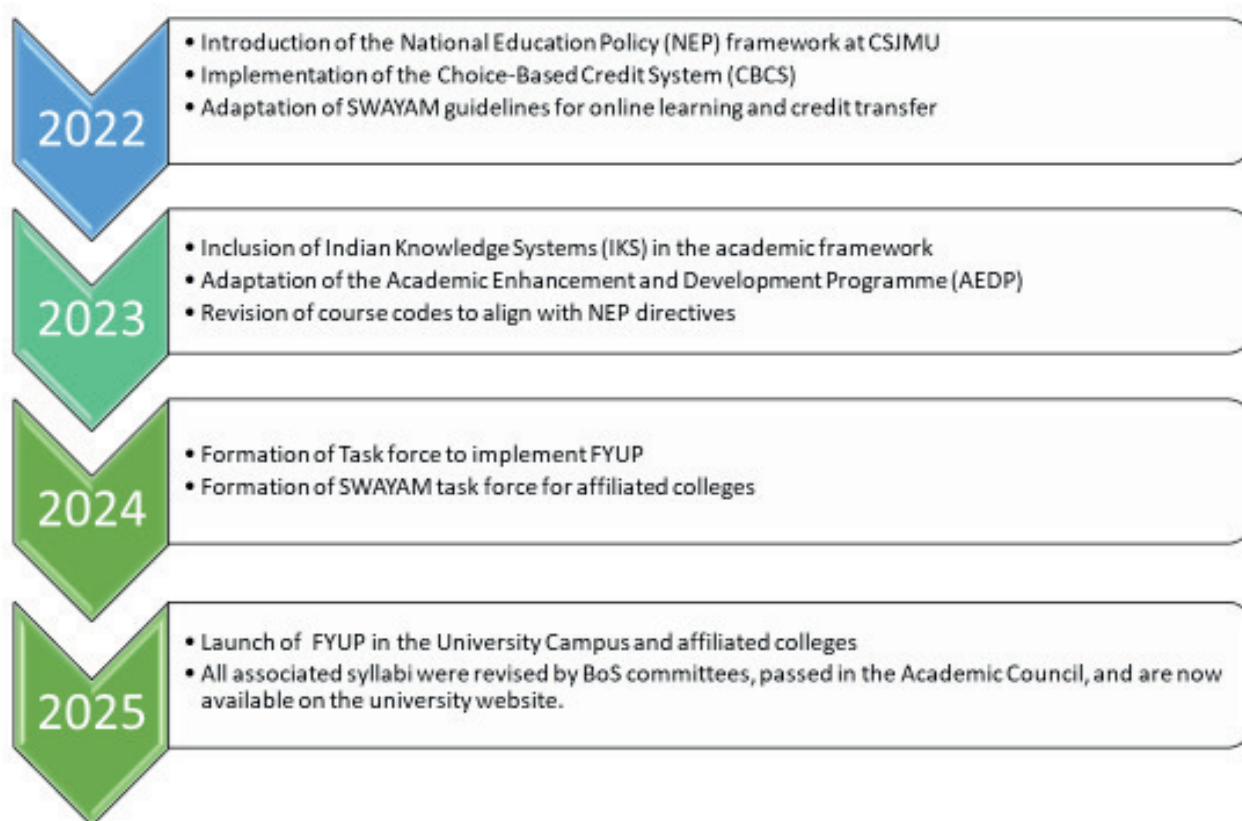# CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY

**ACCREDITED WITH GRADE
A++ BY NAAC UGC
CATEGORY-1 UNIVERSITY**

CSJMU'S ACADEMIC JOURNEY WITH NEP 2020: FROM POLICY TO PRACTICE

CELEBRATING 5 GLORIOUS YEARS
of the
NATIONAL EDUCATION POLICY, 2020

National Education Policy , 2020
and
Four-Year Undergraduate Programme
A CSJMU Timeline

2022
- Introduction of the National Education Policy (NEP) framework at CSJMU
- Implementation of the Choice-Based Credit System (CBCS)
- Adaptation of SWAYAM guidelines for online learning and credit transfer

2023
- Inclusion of Indian Knowledge Systems (IKS) in the academic framework
- Adaptation of the Academic Enhancement and Development Programme (AEDP)
- Revision of course codes to align with NEP directives

2024
- Formation of Task force to implement FYUP
- Formation of SWAYAM task force for affiliated colleges

2025
- Launch of FYUP in the University Campus and affiliated colleges
- All associated syllabi were revised by BoS committees, passed in the Academic Council, and are now available on the university website.

OUR INSPIRATION

H'ble Governor
SMT ANANDIBEN PATEL
Hon'ble Chancellor
CSJM University, Kanpur

I take immense pride in acknowledging the remarkable efforts of Chhatrapati Shahu Ji Maharaj University (CSJMU) in embracing and implementing the vision of the National Education Policy (NEP). The university has demonstrated exemplary commitment to transforming higher education in line with the goals of flexibility, inclusivity, and innovation. By integrating multidisciplinary learning and skill-based approaches, CSJMU has positioned itself at the forefront of educational reform in Uttar Pradesh and beyond.

The adoption of the Four-Year Undergraduate Programme (FYUP) marks another significant step in this journey. With its emphasis on academic depth, flexibility, and research orientation, FYUP reflects the university's dedication to preparing students for the demands of the 21st century. CSJMU has not only ensured structural changes in its academic framework but has also extended unwavering support to its faculty and students in adapting to this progressive system.

I congratulate the Vice-Chancellor, faculty members, administrative staff, and students of CSJMU for their wholehearted contribution in making this transformation a reality. Your collective effort embodies the spirit of NEP and serves as an inspiration for other institutions. I am confident that CSJMU will continue to shine as a leader in higher education, nurturing future-ready graduates and contributing significantly to the nation's educational landscape.

MESSAGE FROM THE HON'BLE VICE CHANCELLOR

Our Mentor
PROF. VINAY KUMAR PATHAK
Hon'ble Vice-Chancellor
CSJM University, Kanpur

Five years ago, the National Education Policy 2020 marked a pivotal shift in India's academic landscape. It challenged us to think differently—not only about what we teach, but how we learn, how we evaluate, and how we prepare our students for a world in transformation.

At Chhatrapati Shahu Ji Maharaj University, our response to this policy has been marked by sincerity, gradual rethinking, and collaborative execution. From curriculum design to governance models, from student support systems to faculty capacity building, the NEP has not remained a document—it has become a framework for institutional introspection and reinvention.

Our commitment has been to align with the spirit of the policy, not just its structure. We have begun to break the silos that once defined disciplines, opened our classrooms to multidisciplinary learning, and built stronger pathways between knowledge and employability. Importantly, we've kept our regional and social responsibilities in view—ensuring that the shift benefits not only a few, but reaches all corners of our academic ecosystem.

This booklet captures a work in progress—an honest account of where we began, what we have attempted, and what we aim to achieve. As we mark five years of NEP 2020, I extend my appreciation to every student, faculty member, and administrator who has contributed to this shared academic transition.

The future of education lies in adaptability and rootedness. I am confident that CSJMU will continue to lead with both.

MESSAGE FROM THE DESK OF PRO-VICE CHANCELLOR

PROF. SUDHIR K AWASTHI

Hon'ble Pro Vice-Chancellor
CSJM University, Kanpur

The National Education Policy (NEP) 2020 is a visionary reform that seeks to transform Indian higher education through holistic, multidisciplinary, and flexible learning pathways. At CSJM University, we view NEP not only as a policy but as a mission to nurture innovation, research, and global competence while remaining deeply rooted in our cultural heritage. Its emphasis on skill development, digital literacy, and Indian Knowledge Systems (IKS) resonates strongly with our commitment to building an education model that is both modern and value-driven.

CSJMU has taken significant steps toward implementing NEP in its true spirit. Our curriculum has been restructured to encourage interdisciplinary learning and to incorporate courses that build both employability and character. We have introduced modules on IKS, encouraging students to engage with India's vast repository of traditional wisdom in sciences, arts, and philosophy while simultaneously embracing emerging areas like Artificial Intelligence, Data Science, and Environmental Studies. Co-curricular initiatives, experiential learning programmes, and strong industry-academia linkages have also been prioritized to prepare our students as future-ready leaders.

We are equally focused on inclusivity, innovation, and faculty empowerment as part of our NEP journey. Through AI literacy initiatives, digital learning platforms, and teacher training on outcome-based education, CSJMU is cultivating a progressive learning ecosystem. By weaving Indian Knowledge Systems with modern disciplines, we are creating a unique academic environment that celebrates heritage while embracing the future. This blend positions CSJMU as a frontrunner in actualizing the transformative vision of the National Education Policy.

MESSAGE FROM THE REGISTRAR

MR RAKESH KUMAR
Registrar
CSJM University, Kanpur

The National Education Policy (NEP) is a transformative framework that seeks to reimagine higher education in India with a focus on flexibility, multidisciplinary learning, and skill development. At CSJMU, we view this policy as an opportunity to align our academic and administrative practices with the vision of a more dynamic and inclusive education system. It enables us to prepare our students not only with knowledge, but also with the critical thinking and adaptability needed in a rapidly changing world.

As Registrar, I have witnessed the university take significant strides in implementing the key directives of NEP. From introducing multidisciplinary courses and academic flexibility to strengthening digital platforms like SWAYAM and Moodle, CSJMU has been proactive in creating a learning ecosystem that is both modern and rooted in Indian knowledge systems. Our faculty development initiatives and curriculum reforms are aimed at ensuring that students and teachers alike benefit from the policy's holistic approach.

Looking ahead, CSJMU remains committed to positioning itself as a leader in NEP adoption. By fostering innovation, research, and international collaborations while ensuring accessibility and equity, we are working to build a university that reflects the aspirations of this landmark policy. We believe NEP is not just a mandate, but a movement towards building an education system that empowers individuals and strengthens the nation.

TABLE OF CONTENTS

NEP *through the Teachers' Lens*
- *Psychology & Academia- Dr. Priyanka Shukla*
- *From Static Syllabi to Living Courses- Dr. Pooja Singh*

NEP: *The Implementation Story*
- *NEP Implementation at CSJMU*
- *Promotion of Indian Knowledge Systems*
- *Use of Technology-Enabled Learning Platforms*
- *Artificial Intelligence Mission at CSJMU*
- *Apprenticeship Embedded Degree Programme (AEDP) at CSJMU*
- *International Students at CSJMU*
- *NEP Progress- Key Data*
- *Teacher Training Initiative Stats*
- *NEP Progress - Swayam Portal*
- *Academic Innovation through Flexible Course Structures*
- *Four Year Undergraduate Programme at CSJMU from 2025*

The Team
- *Dean Academics Team*
- *Nep Implementation Advisory Committee*
- *Team NEP SAARTHI*

NEP:

an Introduction

ABOUT CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY

Established in 1966, **Chhatrapati Shahu Ji Maharaj University** (CSJMU) stands today as one of the foremost State Universities in North India. With over five decades of service in higher education, CSJMU has evolved into a multi-disciplinary institution committed to academic excellence, research innovation, and inclusive outreach.

Originally known as Kanpur University, it was renamed in 1997 to honour Chhatrapati Shahu Ji Maharaj, a visionary leader and reformer who championed the cause of education for all. The university continues to uphold his legacy by promoting equity, empowerment, and academic integrity.

Spread across a 264-acre urban campus, CSJMU offers a dynamic learning environment supported by modern infrastructure, digital systems, and a robust academic culture. With over 12,000 students on campus and more than 350 affiliated colleges across districts including Kanpur Nagar, Kanpur Dehat, Etawah, Kannauj, Auraiya, Unnao, and Fatehpur, the university has emerged as a major academic hub in North India.

In November 2023, CSJMU attained NAAC A++ accreditation and was granted Category-I status by the University Grants Commission (UGC) — a testament to its quality academic practices, institutional governance, and research productivity.

The university operates through 13 multidisciplinary Schools of Studies, which include:

- Atal Bihari Vajpayee School of Legal Studies
- School of Advanced Agriculture Sciences and Technology
- School of Arts, Humanities and Social Sciences
- School of Basic Sciences
- School of Creative and Performing Arts
- School of Business Management
- School of Engineering and Technology
- School of Health Sciences
- School of Hotel Management
- School of Languages
- School of Life Sciences and Biotechnology
- School of Pharmaceutical Sciences
- School of Teacher Education

Each School functions with academic autonomy, enabling the design and delivery of innovative programs, industry-relevant curricula, and interdisciplinary electives in line with the National Education Policy (NEP) 2020. Departments are empowered to prescribe their own syllabi, evolve admission norms, restructure programs, and adopt modern pedagogical tools.

To foster a culture of research, CSJMU supports both foundational and applied scholarship through 45 Centres of Excellence, Ph.D. programs, seed grants for minor projects, and collaborations with national agencies such as UGC, DST, DBT, AICTE, and ICSSR. Faculty and students are actively engaged in publishing in reputed journals and undertaking research projects across sciences, humanities, law, and management.

In response to the evolving educational landscape, the university has implemented:
- Digitized admissions, evaluation, and academic records
- ICT-enabled classrooms, e-governance systems, and campus-wide Wi-Fi
- The Gyan Sanchay e-learning portal
- A digitally enriched Central Library
- Initiatives under the Open and Distance Learning (ODL) wing to expand academic access

Student support services are integrated into all aspects of university life — from career development and soft skills training, to active participation in NSS, NCC, sports, and cultural programs. Inclusive policies ensure that students from marginalised backgrounds have access to scholarships, mentorship, and academic support.

The College Development Council (CDC) functions as the key academic planning body for affiliated colleges and plays an active role in guiding the implementation of NEP 2020 across the extended university ecosystem.

Driven by a futuristic vision and social responsibility, CSJMU continues to innovate in curriculum, pedagogy, research, and governance. As it enters a new phase of academic transformation, the university remains dedicated to preparing its students not only for employment, but also for ethical leadership, responsible citizenship, and lifelong learning.

NATIONAL EDUCATION POLICY 2020: VISION, GOALS & KEY FEATURES

The National Education Policy 2020 (NEP 2020) represents a comprehensive reform of India's education system after more than three decades. Drafted under the chairmanship of Dr. K. Kasturirangan, it is rooted in the principles of access, equity, quality, affordability, and accountability. The policy outlines a roadmap to align education with the needs of the 21st century.

VISION:

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

GOALS:

- To achieve universal access to education at all levels, particularly school and higher education.
- To shift from content-heavy instruction to competency-based learning.
- To promote flexibility in course choices, academic mobility, and lifelong learning.
- To foster multidisciplinary and holistic education integrating humanities and sciences.
- To internationalize Indian education while promoting indigenous knowledge systems.
- To establish high standards in teaching, research, and governance.

KEY FEATURES:

- **Multidisciplinary Curriculum:** Institutions are encouraged to offer diverse subject combinations across disciplines to break rigid academic silos.

- **Major–Minor Structure:** Students can now pursue a major field of specialization along with minors in other areas, enhancing breadth and depth.

- **Academic Bank of Credits (ABC):** Enables students to accumulate and transfer credits across institutions, supporting flexibility and mobility.

- **Multiple Entry and Exit Options:** Learners may exit a degree program after a defined period with a certificate, diploma, or degree, depending on credits earned.

- **Institutional Autonomy:** Graded autonomy allows capable institutions to make academic and administrative decisions independently.

- **Promotion of Indian Knowledge Systems (IKS):** The policy encourages the integration of classical Indian texts, philosophy, traditional medicine, arts, and languages.

- **Technology in Education:** Emphasis on online platforms, virtual labs, blended learning, and digitization of learning materials.

- **National Research Foundation (NRF):** Proposed to strengthen research capacity and funding in universities across disciplines.

- **Vocational Integration and Skill Development:** A push for mainstreaming vocational training and offering credit-based skill programs.

NEP 2020 places the learner at the center of the academic process and calls for institutional innovation in curriculum, pedagogy, governance, and evaluation. It provides a framework, but leaves room for universities to adapt creatively in response to local and institutional contexts.

IMPACT OF NEP 2020

- Holistic Development
- Emphasis on Multidisciplinary Education
- Multilingual Education
- Focus on Vocational Training
- Effective Pedagogy
- Better accessibility to Quality Education
- Leveraging Technology
- Skill Development
- Strategic Assessment

INSTITUTIONAL INITIATIVES FOR THE IMPLEMENTATION OF NEP AT CSJMU

CONSTITUTION OF NEP IMPLEMENTATION COMMITTEES

DEVELOPMENT OF NEP-ALIGNED ACADEMIC POLICY DOCUMENTS

CURRICULUM RESTRUCTURING WORKSHOPS

TRAINING & ORIENTATION FOR FACULTY & ADMINISTRATORS

INTEGRATION WITH NATIONAL PLATFORMS

ADMINISTRATIVE & EXAMINATION REFORMS

MONITORING & FEEDBACK MECHANISM

NEP *in* NEWS

मीट एंड स्पीक सत्र में नई शिक्षा नीति का महत्व बताया

कार्यक्रम के दौरान मौजूद मुख्य अतिथि व छात्र-छात्राएं।

रटने की प्रवृत्ति को रोकती है एनईपी

जागरण संवाददाता ,कानपुर : एनईपी का लक्ष्य रटने की प्रवृत्ति को खत्म कर आलोचनात्मक सोच, रचनात्मकता और समस्या-समाधान कौशल को बढ़ावा देना है। यह बात बृहस्पतिवार को छत्रपति शाहू जी महाराज विश्वविद्यालय में आयोजित कार्यक्रम राष्ट्रीय शिक्षा नीति (एनईपी)-2020 पर मीट एंड स्पीक में एनईपी समन्वयक डा. अंशु सिंह ने कही। डीन अकादमिक प्रो. वृष्टि मित्रा ने कहा कि एनईपी में छात्र अपनी पढ़ाई को किसी भी स्तर पर छूटने के बाद वहीं से फिर शुरू कर सकते हैं। कार्यक्रम में एनईपी सारथी टीम ने नई शिक्षा नीति की विशेषताओं और महत्व की चर्चा

एनईपी सारथी टीम द्वारा छत्रपति शाहूजी महाराज विश्वविद्यालय में किया गया कार्यक्रम का आयोजन

(आज समाचार सेवा)

...,24 जुलाई। एनईपी सारथी टीम द्वारा छत्रपति शाहूजी महाराज विद्यालय में राष्ट्रीय शिक्षा नीति 2020 पर आयोजित मीट एंड स्पीक सत्र एंड स्पीक सत्र का आयोजन किया गया। एनईपी सारथी टीम द्वारा आयोजित छात्रों को नई शिक्षा नीति की विशेषताओं और महत्व को गहराई से समझने अवसर प्रदान किया। यह सत्र डीन अकादमिक प्रोफेसर वृष्टि मित्रा और

एसोसिएट डीन अकादमिक एवं एनईपी समन्वयक डॉ अंशु की ने छात्रों को संबोधित किया। वृष्टि मित्रा ने कहा कि नयी शिक्षा नीति केवल पाठ्यक्रम में बदलाव नहीं है,बल्कि यह छात्रों के सर्वांगीण विकास,कौशल-उन्मुख शिक्षा और भविष्य की चुनौतियों के लिए उन्हें तैयार करने पर केन्द्रित है। विश्वविद्यालय इस नीति को सफलतापूर्वक लागू करने के लिए प्रतिबद्ध है और ऐसे सत्र छात्रों को इसके विभिन्न आयामों को समझने में मदद करते है। डॉ अंशु सिंह ने छात्रों को एनईपी 2020 के प्रमुख बिंदुओं पर प्रकाश डालते हुए बताया कि कैसे यह नीति लचीली शिक्षा प्रणाली,बहु-विषयक दृष्टिकोण,व्यावसायिक शिक्षा के एकीकरण और अनुभवात्मक शिक्षण पर जोर देती है। उन्होने कहा कि एनईपी का लक्ष्य रटने की प्रवृत्ति को खत्म कर आलोचनात्मक सोच,रचनात्मकता और समस्या-समाधान कौशल को बढ़ावा देना है। यह छात्रों को अपनी रुचि के अनुसार विषयों का चयन करने की स्वतंत्रता प्रदान करती है, जिससे वह अपनी क्षमता का पूर्ण उपयोग कर सकें। इस सत्र में चर्चा का एक महत्वपूर्ण बिंदु व्यावसायिक शिक्षा का महत्व था विशेषज्ञों ने बताया कि एनईपी 2020 का उद्देश्य शिक्षा को रोजगारोन्मुखी बनाना है और इसके तहत छात्रों को स्कूल स्तर से ही व्यावसायिक कौशल से परिचित कराया जाएगा, जिससे व भविष्य में स्वरोजगार या बेहतर रोजगार के अवसर प्राप्त कर सकें। एनईपी सारथी टीम ने इस आयोजन को छात्रों के बीच राष्ट्रीय शिक्षा नीति के प्रति जागरूकता बढ़ाने और उनके संशयों को दूर करने का एक सफल प्रयास बताया। टीम के सदस्यों ने कहा कि भविष्य में भी ऐसे मीट एंड स्पीक सत्र आयोजित किए जाते रहेंगे। इस अवसर पर रोहित सिंह, अंशराज सिंह, मानवी श्रीवास्तव, अरशद नफ़ेस, सृष्टि अग्रहरि, पूर्णिमा तिवारी, अभिषेक तिपाठी आदि लोग मौजूद थे।

छात्रों को दी नई शिक्षा नीति की जानकारी

कानपुर। नई शिक्षा नीति में मल्टी एंट्री एग्जिट सिस्टम छात्रों को किसी भी स्तर पर अपनी पढ़ाई रोकने या फिर दोबारा शुरू करने का मौका देता है। उनका अकादमिक रिकार्ड भी एबीसी पर सुरक्षित रहता है। इसकी मदद से वह विभिन्न संस्थानों में प्रवेश ले सकते हैं। यह बातें डीन अकादमिक प्रोफेसर वृष्टि मित्रा ने छत्रपति शाहूजी महाराज विवि में गुरुवार को राष्ट्रीय शिक्षा नीति-2020 पर आयोजित मीट एंड स्पीक समारोह में कहीं।

उन्होंने कहा कि एनईपी का उद्देश्य छात्रों को रोजगारोन्मुखी बनाना है। डीन अकादमिक और एनईपी समन्वयक डॉ. अंशु सिंह ने कहा कि इस नीति का लक्ष्य आलोचनात्मक सोच, रचनात्मकता और समस्या-समाधान कौशल को बढ़ावा देना है। सारथी टीम के विशेषज्ञों ने छात्रों के प्रश्नों के उत्तर दिए। मौके पर एनईपी सारथी टीम के रोहित सिंह, अंशराज सिंह, मानवी श्रीवास्तव, अरशद, सृष्टि अग्रहरि, पूर्णिमा तिवारी, अभिषेक त्रिपाठी आदि उपस्थित थे। (ब्यूरो)

CSJMU में स्टूडेंट्स को समझाए एनईपी के फायदे, नुकसान

KANPUR (24 July): सीएसजेएमयू में न्यू एजुकेशन पॉलिसी को लेकर थर्सडे को 'मीट एंड स्पीक' सेशन ऑर्गनाइज हुआ। इस सेशन ने स्टूडेंट्स क्रो न्यू एजुकेशन पॉलिसी की विशेषताओं और महत्व को गहराई से समझने का अवसर प्रदान किया. यह सेशन डीन एकेडमिक प्रोफेसर वृष्टि मित्रा और एसोसिएट डीन एकेडमिक एवं एनईपी समन्वयक डॉ. अंशु सिंह की उपस्थिति में संपन्न हुआ.

फ्यूचर चैलेंजेस के लिए...
दोनों एक्सपर्ट्स ने सेशन में स्टूडेंट्स को न्यू एजुकेशन पॉलिसी के उद्देश्यों और इसके नुकसान के बारे में बताया. कार्यक्रम में डीन एकेडमिक प्रोफेसर वृष्टि मित्रा ने कहा कि न्यू एजुकेशन पॉलिसी केवल कोर्स में बदलाव नहीं है, बल्कि यह स्टूडेंट्स के कम्पलीट डेवलपमेंट और फ्यूचर के चैलेंजेस से निपटने में सक्षम है.

An Interview

with

DIRECTOR, CDC

on

Steering NEP

Implementation

DIRECTOR, CDC ON STEERING NEP IMPLEMENTATION

PROF. R.K. DWIVEDI
Director, CDC
CSJM University, Kanpur

Purnima Tiwari: At the outset, could you provide us with an introduction to your academic background and your responsibilities within the academic framework of this institution?

CDC Sir: Certainly. I hold an **M.Tech** in **Physics** with a specialization in **Materials Science** from the **Indian Institute of Technology, Kanpur** which I got into through the second-ever GATE examination held in the country, which was a new and evolving system back then. Later, I went on to complete my **Ph.D.** and a **postdoctoral fellowship in Italy**, which added international dimensions to my academic experience. In the years that followed, I took on various academic and administrative responsibilities — including serving as the **Dean of Department of Electrical Engineering** at **IIT Kanpur** — and also contributed to school education at institutions like Westcott School, SPSEC, and Guru Har Rai Academy. These diverse engagements have shaped the way I understand education: it's not just about transmission of knowledge, but about inspiring curiosity, accountability, and continuous self-improvement — both in students and educators.

My teaching journey began in 1988 and spanned over three decades at Christ Church College, Kanpur, where I taught Physics until 2021.

Currently, I serve as the **Director of the College Development Council** at Chhatrapati Shahu Ji Maharaj University (CSJMU). In this role, I oversee and coordinate academic planning, development, and policy implementation across our affiliated colleges, especially in light of recent educational reforms like the National Education Policy 2020.

PT: Would you say that NEP has been understood or misunderstood in some ways— perhaps by the students? What are the common misconceptions about the National Education Policy 2020? That is—what is NEP, and what is it not?

CDC Sir: That's a very relevant question. Whenever any major policy is introduced— especially one as transformative as the NEP—there are bound to be misunderstandings, and I believe that did happen in our case, particularly during the initial phases.

When the implementation began, we took it upon ourselves to hold **workshops across all seven districts** under our university. In each district, we conducted two to three sessions, hosted at affiliated colleges. These weren't just formalities—we formed centres, sent out invitations, and even during the peak of COVID, we made sure those conversations continued. I remember **Suvijna Awasthi ma'am**, who was the **Dean of Innovations** at the time, delivered insightful talks during those early seminars. She helped explain the policy in simple, practical terms.

I joined as Director of the College Development Council on June 1st, 2021, and from the beginning, I was also part of the university's **Core Committee on NEP**. We read through the entire policy document—line by line—and then tried to ensure others could understand it too. But despite these efforts, we did face challenges.

For example, in some colleges, we saw students dropping out, and when we looked closer, we found it was because of a misunderstanding around the three-paper structure. People thought it meant students would have to study three times more than before, which isn't the case at all. It was simply a reorganisation of how subjects were being taught and assessed. But when communication breaks down, assumptions creep in.

Another big area of confusion was around vocational courses. From the very beginning, **28 vocational programs** were permitted—some running for one semester, some for two. But many colleges, especially those that operate with just one faculty or limited resources, didn't really know how to introduce them. We signed formal **MoU**s with several institutions, offered support—but the awareness wasn't always there.

And then there's the digital divide. In many urban slums or rural pockets, students didn't even have phones. So even though vocational content was made available online, it just wasn't accessible to them. That's something we need to address seriously if we want equity in education.

There were also gaps at the administrative level—even something as basic as filling forms under the new NEP structure became difficult for many institutions. Some principals weren't fully aware of how the credit system worked or how courses were supposed to be aligned. And it's understandable—this was all very new, and change takes time.

So yes, I'd say there was definitely confusion and partial understanding in the beginning.

But it's important to remember: NEP is not about adding more pressure or making education harder. NEP is about choice, flexibility, holistic learning, and giving students the freedom to explore both academic and practical paths.

We've come a long way since those early days, but there's still a journey ahead—especially in spreading awareness, building infrastructure, and helping everyone—from principals to students—truly understand what this policy stands for.

PT: Did teachers have a say in how the NEP changes were made?

CDC Sir: To be honest, the NEP brought about a structural overhaul that was largely driven at the national and state levels. Once the policy framework was laid out, our role at the university level—beginning with the **Vice Chancellor** and then all **Deans and academic head**s—was to implement it in alignment with the directives. The syllabus, in many cases, came directly from the government, and as per university regulations, we're allowed to modify or customize no more than 30% of it.

But while the core content was centrally guided, teachers weren't entirely out of the process. We had multiple platforms to discuss and respond to the real-time challenges of implementation. One such initiative was '**Shiksha Manthan**', an internal dialogue series where feedback from faculty across colleges was gathered. From that, we developed two key publications—'**Samadhan**', which documented the problems that arose and practical solutions from the field, and '**Margdarshan**', a guidebook that outlines the way forward. Both were officially released in **September 2023**, and were even presented to the **Hon'ble Governor Ma'am** as part of our commitment to serious, ground-level NEP efforts.

There are many features of NEP that teachers appreciate—particularly the flexibility, the ability for students to choose combinations across disciplines, the option to extend or exit their education without penalty, and provisions like **ABC** (Academic Bank of Credits) and vocational/co-curricular integration. These are powerful ideas *if implemented in the right spirit*.

However, we also face real practical challenges, and this is where teacher voices become crucial.

Another key concern is that the spirit of NEP demands well-trained teachers— ones who are comfortable with interdisciplinary approaches, flexible assessments, and updated syllabi. But in many places, this kind of professional development is still missing. The vision is there, but the ecosystem around it—especially in terms of support and training—needs strengthening.

So to answer your question—teachers were asked for reviews when the policy was drafted, and we are the ones breathing life into it, and our feedback continues to shape how it's evolving on the ground.

Honestly, what the NEP has enabled — the freedom to design, to innovate, to bring real,

hands-on learning to the forefront — that's invaluable. But freedom alone doesn't guarantee success. What we've seen, especially in these early years, is that without a strong sense of direction and accountability, things can fall through the cracks.

People mean well, but the lack of clear responsibilities and follow-up has sometimes led to confusion or even stagnation. The policy gives you the tools — but unless there's a proper framework to ensure they're used well, the impact stays uneven.

One thing I've always believed — and continue to stress — is that preparation is everything. Especially when it comes to teaching and supervising practicals, a teacher has to be one step ahead.

It's not just about reading out a procedure or explaining a concept; you have to internalize it, work through it yourself, and then translate that understanding into something meaningful for students.

The role of the teacher is changing. It's no longer enough to know the subject; one must also know how to teach it well. Especially in the NEP framework, where experiential learning, interdisciplinary approaches, and vocational training are all emphasized — the teacher becomes not just an instructor but a facilitator, a mentor, and a co-learner at times. For that, our own mindset must keep evolving.

It's high time we move away from the idea that once you have a degree, you're done. The best teachers I've met are those who are still learning — from students, from peers, from newer methods, and even from their own past mistakes. That humility, that willingness to improve — that's what makes a teacher effective. And in the end, it's the students who benefit the most.

PT: You mentioned earlier that a shift in approach is needed. If I may ask — what exactly is the change required in the teaching approach or academic attitude today? What needs to evolve, and in whom — the teachers, the students, or both?

CDC Sir: Yes — what we really need is a shift in the academic attitude, the approach both teachers and students bring to the classroom and the lab. It's about mindset. You see, it's not just about finishing the syllabus or meeting exam deadlines. It's about cultivating responsibility, seriousness, and a sense of intellectual ownership.

PT: Would you say that a change in academic attitude—among both students and teachers—is essential for NEP to truly succeed? What kind of initiatives could help shape such an environment?

CDC Sir: Absolutely. The success of NEP, or any policy for that matter, doesn't rest solely

on documents and directives—it depends on the awareness and attitude of those involved. We need what you might call a *jagruk samaj*, a more alert, informed, and accountable academic society. Policies can provide direction, but it's the people who implement them—teachers, administrators, students—who give them life.

One important step would be to create accountability frameworks that are district-specific and inclusive of local needs. For instance, vocational courses tailored to regional industries can better engage students.

But this only works if students understand their role too—if they recognise that their own learning and participation matter. As they say, *gyaan jitna baanta jaaye, utna badhta hai*—knowledge grows when it is shared, when it is actively circulated.

On the teaching side, I believe we must invest more in faculty development—not just in terms of qualifications, but pedagogy. Institutions like IISER Pune are already conducting pedagogy schools focused on how to teach effectively. Such models should be emulated across the country.

It's about nurturing a teaching community that's reflective, constantly learning, and open to evolving alongside the students they serve.

Ultimately, what the NEP calls for isn't just a change in curriculum or structure—it's a shift in our educational culture. That means rethinking our roles. Teachers need to move beyond the syllabus and become facilitators of inquiry; students must learn to see education as a lifelong engagement, not just a degree. This change in mindset—or rawaiyya, if you will—is gradual but necessary. If we can encourage reflection, dialogue, and mutual accountability at every level, the policy won't just remain on paper. It will begin to live, breathe, and evolve within our classrooms, our institutions, and our communities.

From the Desk of the DEANS...

FROM VISION TO ACTION – DEAN, STUDENT WELFARE

PROF. ANSHU YADAV
Dean, Student Welfare
CSJM University, Kanpur

Purnima Tiwari: To start with, could you share a little about your role as the Dean of Student Welfare — what responsibilities and areas do you oversee in the day-to-day life of students?

Dean, Student Welfare: I've been a part of **Chhatrapati Shahu Ji Maharaj University** since **2004** and have served in various capacities over the years. I've been a professor here for the past **10 years**, and before taking up the position of **Dean of Student Welfare** in **June 2025**, I held several administrative roles. I've also served as the Dean of Projects during my time here.

As the current DSW, my responsibility extends to every aspect of student welfare outside the academic curriculum. While scholarships are a key component of the role, my duties also cover sports, cultural activities, and general student well-being. Essentially, I engage with everything that supports the holistic development and welfare of students.

In addition to this, I chair the **Internal Complaints Committee**, which was constituted under UGC guidelines. This committee addresses issues related to harassment on campus, particularly those concerning female students. And alongside all these responsibilities, I continue my academic engagement as a professor at the School of Business Management — something I remain fully committed to.

PT: So, before NEP began to take shape, how was student welfare typically structured — and what was your involvement in those early stages of the policy?

Dean, Student Welfare: When NEP 2020 was first introduced, it was more about laying down a broad vision for educational reform across the country. At that stage, our work

was about interpretation and preparation. Uttar Pradesh, I believe, was among the first states to take the initiative seriously.

The government constituted a **Steering Committee for Higher Education**, tasked with reviewing the policy recommendations and shaping a state-level framework for implementation. I was fortunate to be nominated to that committee, which included around 15–16 members drawn from both government and private universities — including representatives from Lucknow University, Meerut University, Galgotias University, and others. Distinguished members included **Prof. Poonam Tandan**, now Vice Chancellor of Gorakhpur University, and **Professor Y. Vimla**, who also went on to become the Vice Chancellor in the state.

This work was happening during the COVID-19 pandemic, so much of our engagement was virtual. The committee operated under the leadership of **Mrs. Monica S. Garg**, the then **Additional Chief Secretary (Higher Education) (ACS)**, and met regularly to discuss how NEP's ideas could be translated into concrete academic and administrative steps. Eventually, our recommendations resulted in **Government Orders (GOs)** being issued — guidelines that were circulated across universities to guide early implementation.

At the university level, **Professor Neelima Gupta**, our then Vice Chancellor, was very forward-thinking about NEP. She encouraged me to lead NEP-related activities on campus and also recommended my name for the state-level committee. We began by organizing a series of orientation programmes and awareness seminars.

Since the policy document is quite extensive — nearly 400 to 500 pages — it was important to communicate its key ideas in a simpler, more accessible way. Our aim was to make sure that all stakeholders — faculty, staff, and college administrators — could grasp what NEP actually proposed and how it would affect higher education.

When **Prof. Vinay Kumar Pathak** took over as **Vice Chancellor**, he brought renewed momentum to NEP implementation. He had been part of the NEP Core Committee at the state level in Lucknow and was fully committed to moving forward without delay. At that time, I was appointed as the **Dean of Academics**, and with over **800 affiliated colleges** under our university, the scale of the task was immense.

Initially, I was hesitant. I remember telling him, "Sir, let's wait. Let's see how others handle this first." But he was determined: "*We have to do it.*" And his confidence gave the whole effort direction.

We then launched into a phase of **intensive engagement with college principals** — holding multiple meetings, Q&A sessions, and presentations. Our goal was to break down the NEP's core features into understandable, actionable steps. There were many doubts initially, particularly about curriculum changes, credits, and how flexibility could work in practice.

Our role was to clarify, guide, and support. We created simple, clear presentations and

focused on making the expectations from colleges as practical as possible. These sessions helped us establish a foundation for coordinated implementation across the university and its vast network of colleges. In short, while the early phase wasn't directly about student welfare, it laid the institutional groundwork for a more flexible, responsive, and student-centric system — which is now slowly beginning to take shape.

PT: So given all these efforts, would you say the NEP vehicle has started moving smoothly? Or are we still in the gears-and-gravel stage? Has it been a real change in people, or do you think it's more of a structural implementation without deeper shifts?

Dean, Student Welfare: Yes, there has definitely been a shift — not just structurally, but in the mindset too, although that part takes longer. I mean, before NEP, colleges followed an annual system of examination. Changing that — bringing nearly 800 colleges under the semester system — was one of the biggest challenges we faced. Imagine asking colleges to completely overhaul their examination framework within a month. The semester system has its own pace, demands, and rigor. Conducting exams once a year is very different from managing them every 6 months — especially when you're spread across 7 districts with more than 10 lakh students.

Transparency in examination is non-negotiable. And managing that scale, ensuring there are no paper leaks or procedural lapses — that was a mammoth task. But we took it head-on. There was resistance, yes, and a lot of confusion. But we encouraged open dialogue. We told colleges: "We're not here to impose. We're here to guide. We'll walk with you, step by step." And that created a sense of trust.

The constant support of **Prof. R.K. Dwivedi, Director of the College Development Council** throughout the process was certainly of huge help . We jointly conducted sessions, answered every doubt patiently, and offered individual guidance whenever needed. That personal connection made a difference.

Having prior administrative experience as Dean Academics — and as Dean Student Welfare — helped me understand not just the policy on paper but also the intentions behind it. I had been involved in policy conversations at the state level, so I knew the roots of many of the government orders. That background allowed me to contextualize and communicate the changes more effectively to colleges.

Now, *has the NEP engine started running?* Yes — but with bumps and pauses. Any new policy brings challenges. But should that stop us from moving? Absolutely not. Challenges exist in every field. If we have clarity of purpose and belief in what we're trying to achieve, we can overcome anything.

And here, I had the full support of our Vice Chancellor, which made all the difference.

His presence ensured we never just followed others — we led. We were always among the first to implement new recommendations under NEP. That's something I take pride in.

Technological transformation was another pillar of change. Thanks to the leadership and vision of our Vice chancellor—a person with a computer science background—we had already started shifting from manual systems to digital platforms even before Samarth was formally introduced. Our own admission portal was already live and working well. That digital readiness made the Samarth transition smoother for us compared to others.

Of course, people raised concerns. Shifting to a new portal, managing new systems — it's always intimidating. But I often remind them: "Remember COVID? Before that, I didn't even know how to use Zoom or Google Meet. But necessity teaches us." Now, I can confidently say I handle technology with ease.

In fact, I believe our faculty at Chhatrapati Shahu Ji Maharaj University is more technologically adept than many other universities. And that's not an empty boast — it's something we witness when we attend inter-university meetings. We've embraced change, even when it was difficult, even when age and habit made it hard.

So, has NEP been perfectly smooth? No. But has it propelled us into a new direction? Definitely. We've worked hard, and the outcomes speak for themselves. Looking back, there's no regret — only pride that we faced each challenge with conviction, and moved forward as a university.

PT: Let's shift focus to the students. With the NEP introducing a multidisciplinary approach and an expanded pool of choices, do you think students are swimming confidently—or are some sinking?

Dean, Student Welfare: I don't believe they're sinking at all. But swimming, as you know, requires skill. Only those who've learned how to swim—or who have the energy and focus—can make it across. That's the essence of the challenge. The idea now is: you must keep swimming, moving from one shore to another. And that takes awareness, direction, and energy.

The NEP gives students an enormous level of flexibility. You could start a course, accumulate credits, pause due to unforeseen circumstances, and then return—even four, five, six years later—and resume where you left off. That's unprecedented.

Still, many students—and I say this with concern—struggle not because of the NEP, but because they're unsure of what they want. The NEP isn't creating confusion; the confusion lies within the person. After Class 12, some students haven't given much thought to what truly interests them. More often than not, decisions are driven by peer expectations.

In our education system, this misalignment leads to students entering programs they lack passion or aptitude for. Earlier, that meant being stuck. Now, there's an exit door and

multiple re-entry points. You can do a short-term certificate or pursue a longer degree. That freedom, that breadth of options—it's a major shift. But with choice comes responsibility. Just like in a market flooded with brands, students must learn how to choose what fits them. NEP offers multiple avenues, but you must choose what works for your aptitude, goals, and situation. And no two institutions are the same. The NEP framework is versatile, but implementation must be context-sensitive.

NEP has also enabled concurrent degrees. The UGC now allows students to pursue two degrees at the same time—one online, one offline. This would have been unimaginable a few years ago.

I believe criticism often comes from a lack of understanding. People don't fully grasp what the NEP aims to do. If you understand the opportunities and are proactive in using them, you'll find very little to complain about.

We've resolved nearly 90% of earlier issues—like result compilation and semester examination delays. At least one full batch under NEP has graduated, and we're seeing progress with each new group. Students are gradually adapting to the format—choosing electives, learning to navigate the modular structure.

The possibilities are vast, but ultimately, it's up to the students to seize them. The NEP is an ecosystem of opportunities. The best ones won't come to you—you have to swim toward them.


PT: Any final message you'd like to leave us with?

Dean, Student Welfare: Yes. Educational policies need revision over time. It's not just about NEP 2020—we've had policies in the past too. But most people won't remember what impact those had. This time, though, people are noticing. That in itself is a sign that something meaningful is happening.

No policy can last 50–60 years unchanged. We need regular updates—maybe every three years. The job market is evolving, skill demands are shifting, and our education policy must respond to that. Otherwise, our students risk becoming unemployable. This particular shift under NEP may have felt drastic, but from here onward, even gradual updates will keep us in tune with real-world needs. That's the goal. And I believe we're headed in the right direction.

PROGRESSION THROUGH NEP 2020 UNDERGRADUATE PROGRAMS, WITH ALL THE MULTIPLE ENTRY AND EXIT OPTIONS
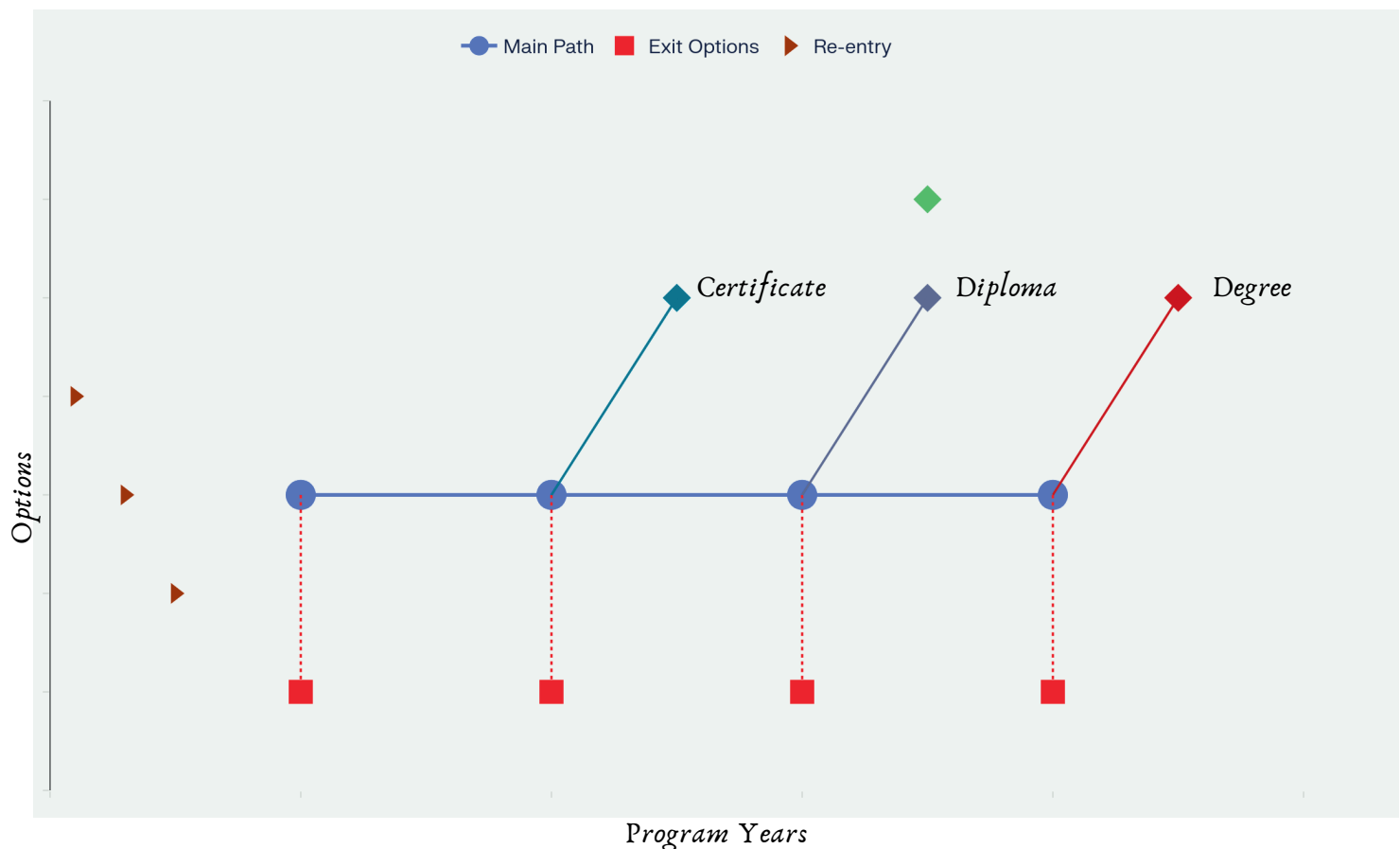
SHAPING ACADEMIC TRANSFORMATION UNDER NEP 2020-
MESSAGE FROM THE DEAN ACADEMICS

PROF. BRISHTI MITRA
Dean, Academics
CSJM University, Kanpur

The National Education Policy 2020 has invited universities across the country to revisit long-held assumptions about academic structures, pedagogy, and the purpose of higher education itself. At CSJMU, this invitation has been met with thoughtful engagement and steady implementation.

Over the past five years, our academic community has taken meaningful steps to introduce reforms that not only align with NEP objectives, but also respond to the specific needs of our students and faculty. Whether it is the shift to a major–minor course structure, the inclusion of interdisciplinary electives, or the integration of technology-enabled learning platforms, our approach has been shaped by both policy guidance and practical realities.

The academic reforms under NEP have encouraged deeper collaboration between departments, more flexible learning pathways for students, and a renewed focus on foundational values and skill development. These transitions have required ongoing dialogue, training, and institutional support—and the willingness to evolve.

I am grateful to the faculty, academic coordinators, and administrative teams who have played a central role in this process. As we continue to strengthen our alignment with the policy, we remain committed to ensuring that the changes we make are thoughtful, inclusive, and sustainable.

A JOURNEY OF FIRSTS-
MESSAGE FROM THE ASSOCIATE DEAN ACADEMICS


DR. ANSHU SINGH
Associate Dean (Academics),
NEP nodal officer, NEP SAARTHI Coordinator

Since 2022, I have been closely involved in implementing the National Education Policy at CSJMU, primarily in my role as Associate Dean (Academics). This position allowed me to be part of the academic reforms, from curriculum restructuring to introducing interdisciplinary learning and credit-based flexibility. We spent long hours into making the new codes, planning the minors, and ways to keep it as democratic as possible. In this I got constant support from our h'ble Vice chancellor sir and my seniors, Prof. Rolee Sharma, Prof. R.K Dwivedi, Prof. Brishti Mitra, and Prof. Anshu Yadav.

Alongside this, I also took on responsibilities as the NEP Nodal Officer and SWAYAM SPOC, which allowed me to connect policy with practice—promoting digital learning, enabling MOOC integration, and ensuring our students and faculty benefit from the new opportunities under NEP. The constant data engagement that NEP has with the government is fascinating. Currently, I am also the NEP SAARTHI Coordinator, that helps me engage with students, who are the major stakeholders. of the policy. This was the journey of various firsts: the first university to launch new codes, the first university to pass out a batch of NEP students, sometimes 1st and currently second in the state for SWAYAM registrations. These were the result of constant engagements with leaders and implementing agencies at various levels. These combined roles have given me a well-rounded experience in driving change, and it has been rewarding to see CSJMU steadily emerge as a frontrunner in NEP implementation.
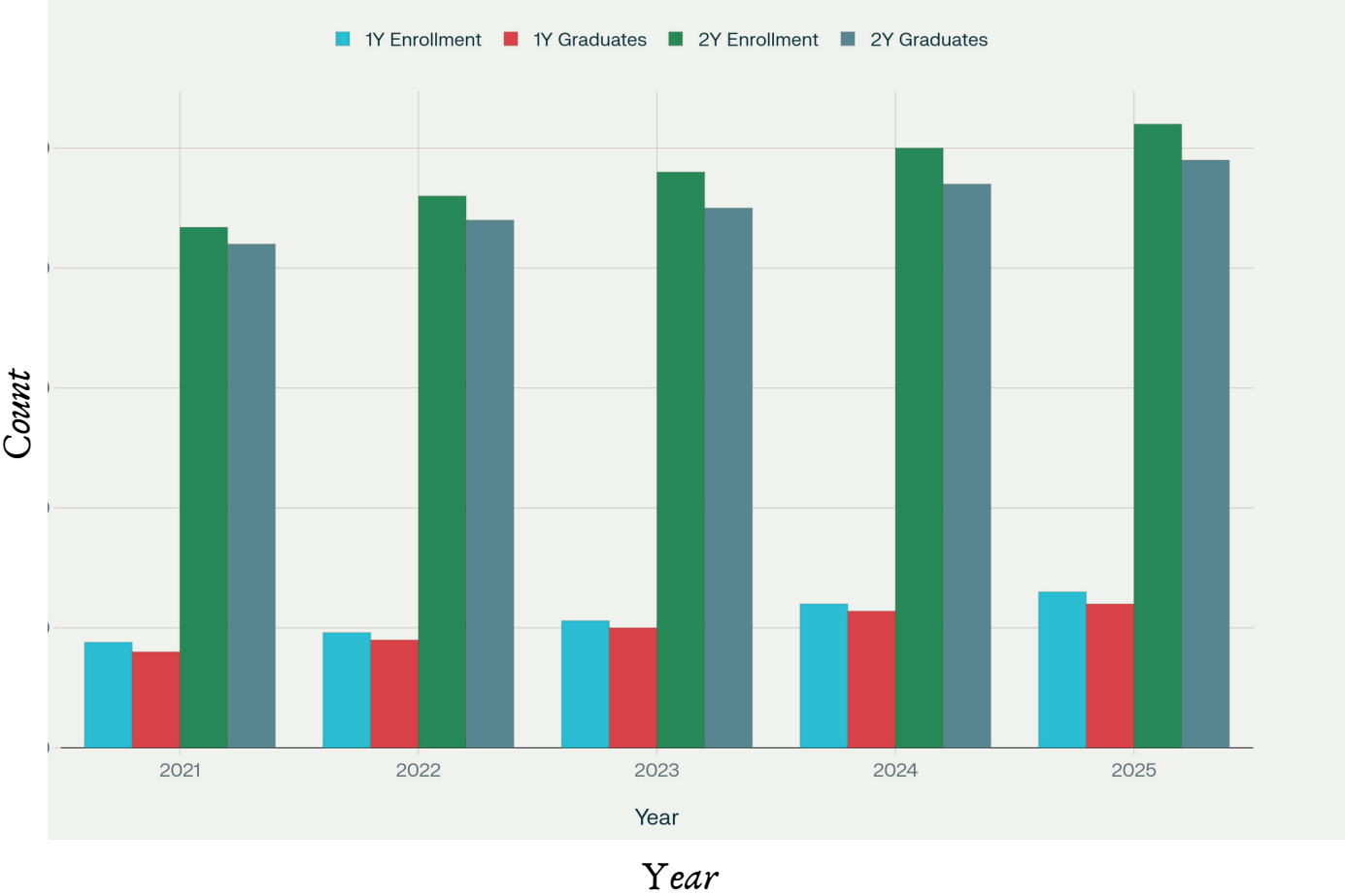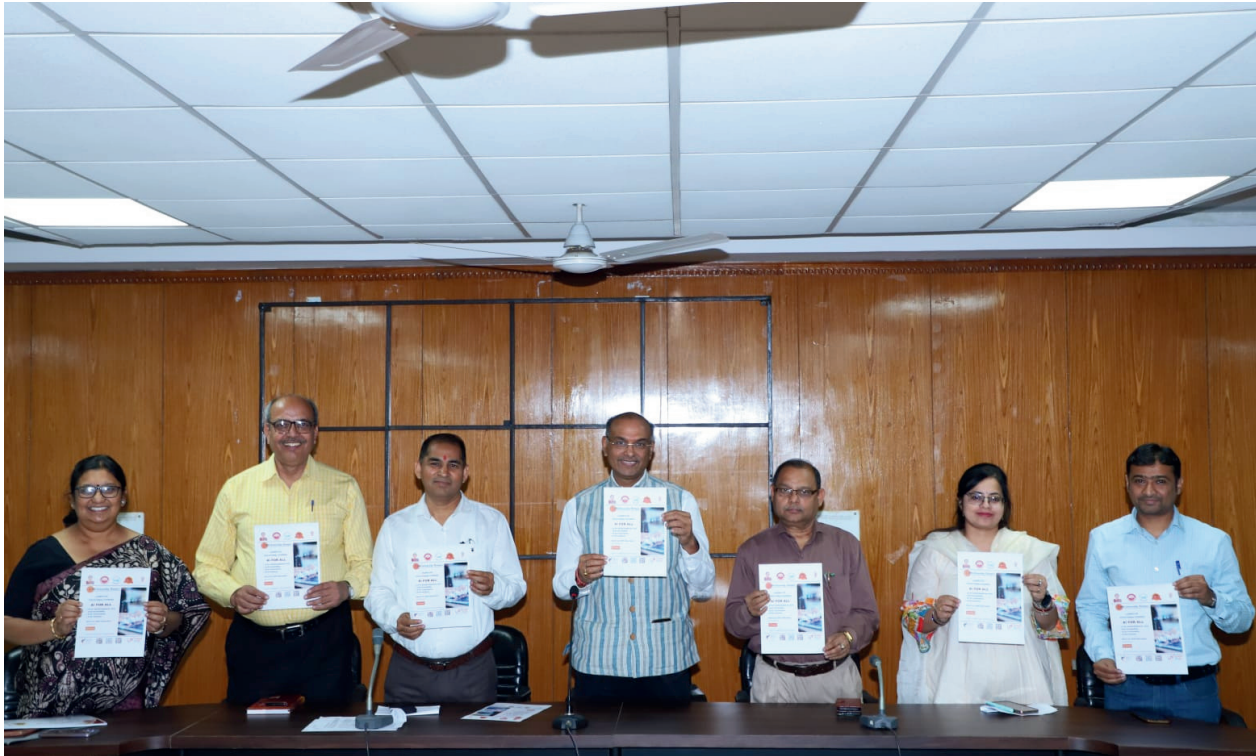
STUDENT ENROLLMENT GROWTH AT CSJMU

12,000+

2021-22

2022-23

2023-24

2024-25

2025-26
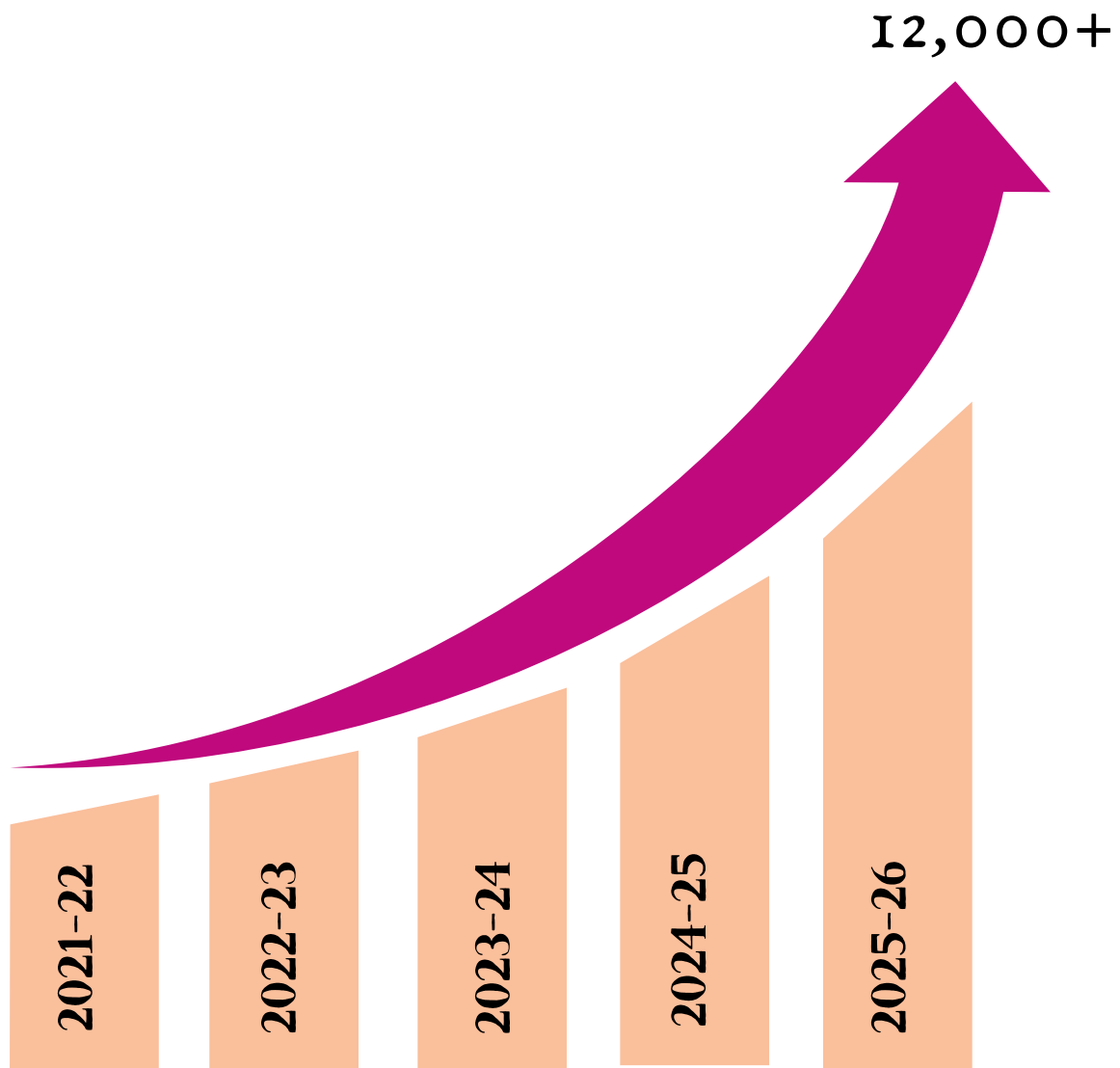
MASTER'S ENROLLMENT & GRADUATION STATISTICS

NEP

through the

Teachers' Lens

PSYCHOLOGY & ACADEMIA- DR. PRIYANKA SHUKLA

DR PRIYANKA SHUKLA

**HOD, Department of Clinical Psychology
CSJM University, Kanpur**

To begin with, could you briefly share your journey in the field of psychology and your current role within the department?

HOD, Psychology: To begin with, my journey in the field of psychology started as a Clinical Psychologist, where I had the opportunity to work closely with individuals dealing with a wide range of psychological and emotional challenges. Those early years of clinical practice not only deepened my understanding of mental health but also strengthened my commitment to contribute to this field in a more holistic way. Over time, I expanded my work into teaching, training, and research, with a focus on preparing future professionals who can serve society with competence and compassion. At present, as the Head of the Department of Clinical Psychology, my role is to provide academic leadership, guide curriculum development, mentor students and faculty, and ensure that our department continues to grow as a hub for quality education, research, and clinical training.

Since the implementation of NEP, have you noticed increased collaboration between psychology and other academic disciplines at your institution?

HOD, Psychology: Yes, I have observed more collaboration, particularly with law, social sciences, and even health-related fields. Psychology is increasingly being recognized as a bridge discipline, which allows for discussions around mental health, well-being, and human behavior to enter other academic spaces. This aligns with the NEP's emphasis on interdisciplinarity.

With greater autonomy and flexibility now available to students, do you think that they are swimming or sinking in this pool of opportunities?

HOD, Psychology: It's a mixed picture. While many students are thriving with the freedom to choose diverse subjects, some do feel overwhelmed and confused due to lack of proper guidance. The ones with better mentoring and clarity seem to be swimming, while those without adequate support and lack of intrinsic motivation risk sinking.

Have there been any noticeable changes in what students are choosing to study or how they engage with their courses?

HOD, Psychology: Yes, students are showing more curiosity beyond their core subjects. For instance, psychology students are exploring areas like criminology, forensic, law, management, etc. Their engagement has also shifted—they now look for practical applications, skill-based learning, and real-life relevance rather than just theoretical knowledge.

What kind of support or changes would you like to see going forward to help departments adapt better to this new system?

HOD, Psychology: I would like to see stronger academic advising systems, capacity-building for faculty to handle multidisciplinary teaching, and more structured career guidance for students. Also, more institutional support in terms of collaborations with external organizations would help in making this flexibility truly meaningful.

FROM STATIC SYLLABI TO LIVING COURSES-
DR. POOJA SINGH

DR. POOJA SINGH
Assistant Professor
CSJM University, Kanpur

Purnima Tiwari: To begin with, ma'am, could you please introduce yourself for our readers—tell us a little about your academic journey, your areas of interest, and your role at the university?

Dr. Pooja Singh: I am Dr. Pooja Singh– working as an Assistant Professor in the Department of Economics, under the umbrella of School of Arts, Humanities and Social Sciences (SAHSS). I have been associated with the department since October, 2021 as a faculty member. We were fortunate to have begun implementing the National Education Policy (NEP) from the very outset of our program.
I am looking after the Economics department as a coordinator and we offer- MA Economics, BA Hons Economics– which also lie under the umbrella of the National Education Policy (NEP) 2020.

PT: What did academic freedom mean to a teacher before the implementation of the NEP?

Dr. Pooja Singh: Academic freedom, for a teacher—even before NEP—meant having the autonomy to deliver content in their own way. Yes, the books and syllabus were prescribed, but the manner of delivery, the teaching methodology, and the personal intellectual input brought into the classroom—that was where freedom existed. A faculty member could structure their classroom based on their own understanding, mental space, and connection with the students. So, yes, academic freedom existed even before NEP. Things were

working then too, but now they are working in a more evolved and structured manner. With NEP, one of the major changes has been the push towards interdisciplinarity. Earlier, that was not a part of our structure. Now, students from one discipline can freely explore another—this has opened up academic spaces significantly.\

PT: How would you define academic freedom from both a teacher's and a student's perspective?

Dr. Pooja Singh: From a student's point of view, academic freedom is the liberty to pursue subjects of genuine interest, not those imposed by societal expectations or parental pressure. When a child chooses a path aligned with their passion and curiosity, that's real academic freedom. Unfortunately, many students have historically been compelled to pursue degrees dictated by their parents' aspirations, not their own.

From the teacher's perspective, academic freedom is found in the alignment of one's teaching responsibilities with their intellectual interests. For example, I have a background in both economics and management. When I'm assigned courses that I'm passionate about, it doesn't feel like work—there's joy in teaching. But of course, sometimes due to staffing shortages or scheduling conflicts, we have to teach outside our area of interest. That too becomes a learning journey. You're pushed to revisit topics, restructure knowledge, and engage with them afresh. So even in constrained situations, there is potential for growth—but the ideal scenario is when faculty and content are in sync.

PT: Has NEP helped create more of that sync?

Dr. Pooja Singh: Absolutely. NEP has facilitated interdisciplinarity like never before. Now, a mathematics student can opt to study economics, or a psychology course, or philosophy. These were not options earlier. NEP allows such mobility, and this is a big leap.

In addition, the inclusion of Ability Enhancement Courses and Skill Enhancement Courses has made a real difference. These courses ensure that students are not just focused on rote learning or textbook knowledge. They are learning by doing, developing hands-on experience. Earlier, students were largely limited to theory; now, we are cultivating practical abilities—essential for both employment and personal development. The Ability Enhancement Courses have given a pathway to the students to approach the Competitive Exams too.

PT: Do you think students today are swimming or sinking under NEP?

Dr. Pooja Singh: I believe they are swimming. They have choices. They can now differentiate between "employment" and "employability"—a very important distinction.

Earlier, students were boxed into a narrow set of career paths. For instance, a biology student had only a few visible options. Now, there's a wide array of diploma, degree, and research pathways open to them.

Importantly, students now understand that what they're studying can be directly relevant for competitive exams and career building. For instance, when a student completes an honors program in economics, they often find that the CUET (PG) syllabus mirrors much of what they've already studied. So their regular coursework doubles as preparation.

Another strength of NEP is that it's helping the government forecast labor supply. With a clear picture of how many students are in specific courses, the government can estimate the workforce pipeline—a great tool for national planning.

PT: If you had a magic wand to add something to NEP, what would that be? Any shortcomings in implementation you'd like to address?

Dr. Pooja Singh: Honestly, I feel implementation is going fairly well—at least in our university. When it comes to major-minor combinations under the honors system, I've personally worked on building structures where students can pick combinations that suit their career and interest. If a student selects a major in language, they're offered appropriate minors, and similarly for science or social science majors.

The choices are there, and students are making good use of them. They're enjoying the learning, understanding career prospects early, and managing their time efficiently.

Unlike earlier times, when students would complete a degree and then go for separate coaching, now they are streamlining their efforts. Their coursework already supports competitive exam prep. That's a major shift.

PT: In just two or three years of NEP's rollout, can we really assess its impact?

Dr. Pooja Singh: Not fully. I believe it will take at least ten years to truly understand its long-term effect. Two batches have graduated under the NEP framework from our university, and we can already see encouraging signs. But meaningful assessment needs time. Let's give it another three to five years and observe. My hope is that it will yield transformative outcomes—for students, teachers, and institutions alike.

What lesson has NEP taught that no textbook ever could?

Dr. Pooja Singh: It taught me to think beyond the textbook. Earlier, you would pick a single book and teach from it. Now, course outcomes and program outcomes are guiding our

approach. We think in terms of what the student should gain—both immediately and long-term, that is, point of time and also, the period of time!

Take microeconomics, for example. It's no longer just about definitions and diagrams. The question is: what skills and insights will students walk away with after this course, in the context of today's world? That thinking was not cultivated by textbooks—it's the NEP that has encouraged this shift. Syllabus creation has become more dynamic. We compile insights from multiple sources, building a vibrant, living document for teaching.

This kind of compilation and holistic approach was something I had seen earlier in professional programs. Now, it has entered general education as well. That's a huge positive.

PT: Do you remember the first moment when you truly felt NEP was working? The first 'ripple'?

Dr. Pooja Singh: Yes. In HR, we speak of ripple effects—a change somewhere leaves an impact elsewhere. When you bring in a new policy, something from the old gets left behind, and something new steps in. That transition moment was very real for me. We retained the positive aspects of the older system and integrated them into NEP while letting go of the parts that weren't working.

The first big ripple I felt was interdisciplinarity. Then came emphasis on Gandhian economics, vocational training, and hands-on learning. We're now expected to focus on dexterity, on technology, and on the holistic development of students and the institution. Ultimately, this is about preparing not just learners, but contributors to the nation's GDP.

PT: Any final message for students?

Dr. Pooja Singh: You're doing well. You came here, asked questions, and gave me a chance to reflect. That's important. As academicians, we also need opportunities to articulate what we feel—and today, I got to do that. Academic freedom isn't just in what we teach, but in having the space to think, reflect, and grow alongside our students.

One last thing—about internal and external assessments. The 75:25 mark split (externals to internals) has brought much-needed accountability. Earlier, students would skip classes, appear for finals, and move on. Now, attendance matters. Class participation matters. Students have to show up, and that makes all the difference. Coaching happens inside classrooms now, not outside. And that's a change we owe to NEP.

Chhatrapati Shahu Ji Maharaj University, Kanpur
(Formerly Kanpur University)

Organizes

Two-Days Hands-on
Workshop
on
Building Moodle based LMS

moodle

JAN 19-20 2024 | 10:30 AM Onwards

Core Lab (Ground Floor)
Department of CSE @ UIET

Inspiration
Smt. Anandiben Patel
Hon'ble Chancellor & Governor
Uttar Pradesh

Chief Patron
Prof. Vinay Kr. Pathak
Hon'ble Vice Chancellor
CSJM University, Kanpur

Resource Person
Mr. Abhishek Nagar
System Manager
IET Lucknow

Patron
Prof. Sudhir Kr. Awasthi
Pro Vice Chancellor
CSJM University Kanpur

Dr. Anil Kr. Yadav
Registrar
CSJM University Kanpur

Organizers
Prof. Anshu Yadav
Director @ School of business Management
CSJM University, Kanpur

Prof. Rabins Porwal
Head @ Dept. of Computer Application
CSJM University, Kanpur

Dr. Anshu Singh
Department of Life Long Learning & Extension
CSJM University, Kanpur

NEP:

The Implementation Story

NEP IMPLEMENTATION AT CSJMU

Constitution of NEP Implementation Committees

Integration with National Platforms

Administrative & Examination Reforms

Development of NEP-Aligned Academic Policy Documents

NEP IMPLEMENTATION AT CSJMU

Training & Orientation for Faculty & Administrators

Curriculum Restructuring Workshops

Monitoring & Feedback Mechanism

PROMOTION OF INDIAN KNOWLEDGE SYSTEMS

In alignment with the National Education Policy (NEP) 2020, Chhatrapati Shahu Ji Maharaj University (CSJMU) has taken significant steps to meaningfully integrate Indian Knowledge Systems (IKS) into its academic ecosystem. This integration is reflected through curriculum revisions, dedicated centres, and the launch of IKS-centric courses.

1. CURRICULAR INTEGRATION:

Departments across disciplines have revised syllabi to include elements of Indian epistemologies, ethics, and indigenous sciences. Students of Law, Science, Management, and Humanities are now engaging with Indian perspectives on governance, health, and philosophy.

2. CENTRES FOR IKS PROMOTION:

- Deen Dayal Shodh Kendra promotes interdisciplinary research rooted in Gandhian thought, rural development, and Indian socio-cultural traditions.
- Geeta Shodh Peeth focuses on philosophical and ethical inquiry through the Bhagavad Gita, encouraging scholarship from an Indian perspective.

3. LINGUISTIC INCLUSIVITY:

In line with NEP's language policy, CSJMU has taken steps to translate revised syllabi into Indian languages to improve accessibility and promote linguistic diversity. This initiative supports regional learners and reasserts the academic legitimacy of Indian languages in higher education.

4. ACADEMIC ENGAGEMENT AND PUBLIC

Conferences and student seminars on Indian Knowledge Systems have been conducted at both university and departmental levels and the university is collaborating with national IKS bodies and traditional scholars to expand both curriculum and research dimensions.

5. IKS-ORIENTED PROGRAMS:

Academic offerings include:
- Diplomas in Karmkand
- Certificate course in Jyotirvigyan
- M.A. in Hindu Studies
- PG Diploma in Vastu Shastra

IKS EVENTS
PHOTO GALLERY
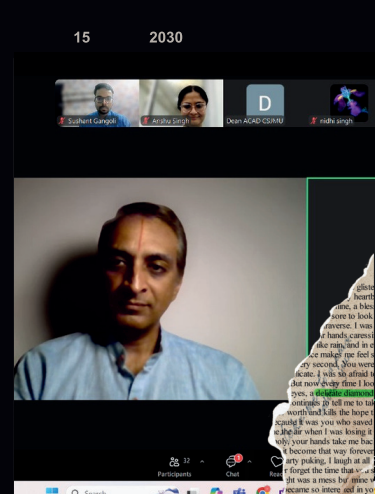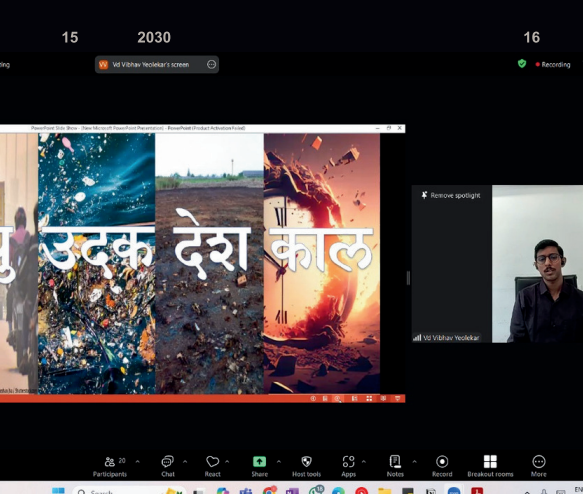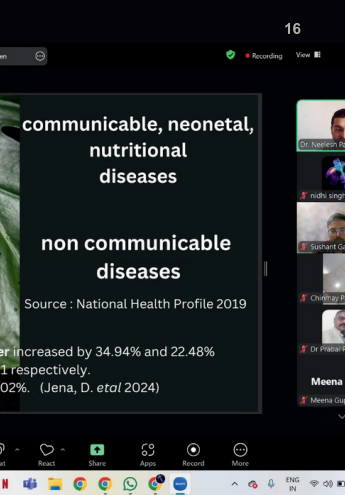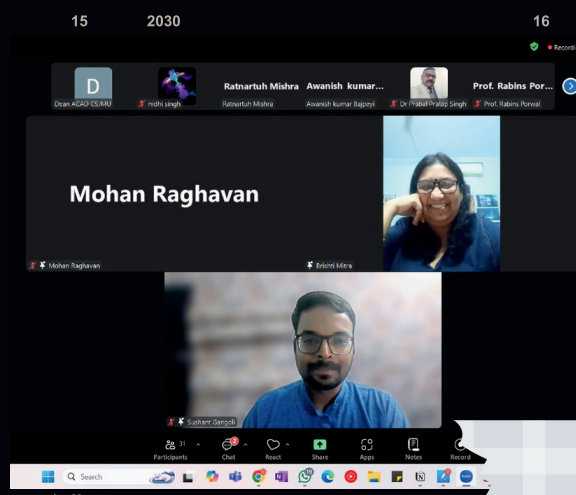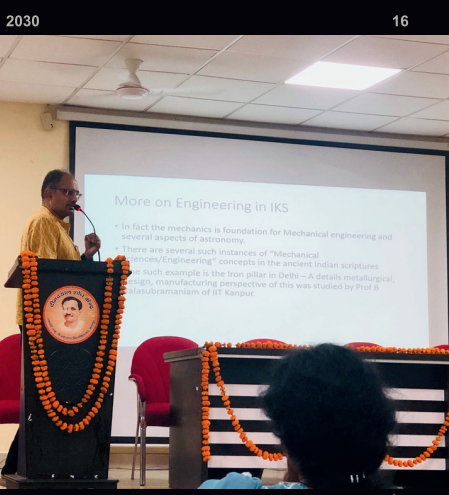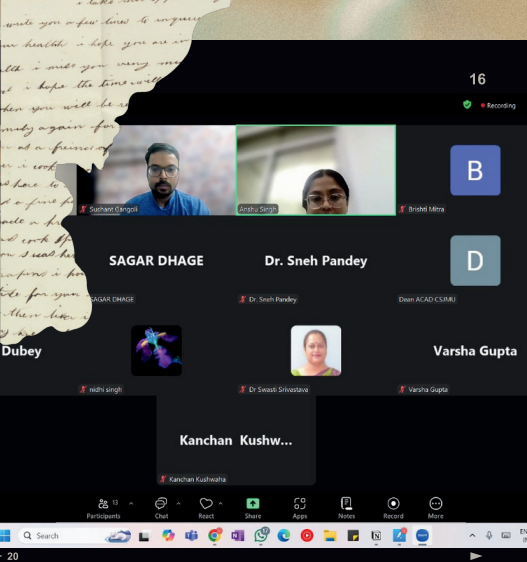
USE OF TECHNOLOGY-ENABLED LEARNING PLATFORMS

Recognizing the growing importance of digital innovation in higher education, the university has taken significant steps to integrate a wide array of technology-based resources that support interactive learning, enhance faculty delivery methods, and streamline academic processes for students and staff alike.

1.

E LEARNING PORTAL:

CSJMU has successfully adapted SAMARTH-MOODLE at its official e learning portal. All the teachers have uploaded the course materials on the platform. The portal is also used to take Quizzes and exams.

2.

BLENDED AND HYBRID LEARNING:

Departments have adopted blended learning models combining classroom teaching with digital content. Faculty utilize smart boards, Google Classroom, LMS, Zoom, and presentation tools to support interactive and continuous learning.

3.

DIGITIZED ACADEMIC SERVICES:

The university has streamlined processes through online systems for admissions, fee payment, examinations, and issuance of digital mark sheets and transcripts. Student dashboards enable real-time access to attendance, performance, and registration data.

**4.**

NATIONAL DIGITAL INTEGRATION:

Students are encouraged to enroll in online credit courses through SWAYAM and access MOOCs for specialized knowledge. This ensures exposure to quality content created by premier institutions and bridges educational resource gaps.

5.

SMART INFRASTRUCTURE:

All classrooms are equipped with smart boards, AV tools, and high-speed Wi-Fi. Campus-wide access to digital portals is supported by trained technical staff to ensure seamless hybrid delivery.

ARTIFICIAL INTELLIGENCE MISSION AT CSJMU

In alignment with NEP 2020's vision of integrating emerging technologies into higher education, Chhatrapati Shahu Ji Maharaj University has launched a focused AI Mission, aiming to make Artificial Intelligence (AI) education accessible, interdisciplinary, and practically relevant across disciplines.
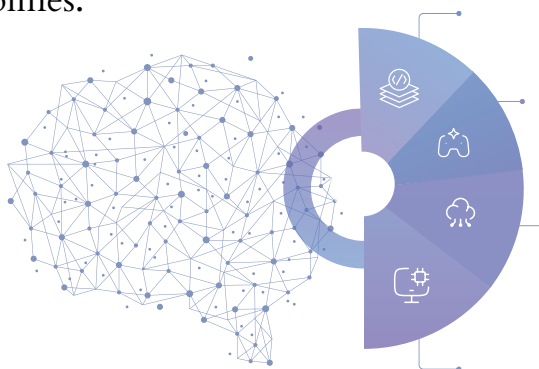
- Advanced Student Training in Artificial Intelligence, Machine Learning, and Data Science conducted in collaboration with IFCAET, IIT Kanpur (2023–24), equipping 1477 students in the University campus with cutting-edge skills.

- Industry-linked Training: Training of 151 students in Data Science under the Digisaksham scheme of the Government of Uttar Pradesh, in partnership with Microsoft (2023–24).

- Faculty Development: Specialized training for 26 faculty members in AI, ML, and DS in collaboration with IIT Kanpur (2023–24), ensuring academic preparedness to deliver quality AI education.

- Cybersecurity training was provided in collaboration with C3iHub, IITK benefiting 16455 students across campus and affiliated colleges and 84 faculty members.

- Cybersecurity Expertise: Launch of a cybersecurity training programme in collaboration with IIT Kanpur (2024–25), addressing one of the most critical domains of digital readiness provided to students as a vocational course benefiting 94931 students across the university campus and affiliated colleges.

- AIU-CSJMU-AADC: Establishment of the Artificial Intelligence and Advanced Data Science Centre with funding support from the Association of Indian Universities (AIU). This centre has already trained 267 scholars, personnel, and teachers in advanced domains of AI and Data Science (2024–25).

- Training 206 faculty members in Agentic AI through a collaboration with Gignaati (May-June 2025)

- Curricular Integration of AI: Introduction of AI for Creative Writing (503 students), AI for Social Science, AI for Science, and AI for Commerce as compulsory vocational courses (3 credits) for all NEP-based programmes across the University campus and affiliated colleges (2024–25). 2,50, 677 (BA, B.Sc, B.Com 2nd and 4th Semester).

- Scaling AI for All: Launch of "AI for All" and "Cybersecurity" compulsory courses (3 credits) for all undergraduate students across disciplines, to be rolled out from the academic year 2025–26.

- Future Enrolments: Enrolment of 1,10,000 students in Cybersecurity courses is scheduled from 2025–26, ensuring widespread integration. More than 1,30,000 students are expected to join AI for all Vocational Course, making it one of the most successful vocational courses in the University.

- Industry Partnership with Altair (Siemens): Signing of an MoU with Altair (Siemens) to provide free access to advanced data science and analytics software for all students of the University and its affiliated colleges.

APPRENTICESHIP EMBEDDED DEGREE PROGRAMME (AEDP) AT CSJMU

APPROVAL OF AEDP – FIRST ACADEMIC COUNCIL 2025

In compliance with the instructions of the Government of Uttar Pradesh, the proposal for initiating the Apprenticeship Embedded Degree Programme (AEDP) was placed before the First Academic Council Meeting of 2025 of Chhatrapati Shahu Ji Maharaj University.

Decision:

The proposal was approved unanimously by the Academic Council with the following resolutions:
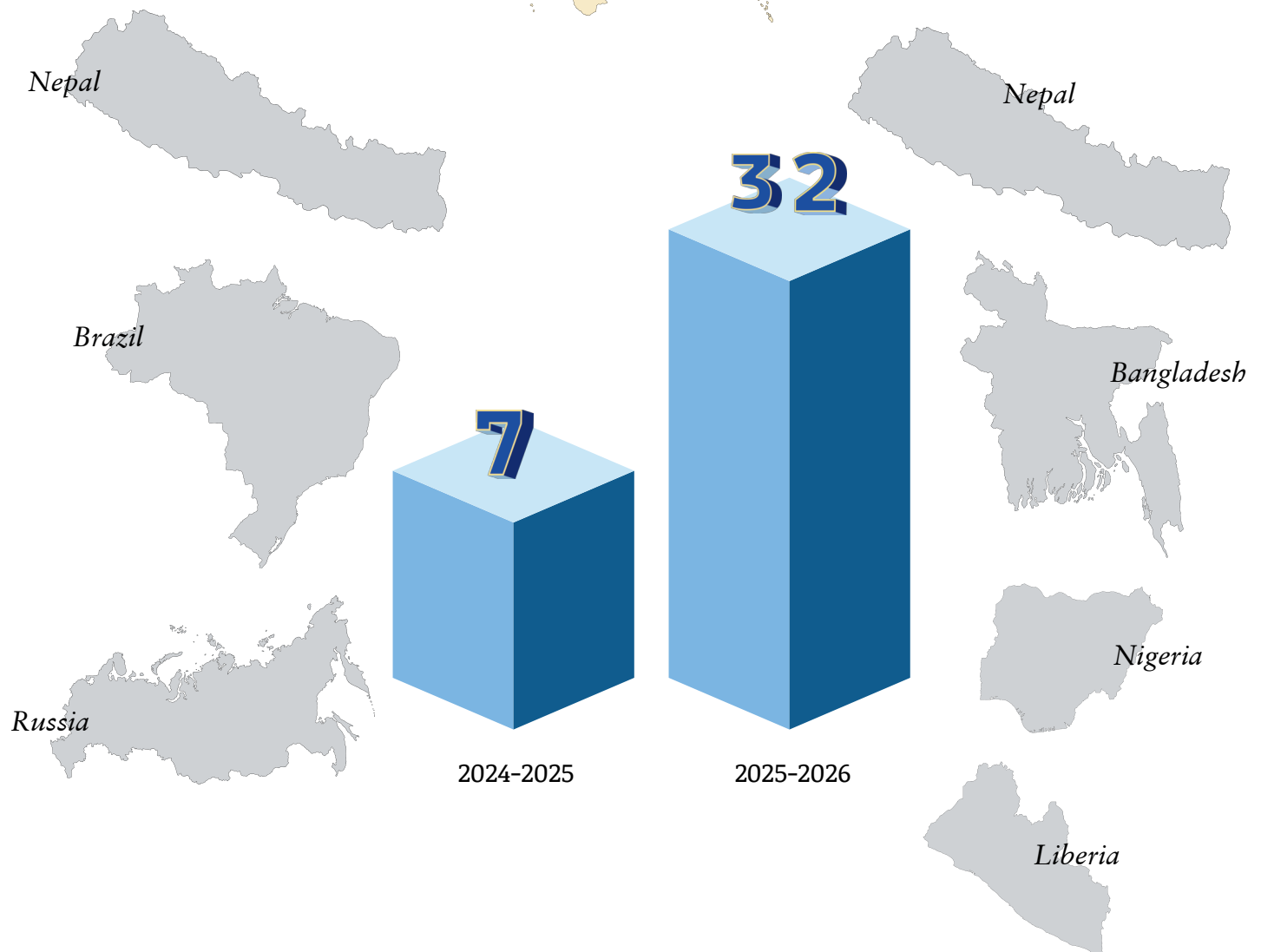
1. The first three courses under AEDP will be conducted by the School of Business Management.
2. The fourth course under AEDP will be conducted by the School of Hotel Management.

Significance:

- The AEDP is a skill-oriented higher education model that combines academic learning with structured industry-based training, thereby enhancing students' practical skills and employability.
- It will also strengthen university–industry linkages, ensuring students are better prepared for real-world professional environments.
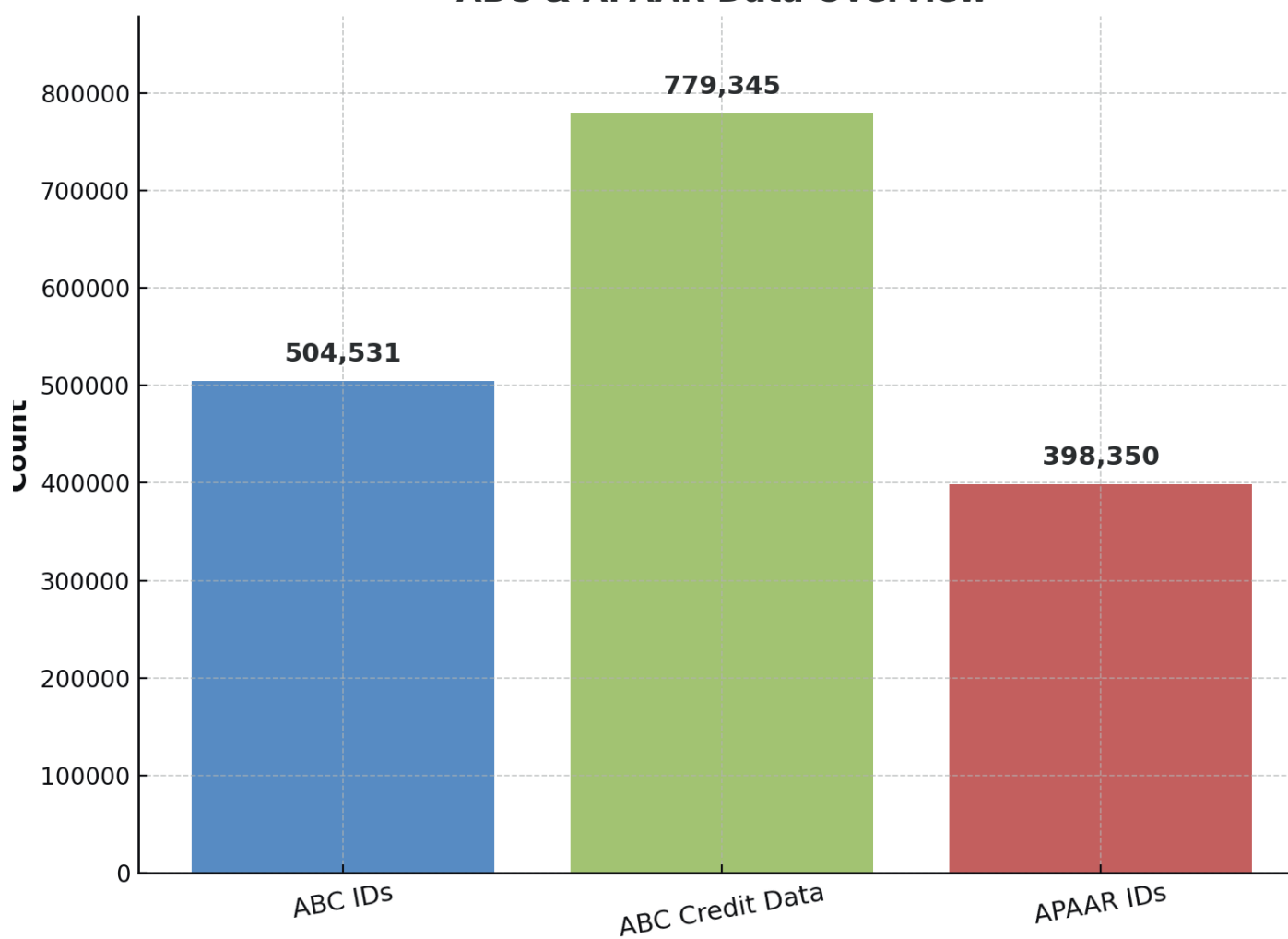
INTERNATIONAL STUDENTS AT CSJMU

CSJMU, *Kanpur, India*

Nepal

Nepal

Brazil

Bangladesh

7

32

Russia

Nigeria

2024-2025

2025-2026

Liberia

NEP PROGRESS - KEY DATA

ABC & APAAR Data Overview

Bar chart showing:
- ABC IDs: 504,531
- ABC Credit Data: 779,345
- APAAR IDs: 398,350

TEACHER TRAINING INITIATIVE STATS
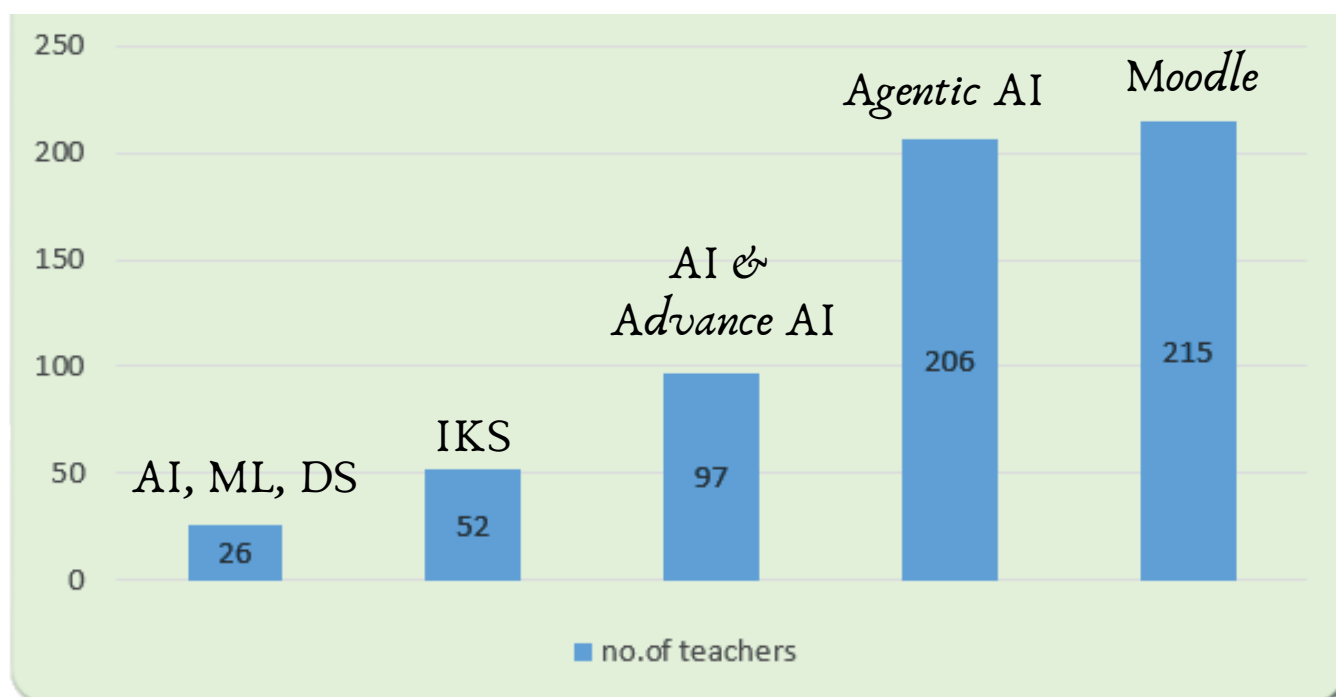
NEP PROGRESS - SWAYAM PORTAL

Swayam Portal
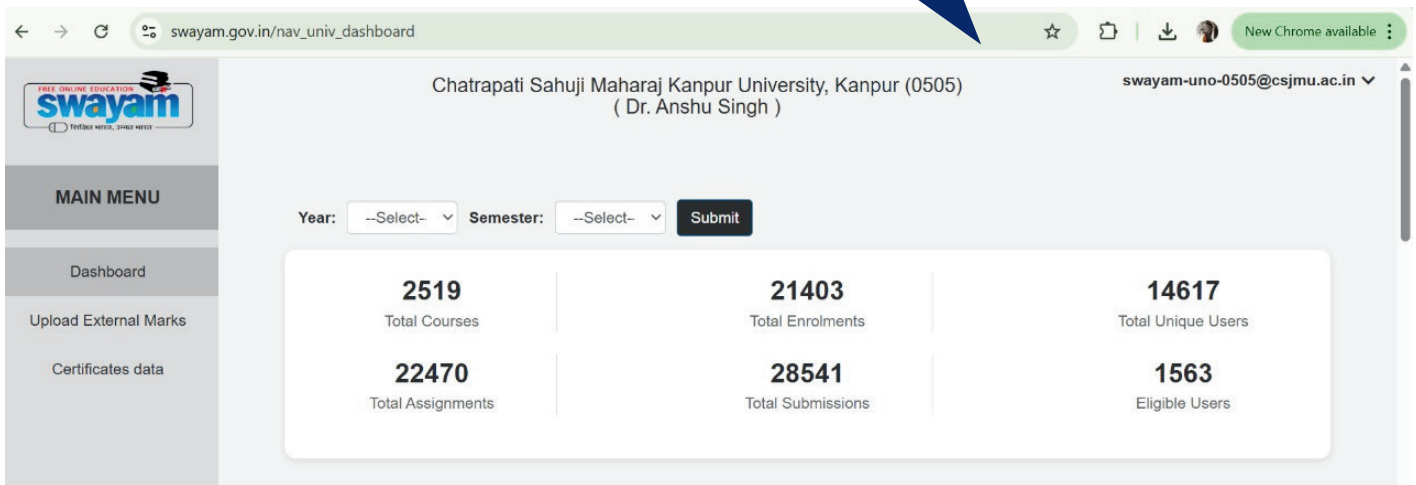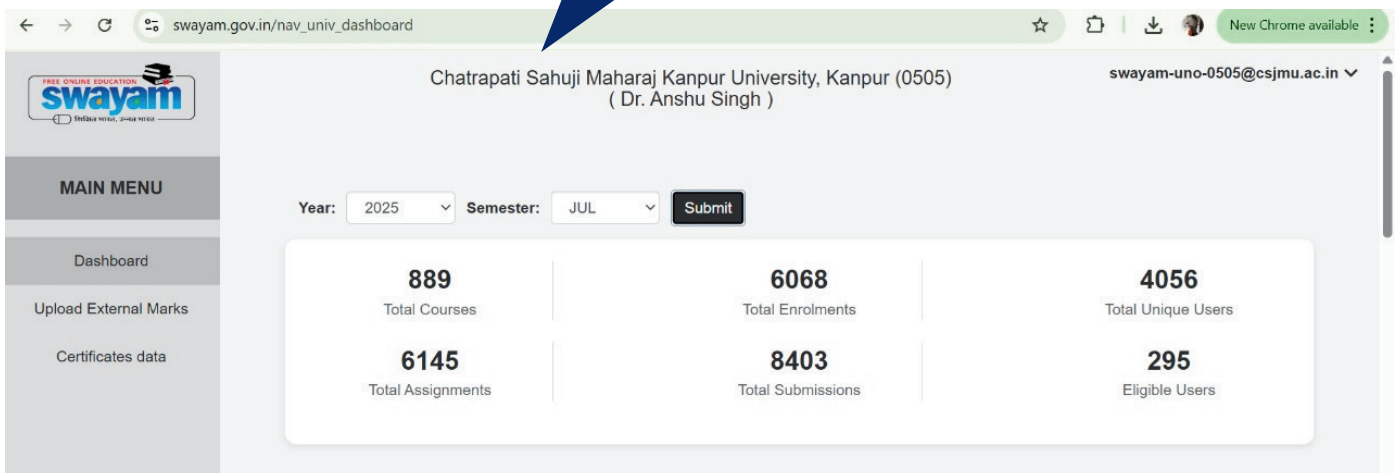All-time Data

Swayam Portal
Current Semester
Data

ACADEMIC INNOVATION
THROUGH FLEXIBLE COURSE STRUCTURES

MAJOR–MINOR STRUCTURE

As part of NEP 2020 reforms, CSJMU introduced the Major–Minor course structure, offering students both specialized focus and academic flexibility. Implemented since 2022–23, this model allows students to pursue a core discipline while exploring minors from diverse fields. Benefits include enhanced interdisciplinary thinking, career versatility, and preparation for competitive sectors. Examples of minor electives include:

- Micro-Economic Analysis
- Social Geography of India
- Contemporary India: Women and Empowerment
- Hindi Kavya

MULTIDISCIPLINARY COURSES

Multidisciplinary learning encourages students to move beyond single-subject boundaries and engage with diverse areas of knowledge. At CSJMU, this approach is reflected through flexible curriculum structures, inter-school electives, and shared interdisciplinary modules.

Students are now able to connect fields such as science, law, humanities, commerce, and health sciences—resulting in greater intellectual engagement, peer collaboration, and industry-relevant competencies.

INTERDISCIPLINARY ELECTIVES

CSJMU offers a curated range of interdisciplinary electives that enable students to engage with subjects beyond their core fields, encouraging critical thinking, cross-domain understanding, and real-world problem-solving. Designed to connect areas like law and environment, business and psychology, or technology and ethics, these courses promote academic flexibility, faculty collaboration, and social, cultural, and scientific literacy. Students benefit from diverse perspectives, self-directed learning, and preparation for interdisciplinary careers in research, civil services, and innovation-driven fields.

व रचनात्मकता अपनाए छात्र : प्रो. ...

कार्यक्रम में उपस्थित पद्मश्री प्रो. एचसी वर्मा, कुलपति प्रो. विनय कुमार पाठक व अन्य।

...नीति (एनईपी) ...पर मंगलवार को ...महाराज विवि ...क्रम हुआ। मुख्य ...रुचसी वर्मा रहे। ...द्धांतों की सराहना ...और रचनात्मकता ...कया। ...ईपी केवल एक ...भारत के भविष्य ...को आत्मनिर्भर ...स्पर्धी बनाने में ...विनय कुमार

पाठक ने कहा कि एनईपी ने भारतीय शिक्षा प्रणाली को 21वीं सदी की आवश्यकताओं के अनुरूप ढालने में महत्वपूर्ण भूमिका निभाई है। इससे छात्रों को कौशल आधारित शिक्षा और बहु विषयक दृष्टिकोण अपनाने का अवसर मिला है। इस दौरान प्रश्नोत्तरी प्रतियोगिता भी हुई।

कार्यक्रम में अधिष्ठाता अकादमिक बृष्टि मित्रा, अधिष्ठाता छात्र कल्याण अंशु यादव, निदेशक सीडीसी प्रो. द्विवेदी, प्रति कुलपति प्रो. सुधीर अवस्थी, एनईपी नोडल अधिका... अंशु सिंह, सहायक प्रो. समरेंद्र ... एनईपी सारथी टीम शामिल रही।
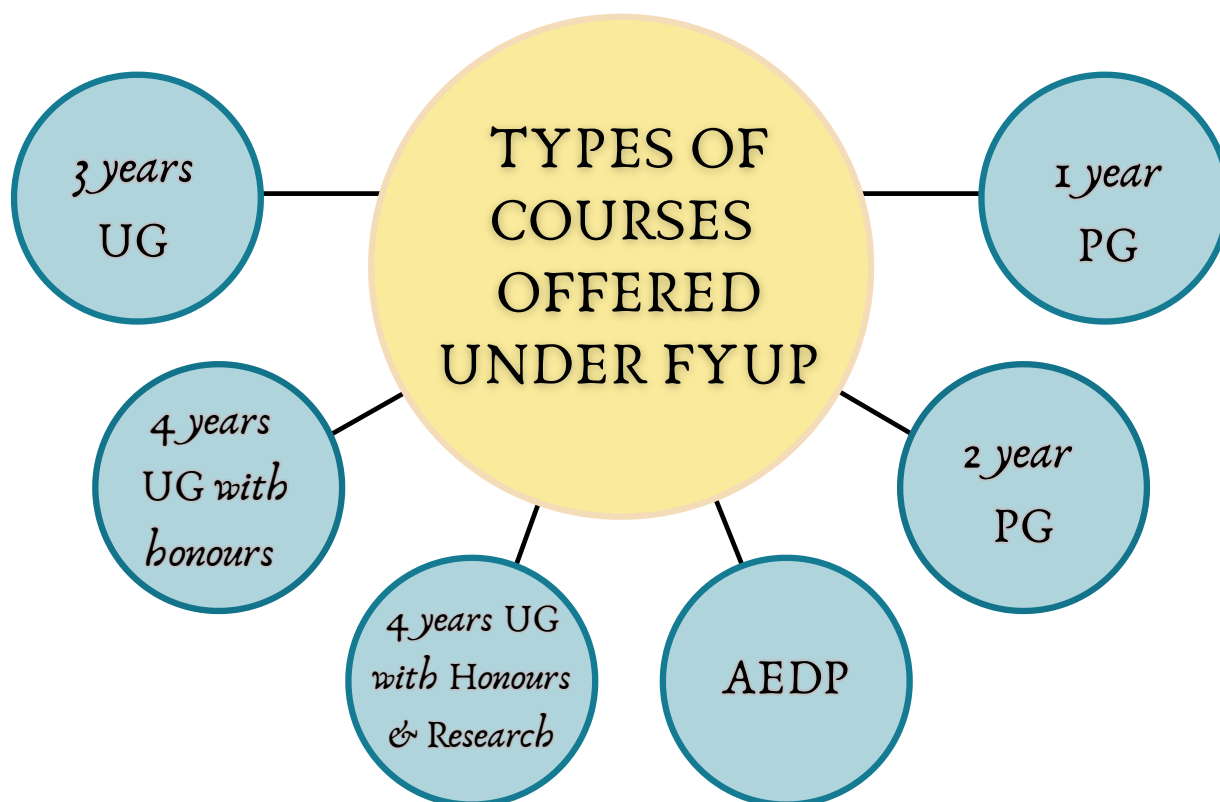
NEP Saarthi Activities Archive

Kanpur, Uttar Pradesh, India
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15/08/2025 09:19 AM GMT +05:30

FOUR YEAR UNDERGRADUATE PROGRAMME AT CSJMU FROM 2025

TYPES OF COURSES OFFERED UNDER FYUP

- 3 years UG
- 1 year PG
- 4 years UG with honours
- 2 year PG
- 4 years UG with Honours & Research
- AEDP

Types of Exits in FYUP

1 year Certificate
2 years Diploma
3 years UG Degree

4 years UG Degree with Honours	4 years UG degree Honours with Research (for students who score 75% and more)	4 Years Bachelors with Apprenticeship (AEDP)

1 year PG	2 years PG (Also for 3 years UG Degree)

चार वर्षीय स्नातक पाठ्यक्रम में दाखिला लेने का है मौका

नए छात्रों को मिलेगा अवसर, स्नातक कर रहे छात्रों पर नहीं लागू होगा नियम

माई सिटी रिपोर्टर

कानपुर। छत्रपति शाहूजी महाराज विवि सभी डिग्री कॉलेजों में चार वर्षीय स्नातक पाठ्यक्रम की शुरुआत करने जा रहा है। यह व्यवस्था केवल उन छात्रों के लिए होगी जो 2025-26 सत्र में पहले साल में दाखिला लेंगे। स्नातक कर रहे छात्र पूर्व की तरह ही अपनी पढ़ाई करेंगे। चार वर्षीय पाठ्यक्रम चुनने का अधिकार भी छात्रों को स्नातक के तीसरे साल में मिलेगा। अगर छात्र चौथे साल में जाना चाहेंगे तो उनको स्नातक ऑनर्स की डिग्री मिलेगी। वहीं, अगर छात्र ने तीन सालों में 75 फीसदी या उससे अधिक अंक प्राप्त किए हैं तो उनको ऑनर्स के साथ रिसर्च की भी डिग्री दी जाएगी।

यूजीसी की अनिवार्यता के बाद विवि भी नई शिक्षा नीति के तहत चार वर्षीय स्नातक पाठ्यक्रम को लागू कर रहा है। इसके तहत अगर छात्र स्नातक का पहला साल करता है तो उसको सर्टिफिकेट, दो साल पूरा करने के बाद डिप्लोमा, तीन साल पूरा करने के बाद डिग्री और चार साल में स्नातक ऑनर्स की

तीन साल में 75 फीसदी या अधिक अंक पाने पर स्नातक ऑनर्स के साथ मिलेगी रिसर्च की डिग्री

डिग्री दी जाएगी। इन छात्रों के लिए परास्नातक केवल एक साल का हो जाएगा।

स्नातक स्तर पर मानद, शोध, अप्रेंटिसशप की डिग्री का विकल्प भी छात्रों को दिया जाएगा। वहीं, स्नातक स्तर पर दो मेजर और एक माइनर विषय की पढ़ाई छात्रों को करनी होगी। इसके साथ ही पहले दो साल के दौरान हर सेमेस्टर में सह पाठ्यचर्या पाठ्यक्रम का भी अध्ययन करना होगा। इस पाठ्यक्रम में मिलने वाले अंकों को डिग्री के कुल अंकों में

जोड़कर उत्तीर्णांक तैयार किया जाएगा। सह पाठ्यचर्या पाठ्यक्रम में उत्तीर्ण होना भी जरूरी होगा।

विश्वविद्यालय की ओर से इस सिलसिले में निर्देश पत्र सभी महाविद्यालयों के प्राचार्यों को भेजा गया है। को-करिकुलर पाठ्यक्रम के तहत प्रथम सेमेस्टर में प्राथमिक चिकित्सा एवं स्वास्थ्य, द्वितीय सेमेस्टर में मानवीय मूल्य एवं पर्यावरण अध्ययन, तृतीय सेमेस्टर में शारीरिक शिक्षा एवं योग का अध्ययन जरूरी होगा।

क्राइस्ट चर्च के प्रवेश प्रभारी प्रो.

अब स्नातक में दो मेजर विषय पढ़ेंगे छात्र

नए शिक्षण सत्र से पाठ्यक्रम में बदलाव करने जा रहा सीएसजेएम विश्वविद्यालय

अखिलेश तिवारी • जागरण

कानपुर : छत्रपति शाहू जी महाराज विश्वविद्यालय के छात्रों को अब स्नातक स्तर पर दो मेजर और एक माइनर विषय की शिक्षा दी जाएगी। माइनर विषय का चयन अब अपने मुख्य संकाय से भी किया जा सकेगा। अब तक स्नातक के छात्रों को तीन मेजर और एक माइनर विषय की पढ़ाई करनी होती थी। वहीं, माइनर विषय भी दूसरे संकाय का होना जरूरी है। स्नातक शिक्षा में ऐसा बदलाव करने वाला सीएसजेएमयू प्रदेश का पहला विश्वविद्यालय है।

राष्ट्रीय शिक्षा नीति (एनईपी - 2020) में स्नातक डिग्री पाठ्यक्रम को चार वर्षीय करने का सुझाव दिया गया है। सीएसजेएमयू ने इस साल से चार वर्षीय स्नातक पाठ्यचक्रम लागू करने की घोषणा भी कर दी है। चार वर्षीय पाठ्यक्रम में दो मेजर

अब तक तीन मेजर और एक माइनर विषय की करनी होती थी पढ़ाई, बदलाव करने वाला प्रदेश का पहला विश्वविद्यालय

छत्रपति शाहू जी महाराज विश्वविद्यालय। जागरण आर्काइव

है। इस सिलसिले में विश्वविद्यालय की ओर से एक पत्र सभी महाविद्यालयों को भेजा गया है।

इसमें बताया गया है कि दो मेजर और एक माइनर विषय का नियम

और एक माइनर विषय की पढ़ाई छात्रों को करनी होगी। इस तरह की सुविधा उत्तर प्रदेश में किसी दूसरे विश्वविद्यालय में छात्र - छात्राओं को उपलब्ध नहीं है।
— प्रो. राजेश कुमार द्विवेदी, सीडीसी, सीएसजेएमयू

तो कोई बाधा न हो। इस व्यवस्था से छात्रों को जहां विषय चयन की स्वतंत्रता होगी, वहीं स्नातक पाठ्यक्रम भी पहले के मुकाबले कम हो जाएगा।

क्या है मेजर और माइनर विषय

एनईपी के तहत स्नातक में मेजर और माइनर विषय की व्यवस्था है। इसमें मेजर यानी मुख्य विषय के आधार पर स्नातक डिग्री का निर्धारण होता है और मेजर विषय का पाठ्यक्रम विषय की सम्पूर्णता के साथ पढ़ना होता है। जबकि माइनर विषय का पाठ्यक्रम मेजर विषय के मुकाबले सीमित या परिचयात्मक होता है। जब कोई छात्र

किसी विषय को मेजर विषय में चुनता है तो उसे संबंधित विषय के सभी सिद्धांत और अवधारणा का विस्तार से अध्ययन कराया जाता है जबकि उसी विषय को जब कोई छात्र माइनर में चुनता है तो उसे सिद्धांत और अवधारणा के बारे में केवल परिचयात्मक जानकारी ही दी जाती है। जो एक तरह से विषय का सामान्य ज्ञान है।

अभी तक माइनर विषय का चयन दूसरे संकाय से किया जाता है, लेकिन अब अपने मुख्य संकाय से भी माइनर विषय पढ़ा जा सकेगा। उदाहरण के तौर पर भाषा संकाय के

चार वर्षीय डिग्री के साथ व्यावसायिक दक्षता कार्यक्रम भी लागू करेंगे : प्रो . विनय कुमार पाठक

छत्रपति शाहु जी महाराज विश्वविद्यालय ने बीते सालों के दौरान राष्ट्रीय शिक्षा नीति को लागू करने में सबसे ज्यादा तेजी दिखाई है। एनईपी के पाठ्यक्रम को लागू करने, सेमेस्टर प्रणाली से परीक्षा कराने, परिणाम घोषित करने में विश्वविद्यालय ने प्रदेश के दूसरे विश्वविद्यालयों के लिए आदर्श प्रस्तुत किया। यूजीसी नैक ग्रेड के साथ वाययूएस एशिया रैंक में भी स्थान पक्का किया। इस साल से विश्वविद्यालय अब चार वर्षीय स्नातक पाठ्यक्रम भी शुरू करने जा रहा है। नए शिक्षण सत्र में हो रहे बदलाव और चुनौतियों को लेकर विश्वविद्यालय के कुलपति **प्रो. विनय कुमार पाठक** के साथ दैनिक जागरण संवाददाता **अखिलेश तिवारी** ने बातचीत की है। प्रस्तुत हैं बातचीत के प्रमुख अंश...

सीएसजेएमयू कुलपति प्रो. » विनय कुमार पाठक • जागरण

• एनईपी को लागू करने में विश्वविद्यालय सबसे आगे है। अब चार वर्षीय पाठ्यक्रम भी लागू करने जा रहे हैं। इतनी तेजी क्यों ?

–राष्ट्रीय शिक्षा नीति (एनईपी) 2020 में घोषित की गई है। इसे अगर बहुत धीरे –धीरे लागू किया जाएगा तो नीति का वास्तविक लाभ युवाओं को समय से नहीं मिल पाएगा। आधे –अधूरे तरीके से लागू करने में पुरानी और नई नीति दोनों का असर नहीं दिखेगा। एनईपी को लागू करने में सीएसजेएमयू ने जो पहल की है उसका लाभ छात्रों को भी दिख रहा है। उन्हें बहु विषयों में अध्ययन की छूट मिल रही है। चार वर्षीय पाठ्यक्रम लागू करने जा रहे हैं। इसमें मल्टीपल एंट्री और मल्टीपल एग्जिट की वास्तविक सुविधा मिल सकेगी। एनईपी लागू करने का लाभ हुआ है कि जो छात्र पहले देश के बड़े शहरों में जा रहे थे उन्हें भी यहां अपनी पसंद का विषय पढ़ने की सुविधा मिल रही है।

सप्ताह का साक्षात्कार

• शोध कार्यक्रमों की उत्कृष्टता से विश्वविद्यालय की बढ़ाएंगे प्रतिष्ठा

• सेमेस्टर परीक्षा को स्नातक शिक्षा में बाधा माना जा रहा है ?

–ऐसा नहीं है। सेमेस्टर परीक्षा और विषय बदलने की सुविधा से छात्रों पर पढ़ाई का बोझ नहीं है। एनईपी में वोकेशनल कोर्स को जोड़ा गया है। अब हर सेमेस्टर में

छात्र एक नया वोकेशनल कोर्स पूरा कर रहे हैं। जो आत्म निर्भर बनाने के साथ ही उनका आत्म विश्वास भी बढ़ा रहा है। साइबर सुरक्षा, आर्टिफिशियल इंटेलिजेंस का कोर्स सभी के लिए लेकर आए हैं। इसका लाभ छात्रों को समझ में आ रहा है।

• नैक ग्रेड मिला, लेकिन एनआइआरएफ के लिए क्या योजना है ?

–नैक ग्रेड और वाययूएस एशिया रैंक मिलने से विश्वविद्यालय का मान बढ़ा है। अब एनआइआरएफ की तैयारी है। शिक्षक और छात्र अनुपात ठीक करना होगा। इस साल ढाई सौ शिक्षकों की नियुक्ति करने जा रहे हैं।

• पीएचडी फीस बहुत अधिक कर दी गई है ?

–पीएचडी फीस को संतुलित किया गया है। एबीटीयू और निजी विश्वविद्यालय में भी ऐसी ही फीस है, लेकिन हमने उच्च स्तरीय लाइब्रेरी, जनरल की उपलब्धता कराई है। पीएचडी करने वालों को विभिन्न सेमिनार में शोध पत्र प्रस्तुत करने पर आर्थिक सहायता भी दे रहे हैं। उच्च स्तरीय लैब है। जो फीस है उसका पूरा उपयोग शोधार्थी के हित में किया जा रहा है।

• ऑनलाइन स्कूल एवं ओपन – डिस्टेंस लर्निंग स्कूल का विस्तार कैसे करेंगे ?

• वह विषयक शिक्षा तो आइआइटी जैसे संस्थानों में दी जा रही है। विश्वविद्यालय अपनी पारंपरिक शिक्षा से क्यों दूर रहे हैं ?

–देखिए, नई पीढ़ी के छात्र-छात्राओं की आकांक्षाओं को समझना होगा। अब यह पारंपरिक शिक्षा

के बजाय प्रोफेशनल शिक्षा चाहते हैं। प्रोफेससी और बीए की पढ़ाई में भी वह भविष्य की जरूरत के अनुरूप विषय सीखना चाहते हैं। अभी हम लोगों ने फॉरेंसिक केमिस्ट्री पर आधारित व्यावसायिक एमएससी प्रोग्राम शुरू किया है। जल्द ही

–ऑपन –डिस्टेंस लर्निंग और आनलाइन स्कूल की स्थापना एक महत्वपूर्ण कदम है। अभी छात्र-छात्राओं को पता नहीं है कि नियमित कक्षाओं से मिलने वाली डिग्री के साथ ही एक अन्य डिग्री प्रोग्राम भी पूरा कर सकते हैं। आनलाइन स्कूल और डिस्टेंस लर्निंग में यह सुविधा उन्हें सीएसजेएमयू से दी जा रही है।

• विश्वविद्यालय का स्टार्टअप इनोवेशन फाउंडेशन क्या कर रहा है ?

–देश में स्टार्टअप और इनोवेशन को लेकर माहौल बना है, लेकिन छोटेशहर इससे बहुत दूर हैं। मैंने सोचा कि विश्वविद्यालय इस क्षेत्र में बड़ा काम कर सकता है क्योंकि हम छोटे- छोटे शहरों से जुड़े हैं। पिछले साल में कई विद्यार्थियों ने अच्छे नवाचार प्रस्तुत किए हैं, जिन्हें फाउंडेशन की मदद से आगे बढ़ाया जा रहा है। महाविद्यालय के बच्चों के स्टार्टअप जल्द ही देखने को मिलेंगे।

होटल मैनेजमेंट में ऐसे पाठ्यक्रम शुरू करने वाले हैं जो भारतीय व्यंजनों व मिठाइयों के कौशल से जुड़कर व्यावसायिक सफलता का आधार बनेंगे। अस्पताल और अन्य क्षेत्रों के लिए भी रोजगार कार्यक्रम तैयार किए हैं। विश्वविद्यालय अब

केवल परीक्षा कराने और डिग्री बांटने वाली संस्था बनकर नहीं रह सकता है।

• डिजिटाइजेशन के बाद अब समर्थ पोर्टल भी लागू कर दिया। इससे महाविद्यालयों को परेशानी का सामना करना पड़ा ?

–सीएसजेएमयू में पिछले चार साल के दौरान डिजिटाइजेशन को लागू करने में कई चुनौतियां आईं, लेकिन अंकपत्र और डिग्री संबंधी शिकायतें अब नगण्य हो गई हैं। गड़बड़ी करने वाले कई लोग जेल भी पहुंच गए हैं। समर्थ पोर्टल लागू करने का निर्देश कुलाधिपति आनंदीबेन पटेल का है। उनके विजन के कारण आज विश्वविद्यालयों का सारा डाटा क्लाउड पर उपलब्ध है। अब कोई एजेंसी किसी विश्वविद्यालय को डाटा के लिए ब्लैक मेल नहीं कर सकती। हमें खुशी है कि सीएसजेएमयू में समर्थ पोर्टल को पूरी तरह से लागू कर दिया गया है। इससे छात्रों, शिक्षकों और कर्मचारियों सभी को लाभ मिलेगा। परीक्षा परिणाम भी आसानी से जारी हो सकेंगे।

The Team

DEAN ACADEMICS TEAM

PROF. BRISHTI MITRA
DEAN (ACADEMICS)

DR. ANSHU SINGH
ASSOCIATE DEAN (ACADEMICS)
AND NEP NODAL OFFICER

DR. RATNARTUH MISHRA
ASSOCIATE DEAN (ACADEMICS)

DR. AKHILENDRA PRATAP BHARTI
ASSOCIATE DEAN (ACADEMICS)

DR. MEENAKSHI GUPTA
ASSISTANT DEAN (ACADEMICS)

DR. DURGESH SINGH
ASSISTANT DEAN (ACADEMICS)

MR. SAMARENDR CHAUHAN
LEGAL ADVISOR (ACADEMICS)

NEP IMPLEMENTATION ADVISORY COMMITTEE

Prof R.K. Dwivedi
Director, CDC
CSJM University, Kanpur

Prof. Brishti Mitra
Dean (Academics)
CSJM University, Kanpur

Dr. Anshu Singh
Associate Dean (Academics)
CSJM University, Kanpur

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P.P.N. College, Kanpur

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Brahmavart P.G. College, Kanpur

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Principal
Janta College, Bakewar

Dr. Mahendra Singh
Principal
K. K. College, Etawah

Prof. D.C. Srivastava
Member
Christ Church College, Kanpur

Dr. Meet Kamal
Member
Christ Church College, Kanpur

Dr. Padma Tripathi
Member
K. K. College, Etawah

Prof. S.N. Mishra
Member
Brahmanand College, Kanpur

Dr. Dharmendra Kumar Pandey
Member
P.P.N. College, Kanpur

Dr. Yatindra Singh
Coordinator
NEP Implementation Advisory Committee

TEAM NEP SAARTHI

MANAVEE SRIVASTAVA
BOOK EDITOR

I am honoured to be appointed as the NEP SAARTHI. This role gives me the opportunity to bridge the vision of NEP 2020 with students' real academic experiences. Since students are its true beneficiaries, their voices of both appreciation and critique must be heard to ensure a more inclusive and student centric implementation.

NEP 2020 is slowly beginning to act like a prism — refracting old, uniform systems into newer, more vibrant paths. Four-year UG programmes are underway, curriculum reforms have started, and there's a visible nudge towards interdisciplinary learning. It is so far uneven, and much is still to come — but the first rays have begun to split.

PURNIMA TIWARI
BOOKLET EDTITOR

ANSHRAJ SINGH

The NEP is a new, flexible education policy for skill-building. It moves past rote learning to encourage critical thinking and creativity.The policy empowers the youth to choose their own paths and get the skills needed for the future. Let's work together to embrace this change.

TEAM NEP SAARTHI

ROHIT SINGH

As an NEP Saarthi, I see this not just as a title but as a chance to truly understand how NEP 2020 connects with student life on ground level. It's about listening, learning, and helping others engage with the policy beyond just theory. I hope to create meaningful conversations where students feel comfortable sharing what works, what doesn't, and what could. The goal is simple: make NEP more relatable, accessible, and real for us as students.

NEP wants to make learning more useful for real life and focused on students' needs.
It's an important step to give everyone good and fair education at every level.

SHRISHTI AGRAHARI

ARSHAD NAFEES

Being a NEP Saarthi is both fun and challenging at the same time. Fun, because of exposure to the realm of leadership, management and creativity. And challenging, because of the responsibility of making the students inculcate the true essence of this policy into their academic life.

TEAM NEP SAARTHI

ABHISHEK TRIPATHI

"Education is the most powerful weapon to change the world" – said Nelson Mandela.
And NEP helps us use it wisely for a better future.

The National Education Policy is a big step of making learning more flexible and practical for every student in India.

AYUSHI MISHRA

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