VISION AND MISSION PLAN

PT. RAVISHANKAR SHUKLA UNIVERSITY RAIPUR (C.G.)

YEAR- 2023

PT. RAVISHANKAR SHUKLA UNIVERSITY RAIPUR (C.G.)

Pt. Ravishankar Shukla University is Chhattisgarh's largest and oldest institution of higher education, founded in 1964, named after the first chief minister of erstwhile Madhya Pradesh. The campus of university is spread in 300.16 acres of land. There are 29 teaching departments in the University. Aspirants are attracted by the opportunity to study and conduct advanced research with renowned professors and fellow scholars. Pt. Ravishankar Shukla University is NAAC "A" accredited as well as rank by NIRF, funded by DST scheme like-PURSE, FIST, etc.

Year of Establishment 01 May 1964

NAAC Accredited "A"

Funding Agency
DST, UGC DBT, CSIR, DRDO, ICMR, ICSSR, RUSA, CCOST, CGSPC

115 Program

300 Acre Campus Area

2F & 12 B UGC

29 UTD

152 Affiliated College

Major Facilities
- Advanced opportunities with National & International MoU
- Advanced Instrumentation Facilities
- UGC HRDC
- Public Outreach Centre
- UGC Coaching Centre
- Medical Centre
- Library
- Directorate of Physical Education
- NSS
- Printing Facility

92 Teachers

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Special Feature
- Automated Administrative & Academics Activities.
- Entrance Test for Admission
- CSIR-UGC NET based Syllabus.
- Scholarship & Computer facilies.
- Journal of Ravishankar University

130 Class Room

~3000/Yr Student Enrolled

Outcomes
- CSIR-UGC NET, SLET, GATE,
- UPSC,
- CGPSC,
- Public and Private Sector,
- Research & Development Activity.

University Logo

    Pt. Ravishankar Shukla Vishwavidyalaya's coat-of-arms has the whole spire of the famous Rajivlochan temple of Rajim in Gariyaband district (Raipur division), in the center, which represents the glorious cultural heritage of Chhattisgarh (ancient South Kosala).

    It is a symbol of excellent knowledge of Prajapati-Vidya and Samvatsara-Vidya of Vedanti ideology.

    The marking of wavy lines on both sides of the peak is a symbolic depiction of the Ganges-Mahanadi (ancient Chitropala) of Chhattisgarh.

    In the lower half of the peak, the balian spread in a semicircular form on the left and right side proves agriculture as the basis of the economic life of the people of Chhattisgarh and the civilization of this region is of rural nature.

    All these symbols are surrounded by a big circle, which is the symbol of the globe. In this circle the name of the university is written in Nagari and Roman wards, which surround the central circle moving to the left and right. The larger circle rests on a semicircular plinth with fan corners. The design of this pedestal is a symbolic representation of the swan, which is used for transcendental knowledge in Indian thought. The motto of the university is inscribed on it in the Nagari wards, which has been selected from the Agnisukta of the Rigveda.

    The saying is "Agni ne supatha raye", which translates as-

        "O Agni! Lead us on the right path to prosperity."

VISION, MISSION & VALUE Statements

VISION

- To be a leading institution of higher education known for its innovative teaching and research, exceptional faculty, staff, and outstanding students of diverse social, cultural, religious, economical and tribal background, who are prepared to tackle the challenges of the 21st century.

MISSION

- To provide a world-class education to our students, to create and disseminate knowledge through cutting-edge research, and to engage with communities to better understand and solve their most pressing challenges.

VALUE

- Honest, Tolerant & Ethical towards
  - Humanity
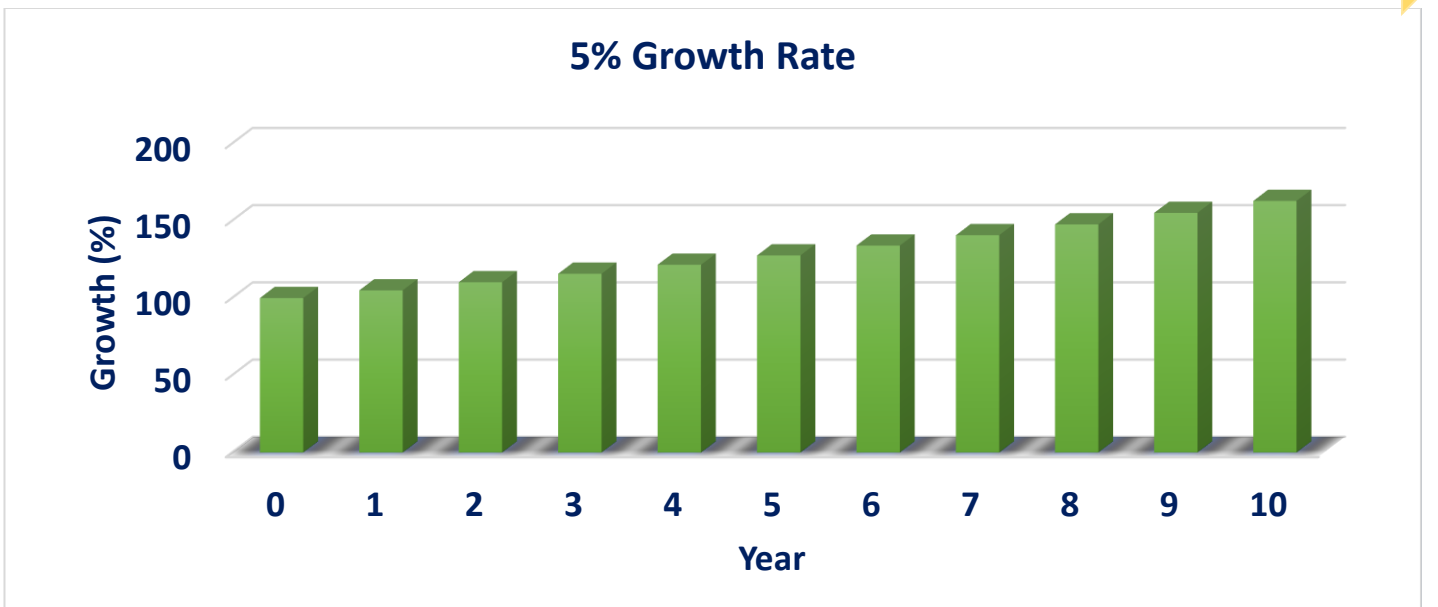 - Teamwork
  - Trustworthyness

Action Plan for 10 years

Pt. Ravishankar Shukla University Raipur

Projection of 10 years future plan to achieve Research Goal →

10% Growth Rate
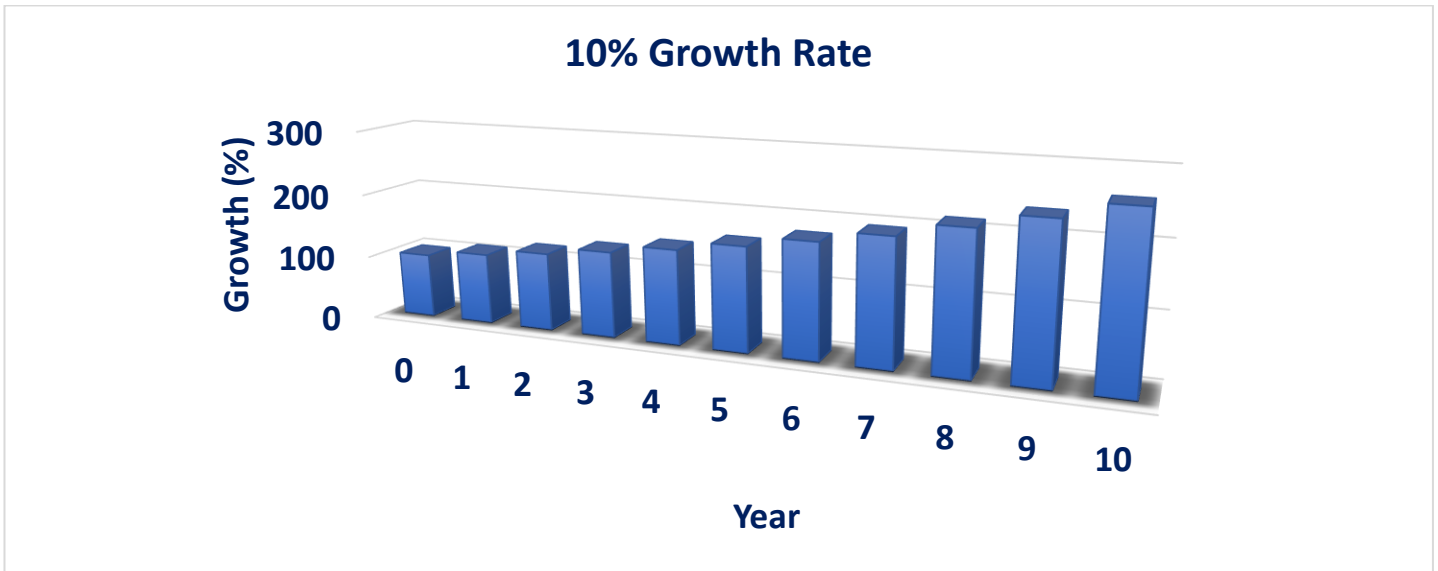
Research Goal: Project, Research Publication, Book Chapter, MoU, Patent, Consultancy etc.

Projection of 10 years future plan to Institutional Development Goal →

5% Growth Rate

Institutional Goal: Academic development, LMS adaptation, Infrastructure, Industry-Linkage, Entrepreneurship etc.

Institutional Strategic Plan

Short-Term

- E-content development, Infrastructure for exam and research promotion.

- Enhance the gross enrolment by curriculum development for multiple exit and entry using open (ODL) and distance learning, and online learning.

- Improve publication output, patent, consultancy generation for institutional development.

Mid-Term

- Intensive collaborative research exchange program with national and International institutes.

- School and college-driven education plan.

- Build a conducive innovation and incubation system.

Long-Term

- Industry-Social Linkage

- Promote entrepreneurship.

- E-product and laboratory level product generation for various societal use.

Key Highlights for Mission 10 year

- Automation
- Learning Mamagement System
- Industry-Social Linkage
- Advanced Instrumentation Facility, Innovation & Incubation
- Alumni Connect
- Corporate Social Responsibility
- Safe Environment for Women
- Equal Opportunities to All Stakeholder
- Safe & Green Environment
- Student Welfare
- Functional MoU
- Project Management System

ACTION PLAN FOR IMPLEMENTATION OF NEP 2020

1. Multidisciplinary Education

A multidisciplinary approach in education is a way of learning which gives a major focus on diverse perspectives and different disciplines of learning to illustrate a theme, concept, or any other issue.

Policies:

- Promote foundational knowledge in the basic discipline through multidisciplinary education mode.
- An effort to incorporate more Vocational Subjects and Soft Skills.
- An effort to remove prevalent rigid boundaries and create new possibilities for lifelong learning.
- Enable the learning of the same concept through multiple viewpoints of more than one discipline.
- Encourage new ways of learning understanding & Pedagogy.
- Promote University to College/School linkage to understands the HEs and Research.
- Entrepreneurship promotion through multidisciplinary education.

Outcomes:

Integration of humanities and arts with Science, Technology, Engineering and Mathematics (STEM) will indicate positive learning outcomes for the society.

2. Adoption of Academic Bank of Credits

"Academic Bank of Credits" means an academic service mechanism as a digital/virtual/online entity established by University Grants Commission to facilitate students to become its academic accounts holder, thereby paving the way for seamless students' mobility between or within degree granting HEIs through a formal systems of credit recognition, credit accumulation, credit transfer and credit redemption to promote distributed and flexible teaching learning.

Policies:

- The credits stored in the individual accounts of the students will provide a larger scope of freedom in terms of their academic/career choices.
- The students will be able to drop out of their institute from any year/semester and exchange the credits earned so far with a certificate/diploma if eligible.

- It will not let the time a student has spent for his higher education go waste if he/she decides to drop off the course/institute for any reason.
- Promote the Learning Management System for long term goal.

Outcome:

The students will be able to drop out of their institute from any year/semester and exchange the credits earned so far with a certificate/diploma if eligible. They will also be able to redeem the credits and rejoin the same institute or some other institute of his/her choice at the same time or some other time in future and continue from the year/semester his education is pending from.

3. Adoption of Multiple Entry and Exit

The multiple entry and exit points in the academic programmes offered at Higher Education Institutions (HEIs) would remove rigid boundaries and create new possibilities for students to choose and learn the subject(s) of their choice.

Policies:

- Reduce dropout rate and boost Gross Enrollment Ratio (GER).
- Withdraw the fixed boundaries of diploma/degree completion period.
- Allow different discipline combinations such as to enable multiple entry exit points.
- Taking students' choice of courses in consideration for a flexible curriculum approach.

Outcome:

With the implementation of the Multiple Entry and Exit System (MEES), these rigid boundaries will be eliminated, guaranteeing students won't lose any time if they leave college early.

4. NHEQF and Curriculum and Credit Framework

NHEQF provide flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning.

Policies:

- National and international recognized course to de developed that would be accepted

in all over the India as well as abroad.

- Well-designed curricula, teaching learning assessment strategies and periodic review of program as well as their outcomes to be developed.
- Provide the guidance of the progress pathways from one level to another higher level including multiple entry, exit or re-entry options.
- Flexibility to move from one discipline of study to another.
- Opportunity for learners to choose the courses of their interest in all disciplines.
- Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured.
- Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning.

Outcome:

Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.

5. ODL and Online Programmes

Open distant learning (ODL) and online learning (OL) will offer the large number of programmers degree/certificate/diploma as well as selective online course resulting in the enhancement in gross enrollment. This will fulfil the NEP enrollment criteria. Online distance learning is any form of remote learning where learners are not required to be physically present to attend lectures or classes.

Policies:

- Enhance grass enrollment and comply with sustainable development goal.
- Education material is posted on the online platform, students no longer need to purchase expensive textbooks.
- Will provide access to lectures and learning materials 24/7.
- Latest knowledge and research will be published immediately and made available on academic platforms.
- Develop online program/course (language, E-class).

- Develop open distance learning course (degree/certificate/diploma) in all associated college or University to enhance the grass enrollment ratio.
- Promote Virtual lab and E-Class.
- Promote Online training (Advanced Instrumentation techniques/Practical).

Outcome:

Open distant learning (ODL) and online learning (OL) will certainly get an enriched learning experience when they start interacting with peers who come from a completely different part of the world, different background, and get a worldview of their own.

6. Digital Nodal Centres

The various initiatives going under National mission on Education through ICT (NMEICT) programme are SWAYAM, SWAYAM Prabha, National Digital Library (NDL), e-Yantra, FOSSE, Spoken Tutorials, and Virtual Labs that are being implemented by various higher educational institutions.

Policies:

- Will try to customize architecture of digital education platforms at national level including portal apps, labs as per the rising educational needs.
- Will Disseminate the digital contents through multiple modes.
- Will try to do Collaboration and Coordination with national and state level institutions for convergence of efforts.
- Develop nodal center for different discipline/subject to smooth functioning of the ODL and OL.

Outcome:

Digital education will enhance the access to quality contents which in turn will improve the learning outcomes.

7. Internship/Apprenticeship Embedded Degree Programme

Apprenticeship Embedded Degree Programme means to provide an insight of the practical knowledge along with the theoretical one.

Policies:

- AEDP shall be treated at par with U.G. degree programme specified by the UGC under section 22(3) of U.G.C. Act.
- AEDP qualified students shall be eligible to take admission in Master's programme in the specified subject for which they have taken 24 credits in the core subject as a part of U.G. degree.
- Higher Education Institutes (HEIs) needs to design the course following the guidelines in consultation with industry, AICTE, FICCI, CII etc.
- HEI needs to sign prior MOU with industry before introducing AEDP.
- Number of seats should be Maximum 50.
- One course by each HEIs.
- Adopt internship/degree program for UG and PG standard.

Outcome:

Will improve the employability of students pursuing U.G. level degree programme and will also provide active linkage between higher education system and industry, commercial/noncommercial organizations.

8. Alumni Connect

Distinguished alumni meet program for the institutional development goal and plan.

Policies:

- Distinguished Alumni meet in university level.
- Planning for university development goal to achieve the social need.
- Development of different cells through alumni for sustainable development goal.
- Campus modification and beautification programme through alumni connect.
- E-riksha, canteen and shopping center through alumni linkage with institute.
- Consultancy scheme through alumni.

Outcome:

Will improve the overall institutional development through connection with society and their need.

9. Industry- Institute Linkage

Collaborating with industries enables us to systematically include additional development and training for students as well as the faculty.

Policies:

- Encourage Industry-Academia Collaboration.
- By infusing industry-based skills into education, we ensure students gain the practical know-how to match theories, and graduate with a holistic view of the specializations and stand out among their peers when entering the workplace.
- Employer projects enable students to deep dive into business needs, meet senior leaders and develop practical solutions to business issues.
- Public Outreach Centre.
- University-Industry linked project.
- MoU with different Industry and Institutes.
- Entrepreneurship development programme for student and society.
- Advanced Instrumentation training center for research scholar and students.
- Scientific Social responsibility (SSR) programme.

Outcome:

Students will gain the knowledge and competencies required at the 21st century workplace.

10. Research and Development Cell

The establishment of the University R&D Cell is to develop and strengthen the research environment in the departments and to align it with the educational policies of India.

Policies:

- The university will make 360° effort to ensure transformation and translation of research through creation of eco-system for research through innovation and inventions.

- A robust mechanism for developing and strengthening the research ecosystem within university, and affiliated colleges, aligned with the provision of NEP-2020.
- Create a conducive environment for enhancement research productivity.
- Encourage collaboration across industry, government, community-based organizations, and agencies at the local, national and international levels.
- Facilitate greater access to research through mobilization of resources and funding.
- Research-intensive university in India and to be a key partner in the development and advancement of national and international research initiatives.
- Promote research through a range of publications, technology developments, patents, and other forms of IPR.
- Arrange brainstorming sessions through talks by eminent personalities from industry, R& D organizations and institutions of repute for the better understanding of research methodology and practices currently followed.
- Support faculty for delivering talks at different events and conducting workshops, training programs, seminars, conferences, symposia and faculty development programs.
- Keep everyone informed about announcements by various funding agencies like DST, DAE, DRDO, ISRO, CSIR, AICTE, UGC and University etc.
- Innovation and Incubation Centre.
- IPR Cell.
- Laboratory on wheel and research-based incentive scheme.
- Central instrumentation facility to be developed for research and training.
- Advanced graphic printing and press to be developed.
- Exam centers with computer facility and separate exam hall for students to be developed.
- Collaboration and connectivity with outstanding national and foreign universities, industries and organizations.

Outcome:

Research and Development cell will help in developing and strengthening the research ecosystem within university, and affiliated colleges, aligned with the provision of NEP-2020.

11. Academic and Research Collaboration between Indian and Foreign and HEI's

Academic and Research Collaboration will impart high quality holistic education through cutting-edge courses and internationally relevant curricula that will be able to attract a large number of students from abroad.

Policies:

- Provide greater mobility to Indian students through transfer credits to, or carry out research at institutions in abroad.
- Foreign University collaboration will improve access, build domestic capacity, improve student choice, and vastly reduce foreign exchange outflows while potentially increasing inflows.
- It will push our universities towards a culture of openness, competitiveness, research orientation, and innovation.
- It will help in creating an interconnected Research & Development (R&D) ecosystem that can promote indigenous innovation and technology development.
- FUs in India will also reinforce the NEP's vision of making India a *Vishwa Guru* where foreign students will come to study.

Outcome:

By providing an educational experience of global standards at a relatively low cost, India will re-establish its long-lost position as the Vishwa Guru.

12. Office of International Affairs:

The Office for International Affairs will facilitate international academic exchange and collaboration between Indian and foreign Universities/Institutions.

Policies:

- Facilitate and enhance the global visibility and profile of Indian Universities.
- Develop, coordinate and strengthen international linkages.
- Facilitate, assist and help international students in all their academic pursuits.
- Progressively increase the scope of the Study in India (SIP) and Study Abroad Programmes (SAP).
- Provide a base to assist International and Indian scholars for career advancement and contribute towards enhancing bilateral relations.

Outcome:

OIA plays an important role in facilitating the exchange of students/ faculty/ staff members between Indian Universities and outside Universities, or students/ individuals/ researchers seeking admission/ affiliation at the Institute.

13. Ranking Excellence

Ranking Excellence provide a way to compare higher education institutions based on similar criteria.

Policies:

- Increase the employability rates for the students enrolled in various streams.
- Increase the ICT awareness.
- Appoint quality teachers on regular basis not on ad-hoc.
- Bridge the gap between teaching and research.
- Create good infrastructure.
- Institute Development Plan Cell.

Outcome:

Ranking of Indian Universities will be improved if good infrastructure facility is created and online learning, blended mode of learning is offered and also the audit of HEI's is being done from time to time all these things will attract the foreign students to our universities.

14. Adoption of Guidelines of UGC on IDP

IDP is autonomous in academic, administrative & financial matters which have enhanced its credibility as a catalyst of progressive and incremental changes setting new benchmarks for other institutions of the state to redefine the limits of growth and development in Higher Education.

Policies:

- Maintain a balance between "theory and practical" in professional streams and to support industry-institution interaction by appointing contractual or visiting faculty from industries.
- Promote "fast track promotion system" for faculty members for recognising "very high-impact" research and contribution
- Create multiparameter system for proper assessment of teachers' performance for tenure, promotion, and salary increments.
- Maintain the faculty-student ratio as set by the UGC.

- Upgrade academic and infrastructure facilities in each institution to support them transform into large multi-disciplinary institutions in accordance with the NEP 2020.
- The draft recommends that the universities and colleges create infrastructure for online learning, blended learning, differently-abled students, and promote sports, wellness and arts.
- Seek audits of campuses of higher education institutions for efficient utilisation of land.
- Promote research and publications.
- Cell for Differentially Abled Students.
- Mentoring and Counselling Cell.

Outcome:

IDP will help in establishing and improving an institutional structural unit and its capabilities, as well as the impact and effectiveness of organizations.

15. Accreditation

Accreditation is a vital method for assessing and attesting to the high calibre of educational institutions and programs.

Policies:

- Ensure that students receive a well-rounded education that meets industry standards.
- Increase the students enrollment rate in institutions.
- Identify areas for improvement and ensuring that they are providing quality education to their students.
- Make it easier for students to transfer credits from one institution to another.
- Keep up with the latest research and best practices, which can help students and employers stay ahead in their fields and improve their knowledge and skills.
- Student Welfare work.

Outcome:

Accreditation pushes institutions to meet and maintain their high standards, in turn increasing trust and confidence among the public and boosting accountability.

16. Faculty Tracking

It is the pathway for promotion and academic job security. It's the process by which an assistant professor becomes and an associate professor and then a professor.

Policies:

- Keep a track of research and monitoring its impact through citations.
- Prepare and apply for funding and patents.
- Well equipped with the modern pedagogy.
- Curriculum planner.
- Participate in formal examination.
- Become a resource developer.
- Check how efficiently Faculty is delivering the lectures, interaction with students.
- Set the parameters for faculty to identify the expert faculty based on feedback system.

Outcome:

Faculty Tracking will enhance the teaching effectiveness and will also improve the student learning experience.

17. Courses in Indian Languages

The Indian government has taken a great initiative to provide courses in regional languages. National Education Policy (NEP) suggests that no student should be discriminated against due to language preference. Hence, it is offering technical courses in regional languages.

Policies:

- Grasp the concepts in regional language, which will make the learning experience a notch higher. This will lead to a higher level of optimism among students and boost their self-confidence too.
- Increase students participation in higher education. Those deserving students who previously were reluctant to study further due to the language barrier will be interested in pursuing higher studies.
- Teaching courses in regional languages will ensure unbiased education and will be culturally and academically inclusive too.

- Introducing courses in regional languages will encourage a larger student population to access quality education leading to better academic scores.
- If theory-based subjects, which are usually taught in the English language in most of the higher education institutions, if taught in regional languages, students proficient in their mother tongue might find it more interesting and impactful.

Outcome:

Teaching in regional languages in higher educational institutes will provide better learning outcome. However technical terms will remain the same in this method also.

18. Embedding IKS in the Curriculum

IKS is a collective range of Indian Knowledge encompassing the Foundational knowledge, Science, Engineering & Technology, Humanities and Social Sciences through a structured classification.

Policies:

- University will focus on utilization rather than preservation which will help in creating "Bharat" a hub of knowledge.
- It will help the students to see and appreciate various cultures rather than criticizing or rejecting it.
- It will help to understand the rich diversity of India towards the direction of making 'Ek Bharat Shrestha Bharat', by sending the students to the places of historical importance as a part of augmenting their knowledge about these areas.

Outcome:

The National Education Policy 2020 envisions an educational system fashioned on the lines of India's profuse linguistic, cultural and artistic heritage. The promotion of Indian arts and culture is seen very important and it could be effectively imparted through integrating Indian arts into the main curriculum which would not only develop a strong sense of identity and aesthetic outlook but also enhances creative and cognitive skills among the children.

"A vision is not a project report or a plan target. It is an articulation of the desired and result in broader term."

-Dr. A P J Abdul Kalam

Committee:

1. **Dr. S. K. Jadhav**
2. **Dr. Suparna Sen Gupta**
3. **Dr. Rajeev Choudhary**
4. **Dr. Indrapal Karbhal**
5. **Deputy Registrar (Acad.)/Assistant Registrar (Adm.)**