirement to Award Degree under each category				80 Credits	52 Credits	9 Credits	8 Credits	9 Credits	6 Credits	4 Credits Internship/ Apprenticeship & 12 Credits Research Projects/ dissertation	160

## **5.2 Description of Courses of Undergraduate Programme.**

The undergraduate programme contain the following course components-

**5.2.1 Discipline Specific Core (DSC)-(Major –Core)(Total 80 credits)-**DSC refers to Core papers in a Subject /Discipline. Core is a course of study which should be pursued by a student as a mandatory requirement of his/her programme of study. The DCSs specified in the framework would be identified by the concerned department as core courses to be taught in a programme.

For example:- (i) For award of single Discipline/Subject specific Honours Degree such as-B.A.(Honours) History, B.com.(Honours),B.Sc. (Honours) Physics etc., DCSs shall be the core course of History, Commerce and Physics respectively.

(ii) For multidisciplinary Courses of study (rather than a single Discipline such as B.Sc. (Honours) Life Science Programme and B.A. (Honours) Arts.

Student shall study three Discipline –Botany, Zoology and Chemistry.

Here, DSC-1– Discipline A1 (Say Botany)

DSC-2= Discipline B1 (say Zoology)

DSC-3– Discipline C1 (Chemistry)

In the fourth year student shall be devoted to the study of only one Discipline.

**5.2.2 Discipline Specific Elective (DSE) (Minor Stream) (Total-32 credits)-**

DSE refers to Elective papers in the Core Subject or Discipline. There shall be a pool of DSEs from which student may choose a course study. The concern department would identified the DSEs as a elective courses to be taught a programme.

For example- B.Sc.(Honours) Life Science Programme-the DSEs of Botany, Zoology and Chemistry the Core subjects for this programme study.

**5.2.3 Generic Elective (GE) (Multidisciplinary) (Total 9 credits)-**

GE Shall be a pool of courses which is meant to provide Multidisciplinary/interdisciplinary education to the students. GE shall consist of a pool of courses offered by various Disciplines/Subjects of study, from which a student can choose.

It is beyond DSC and DSE of his/her Discipline i.e. it is from other faculty" Discipline/Subjects (Elective-papers).

### **Number of Credits and Credit Distribution –**

The Students will earn credits for the registered courses. Once the students acquires sufficient credit points he/she will be awarded with the relevant certificate/degree.

The proposed number of credits per course and the credit distribution is suggestive and the HEIs may decide on course credits and distribution over 6/8 semesters in a manner and will facilitate the students to meet the minimum credit requirements as given in Table-2.

All discipline –specific Courses (major or minor) may be 4 credits or as appropriate. An additional one to two credits may be allotted for Tutorials or Practicals.

**Theory + Practical = 4+2 credits**

**Theory +Tutorials = 5+1 credits**

Each courses may have only a lecture components or a lecture and tutorial components or a lecture and practical components.

Example - 4 credit courses with 3 credits assigned for lectures and 1 credit for practical i.e. 4(3+1). It means a 4 credits courses is equivalent to 45 hours of lectures and 30 hours of practicals.

### **Credit and Teaching Hours -**

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week (minimum 15 week). One credit is equivalent to one hour of teaching (lecture or tutorials) or two hours of practical or field work per week.

**Generally, 1 hour of Lecture or 1 hour of Tutorial or 2 hour of Practicals per week in a semester is assigned 1 credit.**

<b>1 Semester = 15 week = 90 actual Teaching days</b>
---

1 Credit - Theory - 1 hour per week x 15 week = 15 Hours/Lectures

2 Credit - Theory - 2 hour per week x 15 week = 30 Hours/Lectures

3 Credit - Theory - 3 hour per week x 15 week = 45 Hours/Lectures

4 Credit - Theory - 4 hour per week x 15 week = 60 Hours/Lectures

5 Credit - Theory - 5 hour per week x 15 week = 75 Hours/Lectures

6 Credit - Theory - 6 hour per week x 15 week = 90 Hours/Lectures

The Following types of courses/activities constitute the programmes of study-

- |   |                                     |                              |
|---|-------------------------------------|------------------------------|
| 1. Lecture Courses                      | 2. Tutorial Courses                 | 3. Practical/Laboratory work |
| 4. Seminar                              | 5. Internship                       | 6. Studio activities         |
| 7. Field practice/Projects/Dissertation | 8. Community engagement and service |                              |

### **5.2.4 Ability Enhancement Courses (AEC) (Total 8 credits):-**

**Modern Indian Language (MIL) & English language** – It is focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator

of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

### **5.2.5 Skills Enhancement Courses (SEC)(Total 9 credits):**

These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. The institution may design courses as per the students' needs and available institutional resources. Skill based courses are aimed at providing hands on training, competencies, skill etc. to the students. Thus, SEC is totally job-oriented courses.

The courses of SEC will comprise of theory (1 credit) and training (2 credit). The Ratio of theory and skill component in the syllabus will be 40:60 respectively. Credit distribution in SEC 1 Credit theory = 15 hours and 1 credit training = 30 hours and 2 credit training =60 hours. Courses can be individual nature or progressive nature. Training can be impacted by university or at local level by associating with small scale sector unit or industries or polytechnic or IIT or Engineering college or any artisan or expert in any trade. MOU with skill partner can be signed by the university. University and skill partner can jointly issue a certificate to the student additionally.

### **5.2.6 Value-Added Courses (VAC) Common to All UG Students (6-8 credits):**

Value based education include the development of humanistic, ethical, constitutional and universal human values of truth, righteous conduct, peace, love, non-violence, scientific temper, citizenship values and life skills.

Value Added Courses includes ethics, culture, constitutional values, soft skills, sports education and such similar values to students which will help in all round development of students, i.e. holistic development of students.

The syllabus of VAC will be designed/developed by the university (All the department) and it will be taught by the member's of all faculties of university.

The syllabus of VAC may be developed in the following areas-

- (i) Understanding India
- (ii) Environment science and education
- (iii) Digital and technological solutions
- (iv) Health and wellness, yoga education, sports and fitness.
- (v) The university may introduce other innovative value-added courses relevant to the discipline or common to all UG programmes.

### **5.2.7 Summer Internship /Apprenticeship (2-4 credits)**



All students will also undergo internships/ Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HBLs/research institutions during the summer term. Students will be provided with opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. **Students who wish to exit after the first two semesters will undergo a 4-credit work, based learning/internship during the summer term in order to get a UG Certificate.**

**Community engagement and service:** The curricular component of 'community engagement and service seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline. Participation in community service programmes to be an integral part of holistic education.

**Field-based learning/minor project:** The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio- economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

### **5.2.8 Research Project/Dissertation(Total 12 Credits)**

Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects/ dissertation under the guidance of a faculty member in VII and VIII semester. The students are expected to complete the Research Project/dissertation in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences/seminars or may be patented. If research outcomes published or presented or patented so, then the student will obtain 25 marks additionally but total marks will be 100 only.

### **5.2.8 SWAYAM Courses- (Open Online Courses)**

The university may allow up to 40% of the total courses through online learning courses (Elective) offered through SWAYAM Platform subject to the following conditions --

- a) The courses contents are alike.

- b) The Courses are not offered in the university.
- c) There is non-availability of suitable teaching staff to run the courses in the university.

## **6. Major and Minor disciplines**

**Major discipline** is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

**Minor discipline** helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 12 credits from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics.

## **7. Multiple Entry and Exit Options -**

**UG Certificate:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

**UG Diploma:** Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

**3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement as given in table 2 .

**4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in table 2 .

**4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University College. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

A student will get adapted to a curriculum that encourages the development of research and thus will develop a personality that value science, technology, innovation, society and heritage. To

achieve the objectives NEP-2020 brings out the optimal solution for such issues, which can be presented in terms of **6 Ms** :-

- |                            |                         |                      |                           |
|----------------------------|-------------------------|----------------------|---------------------------|
| <b>1. Multi Entry</b>      | <b>2. Multi Exit</b>    | <b>3. Multi Mode</b> | <b>4. Multi Institute</b> |
| <b>5. Multi Discipline</b> | <b>6. Multi Lingual</b> |                      |                           |

**Infrastructure Requirement:** The Departments offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors.

### **8. Duration of the Programme**

The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3 year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits. Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme.

Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.

### **9. Levels of Courses:**

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

- i. **0-99:** Pre-requisite courses required to undertake an introductory course which will be a pass or fail course with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.
- ii. **100-199:** Foundation or introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher level coursework.

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

The undergraduate programme seeks to equip students with the capacities in fields across arts, humanities, languages, natural sciences, and social sciences; an ethic of social engagement; soft skills such as complex problem solving, critical thinking, creative thinking, and communication skills, along with rigorous specialization in a chosen disciplinary or interdisciplinary major and minor(s).

**Semesters 1 & 2:** The students will undergo courses in 4 broad disciplines (major stream, minor stream, 2 broad disciplines (multidisciplinary category) to have basic knowledge not only in major areas but also in two other disciplines broadly grouped under Natural and Physical Sciences, Mathematics, Statistics and Computer Applications, Library, Information and Media Sciences, Commerce and Management, and Social Sciences. With exposure to basic courses in four disciplines, a student can decide to continue the chosen major or change the major and minor areas of interest at the end of the second semester. Additionally, these students will also take up courses of their interest from Ability Enhancement (language), Skill Enhancement, and Value-Added categories.

**Change of Major:** Students can opt for a change of major within the broad discipline (Natural and Physical Sciences, Mathematical, Statistics, and Computational Sciences, Library, Information and Media Sciences, Commerce and Management, and Humanities and Social Sciences) at the end of the first year.

**Additional Seats:** The HEIs may create 10% additional seats over and above the sanctioned strength to accommodate the request for a change of major. Any unfilled or vacant seats may be filled with those seeking a change of Major. Preference will be given to those who have got highest CGPA with no arrears in the first year.

**Semesters 3 & 4:** Students will choose courses of their interest in major and minor to build a career of their interest. They also pursue courses to strengthen their language skills and other skill-augmenting courses and vocational training.

**Semesters 5 & 6:** Students will undergo higher level courses and related courses during the 5th and 6th semesters in order to gain in-depth knowledge in the major and also in the 27 University Grants Commission 27 related disciplines through the minor stream. Students will also gain work-related skills through courses in vocational education. The programme structure will enable the students to gain sufficient knowledge and skills to meet the industry/society requirements.

**Semesters 7 & 8:** During the 4th and final year, students will undertake advanced level courses in both major and minor streams to get a UG Degree (Honours). Students choose a research component with courses relating to research methodology, advanced courses in theory and applied areas, and seminar presentations. Students may be permitted to carry out a research project or dissertation in another department of the same institution or another institution provided the required facilities are available.

### Structure of the UG Programme

**Table 3: The Semester-wise and Broad Course Category-wise Distribution of credits of the Undergraduate Programme:**

Semester	Discipline Specific Courses- Core	Minor	Intern-disciplinary courses	Ability Enhancement courses(language)	Skill Enhancement courses/Internship/Dissertation	Common - Value Added courses	Total Credits
I	(100 level)	(100 level)	(1 course)	(1 course)	(1 course)	(1 or 2 courses)	20
II	(100 level)	(100 level)	(1 course)	(1 course)	(1 course)	(1 or 2 courses)	20
Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline/Subject provided the secure 4 credits in work based vocational courses offered during summer term or internship/apprenticeship in addition to 6 credits from skill based courses earned during first and second semester.							40
III	(200 level)	(200 level)	(1 course)	(1 course)	(1 course)	-	20
IV	(200 level)	(200 level)		(1 course)			20
Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject provided the secure additional 4 credits in skill based vocational courses offered during first year or second year summer term.							80
V	(300 level)	(200 level)	-	-	(Internship)	-	20
VI	(300 level)	(200 level)	-	-	-	-	20
Students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline/Subject upon securing 120 credits.							120
VII	(400 level)	(300 level)	-	-	-	-	20
VIII	(400 level)	(300 level)	-	-	(Research Project/Dissertation)	-	20
Students will be awarded UG Degree (Honours) with Research in the relevant Discipline/Subject provided the secure 160 credits.							160



# विश्वविद्यालय-गीत

ये ज्ञान-मंगल स्थली तुम्हारी, तुम्हारी जय हो, तुम्हारी जय हो।  
न पेशी तुमिस्त में कोई सागी, तुम्हारी जय हो, तुम्हारी जय हो।। 11।।

तू पूज्य मायु की गहनना है, तू मित्र जेठपना की अल्पना है।  
तू भेक नेहरु की है मिशानी, तुम्हारी जय हो, तुम्हारी जय हो।। 12।।

जो भूक लनाकी जुवान है तू, जो ना सुनें उनके कान है तू।  
जो कहें अनकरी कलानी, तुम्हारी जय हो, तुम्हारी जय हो।। 13।।

जि: मंगल-जगुना की धार है तू, कि गीं सरस्वती का प्यार है तू।  
जि: तू। त्रिपेणी के चट का पानी, तुम्हारी जय हो, तुम्हारी जय हो।। 14।।

ये मेरी मायव से अति भाव्य, असीर मायव अनादि भाव्य।  
ये चला के यज्ञ की मिशानी, तुम्हारी जय हो, तुम्हारी जय हो।। 15।।

यहीं अक्षयवट के पत्र भल्लग, कि जिरा है खेले मुकुन्द माधव।  
यहां प्रलय की गरी कलानी, तुम्हारी जय हो, तुम्हारी जय हो।। 16।।

कि कल्पनातु की तू कथा है, कि मौंच थाण्डव की तू व्यथा है।  
कि मातु कुन्ती की तू कहानी, तुम्हारी जय हो, तुम्हारी जय हो।। 17।।

शिले कुमायेल से अनादि शंकर, ये मातुसैंडी ये जैन क्रणियर।  
यहीं दुर्बारा आत्म-ज्ञानी, तुम्हारी जय हो, तुम्हारी जय हो।। 18।।

यहीं गरुडाज अशि वर आश्रम, जो सर्वविद्या का दे पराक्रम।  
यहीं से निकलेगे ब्रह्म-ज्ञानी, तुम्हारी जय हो, तुम्हारी जय हो।। 19।।

ये गाँव के झोपड़ों की ललन, जो चत पड़ीं छोड़ करके अँगन।  
ये गार्गी-गैत्रेयी समानी, तुम्हारी जय हो-तुम्हारी जय हो।। 20।।

# ANNEXURE

Programme / Class :

Year :

Semester :

Subject :

Course Code :

Course / Paper Title :

Course Outcomes - After completing this course, the students will be able to-

1

2

3

4

5

Credits:

Paper (core compulsory/ Elective):

Max. Marks : 25+75

Min. Passing Marks: 10+25

Total Number of Lectures (Lecture- Tutorials- Practical):

Units:

Topics:

No. of Lectures:

Suggested Readings:

1

2

3

4

5

This course can be opted as an elective by the students of following subjects-

e.g. OADR 201E1

SUGGESTED COMPULSORY EVALUATION METHODS:

1. Written examinations (Theory and Practical) 2. Assignments 3. Projects 4. Seminars 5. Group Discussions 6. Case Studies 7. Debates 8. Role Plays 9. Self-learning 10. Peer-review 11. Presentations 12. Quizzes 13. Assignments 14. Case Studies 15. Debates 16. Role Plays 17. Self-learning 18. Peer-review 19. Presentations 20. Quizzes



# NEHRU GRAM BHARATI

(DEEMED TO BE UNIVERSITY)

Katwa-Jamunapur-Dubaura, Prayagraj-221505, Uttar Pradesh (INDIA)

Administrative Office :

Hanumanagarj Campus  
G.T. Road, Hanumanagarj, Prayagraj-221505,  
Uttar Pradesh  
Email : info.ngbu@gmail.com

Ref. No.: NGB(DU)-I/GA-228/500]

07-02-2023

## Office Memorandum

In supersession to the Office Order No. NGB(DU)-I/GA-228/1580 dated 09-06-2022 the Committee for Implementation for NEP-2020 is being updated as follows:

- |   |                 |
|---|-----------------|
| 1. Prof. Sanjay Kumar Srivastava, Hon'ble Vice Chancellor       | Chairman        |
| 2. Dr. S. C. Tiwari, Pro Vice Chancellor                        | Vice Chairman   |
| 3. Dr. Himanshu Shekar Singh, Asso. Prof. (Hindi)               | Convener        |
| 4. Dr. Asheesh Shivam, Dean (Science)                           | Member          |
| 5. Dr. Swapnil Tripathi, Dean (Law)                             | Member          |
| 6. Dr. Savyasachi, Dean (Arts, & Education)                     | Member          |
| 7. Prof. V.K. Pandey, Dean (Commerce)                           | Member          |
| 8. Prof. Rohit Ramesh, Dean (Management & Comp. Appl.)          | Member          |
| 9. Prof. R.C. Tripathi, Prof-In-Charge (R&D)                    | Member          |
| 10. Dr. R.C. Mishra, Head (Pol. Science)                        | Member          |
| 11. Dr. B.M. Tripathi, Head (Ancient History, Culture, & Arch.) | Member          |
| 12. Dr. Adinath, Head (Botany)                                  | Member          |
| 13. Dr. Sanjay Bhatnagar, Head (Geography)                      | Member          |
| 14. Mr. Pankaj Yadav, Coordinator, (Journalism & Mass Comm.)    | Member          |
| 15. Mr. Achyut Yadav, Asst Prof. (Teacher Edu.)                 | Member          |
| 16. Ms. Anjali Singh, Asst Prof. (Spl. Edu.)                    | Member          |
| 17. Dr. Indal Kumar, Asst Prof. (Management)                    | Member          |
| 18. Dr. Abhishek Mishra, Asst Prof. (Journalism & Mass Comm.)   | Member          |
| 19. Dr. Rajesh Tiwari, Controller of Examinations               | Member          |
| 20. Mr. S.S. Mishra, Director (IQAC)                            | External Expert |
| 21. Dr. A.K. Singh, Vice Chancellor, PRS University, Prayagraj  | Special Invitee |
| 22. Mr. Manish Mishra, Secretary, NGB Society                   | Special Invitee |
| 23. Dr. Prabuddha Mishra, Asso. Prof. (Philosophy & Yoga)       | Special Invitee |
| 24. Dr. H. Tandon, Dy. Registrar (Acad.)                        | Special Invitee |

The Committee is to assure phase-wise implementation of the NEP-2020 in the Nehru Gram Bharati (Deemed to be University), Prayagraj and prepare report(s) on the same for the record please.

  
(R.L. Vishwakarma)

Registrar

Copy to: the following for information/necessary action please:

1. P.A. to Vice Chancellor for the kind information of Hon'ble Vice Chancellor.
2. P.A. to Pro-Vice Chancellor for the kind information of the Pro-Vice Chancellor.
3. Dy. Registrar (Acad./In.)/ Asst Registrar(s), NGB (DU), Prayagraj. (by digital mode)



# NEHRU GRAM BHARATI (DEEMED TO BE UNIVERSITY)

Katwa, Jammuipur, Duhawati, Prayagraj-221005, Uttar Pradesh (INDIA)

Administrative Office  
(Jammuipur) Campus  
G-1, Road, Jammuipur, Prayagraj-221005,  
Uttar Pradesh  
Email: info@ngb.ac.in

07-02-2023

Ref.No: NGB(DU)-IAC-16/2023

## Office Memorandum

sub. Constitution of a Sub-Committee under the Curriculum Development Committee (CDC)

With the approval of the Hon'ble Vice Chancellor dated 07-02-2023 the following "Sub-Committee (CD-NEP-2020)" is constituted, as under within the CDC notified vide Ref.No. NGB (DU)-IAC-16/2023 dated 15-05-2019 with the mandate of framing of Guidelines for developing and framing Curriculum in various disciplines with the mandate of framing of Guidelines for developing and framing of the NEP-2020 and towards promoting excellence in teaching, learning and research for various programmes offered at UG level, with emphasis to NEP-2020.

sub-Committee (CD-NEP-2020) (SCCD-NEP):

1. Mr. A. K. Mishra, Director, IQAC
2. Dr. Prabuddh Mishra, Director (Jammuipur Campus)
3. Prof. Rohit Ramesh, Dean (Management & Comp. Appli)
4. Dr. C. B. Dubey, Asso. Prof. (Commerce)
5. Dr. H. Tandon, Dy. Registrar (Acad.)

The sub-committee is requested to assume its role and guide the University towards a better curriculum

  
(R.L. Vishwakarma)

Registrar

Copy to: the following for information/necessary action please (through digital mode):

1. P.A. to Vice Chancellor/Chairman-CDC, for the kind information of Hon'ble Vice Chancellor.
2. P.A. to Pro-Vice Chancellor for the kind information of the Pro-Vice Chancellor.
3. Dy. Registrar (Acad./Exams./Fin.)/Asst Registrar(s), NGB (DU), Prayagraj.
4. All Dean(s)/Director(s)/ HoDs(s) of NGB(DU), Prayagraj
5. All members of the above Committee, as on file.
6. Gated File.

  
Registrar





# Pool of

## Value Added Courses

Sl.No.	Title	Offering Department	Duration in Hours	Syllabus
1	Certificate course in Radio Policy CCRI	Journalism & Mass Communication	30 Hrs	<a href="#">View</a>
2	Certificate Course in Photography	Journalism & Mass Communication	38 Hrs	<a href="#">View</a>
3	Certificate course in Soft Skill Development	Management	30 Hrs	<a href="#">View</a>
4	Post Graduate Certificate in Digital Marketing	Management	35 Hrs	<a href="#">View</a>
5	Certificate course in Laboratory Operation Techniques in Chemistry	Chemistry	30 Hrs	<a href="#">View</a>
6	Certificate course in Food Chemistry	Chemistry	30 Hrs	<a href="#">View</a>
7	Certificate course in Aquarium fish culture	Zoology	30 Hrs	<a href="#">View</a>
8	Certificate course on Vermicomposting	Zoology	30 Hrs	<a href="#">View</a>
9	Certificate course in Mushroom Cultivation	Botany	30 Hrs	<a href="#">View</a>
10	Certificate Course in handling safe storage of food grains	Botany	30 Hrs	<a href="#">View</a>
11	ESSENTIAL SKILLS IN MATHEMATICS (Certificate Course)	Mathematics	30 Hrs	<a href="#">View</a>
12	Mathematics for Competitive	Mathematics	30 Hrs	<a href="#">View</a>

	Examination (Certificate Course)			
13	Maintenance and Repair of Household Electrical Appliances (Certificate Course)	Physics	30 Hrs	<a href="#">View</a>
14	Solar Energy System and It's Application (Certificate Course)	Physics	30 Hrs	<a href="#">View</a>
15	Certificate in Tally	Commerce	30 Hrs	<a href="#">View</a>
16	Certificate course in Teaching Learning Process	Teacher Education	30 Hrs	<a href="#">View</a>
17	Certificate course in Guidance & Counseling	Teacher Education	30 Hrs	<a href="#">View</a>
18	Communication Options for Persons with Disabilities	Teacher Education	30 Hrs	<a href="#">View</a>

# NEHRU GRAM BHARATI (DEEMED TO BE UNIVERSITY)

## National Education Policy- 2020 (Common Minimum Syllabus)

Name of faculty:

Name of Deptt.:

Subject wise Title of the Papers in Discipline :

Sl. No.	Course Code	Paper Title	Compulsory/ elective	Theory/ Practical	Credits	Teaching Hours	Elective (for other faculty/deptt.)

Subject Prerequisites :

Programme Outcomes (Pos) : The programme aims to -

- 1
- 2

Programme Specific Outcomes (PSOs) : The learners will be able to -

- 1
- 2

# NEHRU GRAM BHARATI

(Deemed to be University)



## RESEARCH INCENTIVE POLICY (2.0)

NEHRU GRAM BHARATI (DEEMED TO BE UNIVERSITY) PRAYAGRAJ



## **Research Incentive Policy**

### **1.0 Objective**

The underlying objective of the Research Incentive Policy is to motivate the faculty members to undertake quality research, consultancy, and other research-centric activities. NGB(DU) aims to improve overall research performance and promote research activities across all departments. The purpose of the Research Incentive Policy (RIP) is to provide the means to assist with research activities and/or reward faculty members for successful publication of research output, in quality research journals of national and international repute and recognition.

### **2.0 Scope of Research Incentive Policy**

The scope of the Research Incentive envisages, in particular:

- i. To motivate faculty members to concentrate on research related activities, in addition to the teaching, so as to publish research articles in reputed refereed international and national journals with impact factor.
- ii. To pursue efforts to write books, monographs for publication by International and National publishers of repute.
- iii. To evince interest among the members of faculty to undertake efforts to establish collaborative research projects with their counterparts in reputed foreign/national Universities.
- iv. To encourage our faculty members to submit proposals and secure funded research projects from various funding agencies in India and abroad.
- v. To undertake consultancy projects sponsored by Government & Private, Industrial and other organizations.
- vi. To encourage creativity in the minds of faculty members, so that they make original contributions by way of products, concepts etc. and obtain patents.

### **3.0 Details of the Incentive Policy**

#### **3.1 Research Publications**

**3.1.1** If a research paper is published based on his/her work in hard copy or in electronic form in a reputed /refereed international journal as recommended by the Research Development Advisory Committee (RDAC) of NGB(DU), incentive(s) will be paid to the faculty member as indicated below:

**Incentives for Publications:** The following incentives are provided for publishing research papers / text books by the faculty members.

- I. International Journals with Impact factor/SNIP above 2.00 - Rs 5,000
- II. International Journals with Impact factor/SNIP > 1.00 & < 2.00 - Rs 2500
- III. International Journals with Impact factor/SNIP > 0.5 & < 1.00 - Rs 1500
- IV. International Journals with Impact factor/SNIP > 0 & < 0.5 - Rs 1000

The publications will be considered only if they are indexed in Web of Science, Scopus, Humanities International Complete, EBSCO Host or Dare Database-International Social Sciences Directory. If the paper is contributed by more than one author, the credit points will be shared by all the authors equally. Faculty members are encouraged to publish papers only in reputed journals and avoid publications in paid journals. Faculty members are also required to submit a "Self-Declaration" stating that publication fee was not paid to the Journal.

**3.1.2** If a research paper is published based on his/her work in hard copy or in electronic form in a reputed /refereed national journal as recommended by the RDAC of NGB(DU), incentive will be paid to the faculty member as indicated below:

- ✓ Reputed/referred national journal that is empanelled in the UGC Care List - Rs 500

Faculty members who have taken efforts to write and publish books or monographs are encouraged and incentive will be given to the faculty member as indicated below.

### 3.2 Publication of Books

Details	Publisher	Incentive/Award
Full Book	Renowned International Publisher	5000
Full Book	Renowned National Publisher	2000
Chapters	Renowned International/International Publisher	1500
Monographs	National/International Level	1000

### 3.3 Collaborative Research Project with Foreign NGB(DU)/ Agency

- a) Any Collaborative research project undertaken by our faculty as Chief Investigator /Co-investigator and with a foreign Institution & NGB(DU) with tangible outcome, the faculty member is eligible to get an incentive of 20% of the project grant, if provisioned in the grant sanctioned by the funding agency. The tangible outcome shall be endorsed by the RDAC.
- b) If the project involves more than one faculty from the institution, the total amount will be shared among the participating faculty members.
- c) The year in which the collaborative project commenced is the criteria for including this into the scheme. A project cannot be included more than once in the scheme.
- d) Any publication arising out of this collaborative research will also be eligible for incentives as per the norms of the publication.

### 3.4 Generation of Research Grants

Faculty members are expected to submit proposals for research grants as chief investigator/Co-Investigator from funding agencies. It is quite likely, that these

projects may involve modernization of laboratories, acquiring of equipment required specific to the research study or conducting of surveys etc. The incentive will be as provisioned in the sanctioned letter issued from the funding agency.

### **3.5 Undertaking Consultancy Projects**

- a) If there is a substantial contribution by the faculty member and the staff in the consultancy project and no resources of the NGB(DU) (like laboratory, computer, software etc. utilized), the members involved in the consultancy project will take 60% of the total value of the consultancy of the amount received and 40% will go to the institution.
- b) If the resource of the institution such as laboratory facilities, computing facilities, drafting and other facilities are utilized in the consultancy project, the share of NGB(DU) will be 60% of the total consultancy amount received and 40% will go to the faculty and other staff involved in the consultancy work.

### **3.6 Presenting research papers at National & International Conferences**

- a) For the faculty attending and presenting research a paper in national conferences as a first author, the institute will pay the registration charges as per the eligibility criterion for presenting the paper as recommended by the IQAC of the institution, which may consult the R& D Cell and others, if required, provided the conference is hosted by a reputed institution.
- b) Maximum of 2 faculty members from each department per academic year will be considered as recommended by the IQAC of the institution.
- c) For the faculty attending and presenting research a paper in international conferences held in India as a first author, the institute will pay the registration charges (maximum ceiling of Rs, 5000/- per paper) as per the

eligibility criterion for presenting the paper as recommended by the IQAC of the institution provided the conference is hosted by a reputed institution.

- d) For the faculty attending and presenting research a paper in international conference held abroad, the Institute shall pay full registration fee, as recommended by the IQAC of NGB(DU), provided the conference is hosted by a reputed institution. The ceiling of faculty members will not apply when the travel expenses have been provided for in the research project. Preferably, such expenses should have been factored into the project/research grant.

### **3.7 Faculty Development Programme (FDP)**

- a) Members of the faculty are encouraged to participate in Workshops/FDP as may be decided by the institution from time to time.
- b) Faculty members attending a program of more than three days duration shall plan their participation in the semester break/summer vacation so that the academic schedule of the students remains undisturbed.
- c) Eligibility for such programs shall be restricted to two faculty members per semester from a department. In general, programmes sponsored by UGC/AICTE/ISTE/DST and other institutions where the host institution takes care of significant portion of the training cost, the faculty will be given Academic Leave for the period.
- d) The Number of times a single (i.e. 01) individual faculty member can avail the benefits under this scheme—is limited to two(02) per academic session . This limit of two (02) is NOT a claim, and would be subject to availability of resources and /or other considerations, in the interest of the University.
- e) No payments/reimbursement towards any kind of awards/honours/or similar bestowing of titles etc would be covered under this scheme. Such claims would NOT be entertained in anyway possible.

- f) The claims of any kind of airfare ( for foreign travel) would not be covered under this scheme
- g) For undertaking any foreign travel a prior permission, and a NOC from the University has to be taken in advance. Failing which administrative actions might be contemplated.
- h) It would be mandatory on the Faculty and Students (incl. PhD Student) to submit a copy of their Conference Paper and a valid proof of Paper presentation, with the IQAC (before claiming any such benefits as listed above) – in both hard and soft copy format
- i) Consequently, it is established that mere participation in any conference (irrespective of the level) without any Paper presentation would NOT entitle the candidate for any of the above benefits/incentives (incl. registration fee and the sanction of the leave).
- j) Furthermore, the IQAC is requested to share the above data with the RDAC for the submission to the various Regulatory Bodies, as and when required, at periodic intervals.

#### **4.0 PERIOD OF RECKONING**

At the end of every semester, every year.

#### **5.0 PAYMENT OF INCENTIVE**

At the end of every academic year, based upon the evidence produced and recommendations of the RDAC, the incentive will be paid to the faculty members.

#### **6.0 OTHER CONDITIONS / GUIDELINES**



- a) When a research publication has multiple authors, the cash incentive shall be divided equally among the first two authors. Only NGB(DU) authors shall qualify for the incentive.
- b) It is the responsibility of the faculty member to produce evidence of having published paper in the refereed journal and the impact factor of the journal. Faculty has to produce a printed copy of the SCOPUS or other evidence and the IQAC of the institution should attest the same.
- c) The incentive shall apply to a maximum 2 paper/faculty member/year, subject to the condition of Intellectual Property Rights. Plagiarised works, claims on duplicated papers with different titles of the same content in different journals, seminars or dailies and such other irregularities shall attract severe disciplinary action, including recovery of incentives paid earlier and may lead loss of faculty position at the institution.
- d) An application form is already prescribed for this purpose is available with Dean (R&D). The faculty member is expected to submit duly filled in application as per the prescribed format attaching copies of evidence duly countersigned by the HOD.
- e) When a paper being presented in National/ international conferences and has multiple authors from NGB(DU), the right of travel for presentation of the paper will be restricted to the first author, and if the first author so permits to the second author in lieu of the first.
- f) After verifying the claim and approval by the IQAC, incentive amount will be disbursed to the faculty member(s).
- g) Appeals, if any, relating to the application of the incentive system, will be addressed by the IQAC of the institution, with oversight by the Vice Chancellor.

*Note: The criteria and modalities may be amended from time to time, with the approval of concerned authorities, keeping in mind the interests of faculty members, students and the institution.*

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