

**संस्थागत विकास योजना (२०२४-३९)**

**Institutional Development Plan (2024-39)**



**हरियाणा केंद्रीय विश्वविद्यालय**

**CENTRAL UNIVERSITY OF HARYANA**

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- Academic: Multidisciplinary and Holistic Education
- Research, Innovation and IPRs
- Human Resources Management: Motivated, Energized and Capable Faculty
- Physical Resources: : Infrastructure for Academics and Research
- Equity and Inclusion
- Indian Knowledge Systems, Languages, Culture and Values
- Integrated Approach to Learning

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## EXECUTIVE SUMMARY

Established in 2009 vide Central Universities Act, 2009, the Central University of Haryana has achieved numerous milestones in its journey towards becoming a pioneer in quality higher education and research. Today, it stands ahead of many of the new Central Universities in terms of infrastructure and academic programmes offered. Presently, Central University of Haryana has 218 regular faculty and 4547 students enrolled in 8 schools, 34 Departments and 85 programmes of study (UG-8, integrated UG-PG programmes-4, PG-39, PG Diplomas-2, and research programmes-32). The University has a remarkable gross enrolment ratio and is a home to students from 28 states of our country. As envisioned in NEP-2020, Central University of Haryana is on its way to become a large multidisciplinary University. Besides, the University has also devised appropriate mechanisms to accelerate credible research outcomes with an aim to be a research-intensive University in the next 15 years. Patents, research projects, fellowships and research awards earned by the faculty at national and international level stand testimony to the commitment of the University for excellence in research, both in terms of quality and quantity. With more than 1850 publications in Scopus-indexed journals, h-index of 55, 25 ongoing research projects, and 26 patents (granted), the Central University of Haryana has joined the league of fast emerging research and teaching-intensive universities.

During all these years, the University has also been sensitive to the local community and has adopted 10 villages in the vicinity. Award of 'A' Grade in the first and the second cycle of assessment and accreditation in 2017 and 2023 by National Assessment and Accreditation Council (NAAC) further validates the University's commitment to inclusive quality higher education.

Central University of Haryana is the pioneering University in the country to have charted out the roadmap for the phased implementation of National Education Policy-2020. As part of the implementation efforts, the University has already taken formidable steps such as devising of institutional strategic action plan with short-term, mid-term and long-term goals; registration on Academic Bank of Credits (ABC) Portal; introduction of integrated UG-PG programmes with multiple entry and multiple exit options; Integrated Teacher Education Programme (ITEP), revamping of the curriculum with focus on multidisciplinary, integration of Indian Knowledge System, Learning Outcome-based Curriculum Framework (LOCF) and integrated approach to learning. The University offers a wide range of vocational and professional programmes in pursuance of the national target of engaging 50 percent students in vocational education.

Many value-based courses are offered by the University to achieve the holistic and community engagement aims of NEP. The University is already in the practice of following continuous comprehensive assessment of students. University takes appropriate steps in helping and encouraging students from socio-economically disadvantaged background through Earn While

You Learn Scheme, Merit cum Means Scheme, fee-waiver and other effective mechanisms of students' support. In addition to these, the Scholarship Section of the University facilitates the students in getting scholarships from various funding agencies/government bodies. These steps are in consonance with the vision of NEP-2020 wherein equity and inclusion in higher education are given prominence. With these and many more such efforts, the University aims to attract international students for becoming a global study destination. The University has already established the office of Dean, International Affairs to attract and facilitate international students. 11 foreign students are presently pursuing various academic programmes in the University.

With numerous feathers to its cap such as implementation of Samarth E-Gov project, memorandum of understanding with institutes of repute, creation of world class infrastructure, timely promotion of teachers and other staff, commendable research contribution and output, advanced automated library delivery system, students with diverse socio-cultural and linguistic contexts, integrated approach to multidisciplinary learning and conducive ecosystem for community engagement, the University has now become a coveted destination for the aspirants of quality higher education and research.

With an inspiring past, the University has to carry its legacy in future. To continue the pace and escalate it further, the University institutionalized a Strategic Plan for 15 years in 2022, which is being reviewed and updated. The Institutional Development Plan is made keeping in mind the vision, mission, strengths, weaknesses, opportunities and challenges of the University.

## VISION OF THE UNIVERSITY

*To develop enlightened citizenship of a knowledge society for peace and prosperity of individuals, nation and the world, through promotion of innovation, creative endeavours, and scholarly inquiry.*

## MISSION OF THE UNIVERSITY

*To serve as a beacon of change, through multi-disciplinary learning, creation of knowledge community, building a strong character and nurturing a value-based transparent work ethics, promoting creative and critical thinking for holistic development and self-sustenance for the people of India. The University seeks to achieve this objective by cultivating an environment of excellence in teaching, research and innovation in pure and applied areas of learning.*

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## SWOC ANALYSIS

### STRENGTHS

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#### RIGOROUS ACADEMIC PROGRAMMES

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The curriculum of the existing academic programmes of the University ascertains high levels of student engagement through multidisciplinary perspective, with special focus on Choice-based Credit System (CBCS), National Credit Framework (NCrF), Indian Knowledge System (IKS), Learning Outcome-based Learning, integrated approach to learning emphasising value-based life skills and professional skills in tune with NEP 2020.

#### INTEGRATED AND MULTIDISCIPLINARY APPROACH

The University has introduced UG-PG integrated programmes with multiple entry/ exit options to be expanded in a phased manner. The University has amended the relevant academic ordinances to make the provision for ABC and Multiple Entry and Exit Options in Undergraduate and Postgraduate Programmes regulated by UGC. Registration of the University with the Academic Bank of Credits (ABC) platform shall further substantiate this initiative. CBCS also facilitates integration of various disciplines— Humanities, Social Sciences, Sciences, Engineering and Vocational Studies.

#### CUTTING-EDGE RESEARCH

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The citation impact of the faculty publications suggest that the University is doing fairly well in terms of research output which could be possible with a robust research infrastructure, research promotion policy and international exposure of faculty. The University faculty is engaged in research on diverse areas of contemporary relevance. The nature of patents awarded to the University faculty testifies our commitment to vital concerns of human life.

#### SOCIAL OUTREACH AND CIVIC ENGAGEMENT

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NSS, NCC, Youth Red Cross, Women Empowerment Cell, *Unnat Bharat Abhiyan* Cell, Ek Bharat Shresth Bharat Cell, Legal Aid Clinic, Green Campus Clean Campus Club and various other organs of the University are constantly engaged in the social outreach initiatives in 10 adopted villages and the neighbouring areas. The University organizes various annual events such as National Science Day, Youth Day and other events of national importance with active participation of the school students from neighbouring villages.

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## STUDENT SUPPORT SYSTEM

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The University has established a robust students' support system comprising Dr. Ambedkar Centre of Excellence (DACE), Students' Council, Entrepreneurship Cell, Innovation & Incubation Cell, Students Grievances Redressal Committee, Equal Opportunity Cell, Women Empowerment Cell, SC-ST Cell, Cell for the Persons with Disability, OBC Cell, Anti-Ragging Cell, Proctorial Board, Earn While You Learn Scheme, Merit cum Means Scholarship, Non-NET fellowship, UGC/CSIR Junior Research Fellowship and various other scholarships of Centre/state governments.

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## STATE OF THE ART INFRASTRUCTURE

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The University has a state of the art infrastructure with smart classrooms for e-content development and delivery; well-equipped laboratories; University Library with wide range of print, online and open access sources; Innovation and Incubation Cell; seven hostel blocks to accommodate male and female students; four air conditioned academic blocks; four mini-auditoriums; Wi-fi campus; Solar Energy Generation System; Canal Water connection for water sustainability; 120 residential staff quarters; health centre with two full time doctors, nursing and pharmacy staff; and basic facilities such as bank, Post Office, sports complex, gymnasium, grocery store, canteens, etc.

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## DIVERSITY

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With enrolment of nearing 50% students from 28 states/UTs other than Haryana, the University cherishes socio-cultural and linguistic diversity on campus. Similarly, the teaching and non-teaching staff of the University also represent linguistic and regional diversity.

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## WEAKNESSES

### LOCATIONAL DISADVANTAGE

Mahendergarh is located in the southernmost part of Haryana state, and Indira Gandhi International Airport, Delhi, which is at a distance of 145 kms, is the nearest airport. Absence of industries in the close proximity further inhibits University-Industry interaction and placement and internship opportunities. Besides, the connectivity by train and road transport is also not very convenient.

### **ALUMNI ENGAGEMENT**

It being a new University, it receives only meager support from the alumni. However, the University has now established the office of the Dean, Alumni, and has got the Alumni Association registered. The University is looking forward to having an engaging financial and professional support of alumni in institutional development.

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## **OPPORTUNITIES**

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### **POTENTIAL FOR RURAL RESEARCH**

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Being located in a rural area, the University faculty can undertake cutting-edge inter/multidisciplinary research that advances understanding of rural societies, rural economies, rural sociology, and rural lifestyles. The research scholars and faculty can undertake an impact evaluation of governments' poverty alleviation programmes and use participatory research to maximize their impact. Similarly, the students may be oriented to pursue short-term projects and internships on relevant issues pertaining to the neighbouring community.

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### **POTENTIAL FOR INTERNATIONAL RESEARCH AND COLLABORATION**

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The Central University of Haryana has the potential to leverage its existing human resources, that is, the faculty members who already have international collaborations, to develop and strengthen new and existing international linkages or research collaborations as foreign scholars have always been keen to develop academic collaborations with Indian University/institutions.

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### **EDUCATIONAL ENHANCEMENT OF THE CATCHMENT AREA**

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Located in a rural and remote area, the University has the potential to harness the opportunity to engage more actively with the neighbouring villages to sensitise, educate and motivate the students from socio-economically disadvantaged groups to pursue higher education. In this direction, the University has already started hand-holding initiatives with District Institute of Education and Training (DIET), Mahendergarh and various other schools/ colleges of the area. Establishment of Dr. Ambedkar Centre for Excellence in the University is an ambitious initiative towards imparting quality counseling and training to the civil service aspirants from the SEDGS.

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### **POTENTIAL FOR GROOMING YOUNG SPORTS CHAMPIONS**

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Mahendergarh is known for a very high number of youngsters qualifying for Indian Defence Services. Since a combination of good genetics and great training can have a decisive impact on sports outcomes, our University has a huge potential to groom future champions in various kinds of sports, especially the outdoor ones.

## CHALLENGES

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### ATTRACTING AND RETAINING QUALITY FACULTY

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The quality of faculty is the key to success and performance of a University. In today's global market, the presence of talented and committed faculty and students has become an increasingly powerful selling point for higher education institutes. However, due to the locational disadvantage, the University finds it difficult to attract and retain quality faculty with international exposure. However, with gradual development of transport facilities and road connectivity, the University is sure to convert this challenge into opportunity.

### ATTRACTING HIGH-QUALITY NATIONAL AND INTERNATIONAL STUDENTS

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With poor air connectivity and lack of industries and research and development units in its neighbourhood, the University finds it difficult to attract high quality national and international students who aspire to match global standards in research, innovation, teaching, and learning.

### BRAND DEVELOPMENT AND MARKETING

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The increasing global competition in higher education is forcing University leaders to attract and select only the best. The University maintains high standards in its recruitment and admissions and maintains high-quality research output over a period of time. Once this happens, the University can reap the advantages of so-called 'increasing returns'. Therefore, the challenge is to achieve a critical mass of high-quality faculty, students, and research output.

## **STRATEGIC PLAN FOR KEY ENABLERS (2024-2039)**

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To achieve the desired goals of higher education envisaged in the National Education Policy 2020 in a time-bound manner, the University has prepared its Institutional Development Plan for 15 years (2024-2039) in accordance with the relevant guidelines issued by the University Grants Commission (February 2024), identifying eight enablers/areas of strategic importance. For all these strategic enablers/areas, the strategic plan documents the short term, mid-term and long-term goals for the University.

### **KEY ENABLERS FOR THE INSTITUTIONAL DEVELOPMENT:**

- ❖ Governance and Finance
- ❖ Academic: Multidisciplinary and Holistic Education
- ❖ Research, Innovation, IPRs and Industry Interface
- ❖ Human Resources Management: Motivated, Energized and Capable Faculty
- ❖ Physical Resources: : Infrastructure for Academics and Research
- ❖ Equity and Inclusion
- ❖ Indian Knowledge Systems, Languages, Culture and Values
- ❖ Integrated Approach to Learning

## GOVERNANCE

The University believes in transparency and efficiency in governance to achieve the desired objectives aligned with its vision and mission in a time-bound manner. Ensuring responsible and efficient governance, the University makes optimum use of relevant modules of SAMARTH portal for admissions, registration, examinations, results, general and financial administration, quality assurance, human resources management, faculty profiling etc. Further, the University has devised short-term, mid-term and long term goals for the better outcomes in governance and administration.

| <b>Key Aspects</b>                       | <b>Short Term (2024-26)</b>   | <b>Mid Term (2027-31)</b>  | <b>Long Term (2032-39)</b>  |
|--|---|--|---|
| Vision, Mission, Statutes and Ordinances | Revisiting and reviewing the Vision and Mission for better alignment with the aspirations of NEP-2020   | Amendment of the relevant ordinances in tune with the revised Vision and Mission                             | Restructuring of Academic structure through necessary amendments in statutes                  |
| Quality Assurance                        | Robust 360 degree feedback mechanism for curricular, pedagogical and administrative processes<br><br>Implementation of Institutional Development Plan (IDP) | Incentivising quality initiatives with deliverable outcomes in academic, research and administrative aspects | Benchmarking in academics, research and administration through pioneering quality initiatives |

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| <p>Professional Development, Leadership &amp; Policy Research Programmes</p> | <p>Minimum two face to face professional Training/ Development programmes for non-teaching and administrative staff in a year</p> <p>Conducting Professional Development Programmes for faculty through MMMTTC of the University at regular intervals</p> | <p>Mechanism for fully-funded participation of faculty in academic/research activities in foreign universities once in a block of three years</p>                                    | <p>Leadership Development Programmes and workshops on policy research for faculty and administration at par with IIMs</p>      |
| <p>Finance</p>   | <p>Financial administration and project management through SAMARTH portal</p>   | <p>Autonomy and budgetary provision to the departments for expansion of academic and research infrastructure</p>   | <p>Harnessing significant alumni support for expansion of academic resources, consultancy and industry-technology transfer</p> |
| <p>E-governance</p>  | <p>Institutional administration through e-HRMS/SAMARTH portal</p> <p>Installation of additional e-notice boards at all the hotspots and institutionalization of e-office</p>  | <p>Addition of new modules on SAMARTH portal suiting the institutional requirements</p> <p>Optimum use of AI for campus security</p> <p>Advanced use of ICT for paperless office</p> | <p>100% general and financial administration through SAMARTH portal</p>  |

## ACADEMIC: MULTIDISCIPLINARY AND HOLISTIC EDUCATION

Academic world is moving towards a multidisciplinary education system for the holistic growth of the learners. The purpose of education will not be solved without making a multidisciplinary approach as a way of life at the University. National Education Policy-2020 has given special impetus to multidisciplinary and holistic education. As part of NEP implementation, the University plans to move more rigorously towards multidisciplinary and holistic education. The University is committed to be a global place of learning which produces global citizens. NEP has also given emphasis on internationalization and globally competitive universities, while envisioning Indian language, art and culture as key areas of focus for higher educational institutes as universities have an important role to play in sustaining the rich culture, heritage and knowledge system of this nation. The University has devised some thrust areas which it aims to achieve in the next 15 years to become a globally competitive multidisciplinary University.

Short term, mid-term and long term goals are devised for this purpose.

| Key Aspects            | Short Term (2024-26)   | Mid Term (2027-31)   | Long Term (2032-39)   |
|------------------------|--|--|---|
| Academic Expansion     | <p>Introduction of New Academic Programmes in tune with NEP-2020,</p> <p>Establishment of Metro Lab, EV Lab and Forensic Lab</p> | <p>Integrated UG and PG programmes in vocational and professional courses</p> <p>Offering online/Open Distance Learning programmes of global relevance</p>   | <p>Integrated UG, PG and research programmes in all Disciplines,</p> <p>Establishment of Extension Centres abroad</p>   |
| Academic Restructuring | <p>Amendments in Academic Ordinances and Statutes to integrate key aspects of NEP-2020</p>                                       | <p>Restructuring of departments and schools in view of the NEP-2020</p> <p>Introduction of innovative masters programmes in Agriculture &amp; Drone Technology, Forensic Sciences and other relevant disciplines/areas suggested in NEP-2020</p> <p>Establishment of Centre for Advanced Studies</p> | <p>Introduction of additional departments to run multidisciplinary programmes</p> <p>Centre for Pali, Persian and Prakrit within University campus</p>  |
| Credit Framework       | <p>Implementation of NCrF</p>  | <p>Identifying the universities and institutions of higher learning in the country for credit transfer</p> <p>Increased freedom to students for earning credits from various universities in India and abroad</p>  | <p>Recognition of Informal/Traditional Learning for Credit Transfer at all levels</p> <p>Special community-based vocational programmes with the support of local artists, entrepreneurs, etc.</p> |

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| <p>Curricular/<br/>Pedagogical<br/>Reforms</p>                          | <p>Integration of co-curricular and extra-curricular with curricular aspects</p> <p>Introducing outcome-based curriculum in all the academic programmes</p> <p>Integrating value and skill based courses in the curriculum of all the academic programmes</p> | <p>Incorporating relevant Indian classical texts in curriculum</p> <p>Developing School of Education as a model for cutting-edge pedagogy</p>  | <p>Restructuring the programmes with renewed focus on global competency</p>       |
| <p>Skill-based<br/>Multidisciplinary<br/>Education and<br/>Research</p> | <p>Establishment of Multidisciplinary Education and Research Centre</p> <p>Promoting research in areas of infectious diseases, epidemiology, alternative energy systems etc</p> <p>Offering of wide range of value-added/skill-based courses</p>              | <p>Introducing more multidisciplinary schools of study</p> <p>Introducing integrated courses/programmes of multidisciplinary nature</p> <p>Instituting awards for outstanding multidisciplinary research</p> | <p>Integrating vocational component in all UG and UG-PG integrated programmes</p> |
| <p>Examination<br/>Reforms</p>  | <p>Declaration of Results through SAMARTH portal</p>  | <p>Shifting to formative, comprehensive assessment instead of summative evaluation</p>   | <p>Computer-based proctorial examinations and assessment</p>                      |

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| <p>Community-based Research and Curriculum</p> | <p>Community based projects and internships</p> <p>Appointment of Professor(s) of Practice</p> <p>Establishing connect with neighbouring schools for teaching, internship and collaborative community engagement</p> | <p>Institutionalising Artists/Artisans on Campus Programme to promote handicraft, folk art and culture.</p> <p>Identifying multidisciplinary areas for inclusion in academic and research priorities</p>     | <p>Implementation of remaining targets envisioned in NEP 2020.</p>                     |
| <p>Internationalisation</p>                    | <p>Fully functional Office of Dean, International Affairs</p> <p>Increasing the enrollment of international students</p>   | <p>Tie-ups with national/ international universities for collaborative academic and research programmes</p> <p>Joint Degree, Dual Degree and Twinning Programmes with foreign universities/ institutions</p> | <p>Separate International hostels</p> <p>Establishment of extension Centres abroad</p> |

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| <p><b>AI and Disruptive Technologies</b></p> | <p>Sensitizing the students and teachers towards ethical issues related with AI based technologies</p> <p>Introducing teaching learning process in blended mode for vocational and undergraduate programmes</p> <p>Conducting workshops and trainings in AI and disruptive technologies</p> | <p>Conducting research on disruptive technologies</p> <p>Procurement of educational software and hardware for technology enabled learning</p> | <p>Exploring the possibility of offering PhD and master's programme in machine learning and artificial intelligence</p> |
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| <p>Indian Knowledge Tradition</p> | <p>Implementation of UGC Guidelines on IKS</p> <p>Introducing Department of Translation Studies, Department of Comparative Literature and Department of Philosophy as envisioned in NEP</p> <p>Introducing in-residence programmes for authors, cultural historians and linguists</p> | <p>Establishing coordination with classical language institutions</p> <p>Introducing departments and programmes in Indian Languages</p> <p>Establishment of Chairs to promote Indian Knowledge System/ Tradition and study of scientific evidences in Vedic Science and Bhagwad Geeta</p> <p>IKS integration in curriculum and research</p> | <p>Setting up centres for Pali and Persian languages Shared and other scripts?</p> |
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## RESEARCH, INNOVATION, RANKING AND IPRs

Aspiring to emerge as a potential research intensive University, the Central University of Haryana proposes to integrate research and teaching. We believe that the best universities across the globe are considered excellent particularly because of their focus on research and innovation. If a University improves in research, it will be innovative and its ranking would improve. Central University of Haryana has envisioned itself to be a research intensive University for which the University has devised the strategies for phased implementation as below:

| Key Aspects                | Short Term (2024-26)   | Mid Term (2027-31)  | Long Term (2032-39)   |
|----------------------------|--|---|---|
| Ranking and Accreditation  | To secure ranking among top 100 universities in NIRF ranking   | To secure ranking among top 50 universities in NIRF ranking<br><br>To have NBA accreditation for professional courses   | Attempt to secure the place in QS World University and Times Higher Education Ranking   |
| Collaboration for Research | Award for the quality collaborations for research and innovations<br><br>Tapping CSR for community based research<br><br>Project work/dissertation/internships in collaboration with industry<br><br>To connect with research institutes and funding agencies<br><br>Engagement with industry for research | Partnering with ministries/ organisations/ institutions such as ministry of social justice, NCERT/NCTE<br><br>Exploring the internship opportunities with foreign universities<br><br>Establishment of incubation centres in partnership with industries/sector-skill councils. | Collaboration with reputed foreign universities and research centres for resource sharing/ faculty/ student exchange<br><br>Institutionalisation of liberal grants mechanism for multidisciplinary research |

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| <p>Community-focused Research</p>                     | <p>Integrating research with curriculum of various programmes by awarding 1-2 credits for seva/service/community service programmes</p>   | <p>Focus on community-based research and consultancy through the institutional Intellectual Property and consultancy policy</p> <p>Prioritisation of community-oriented research areas</p> <p>Training to Self-help Groups for Drone-based agriculture technologies</p> | <p>Facility of basic support to the farmers on organic farming, mushroom cultivation, vermicomposting, soil and water testing, and training on sustainable farming and irrigation.</p>                                  |
| <p>Incentivising Quality Research and Consultancy</p> | <p>Incentive to faculty and students for quality research and innovation</p>  | <p>Offering consultancy in areas of vocational and professional skills such as Forensic Sciences and cyber security</p>   | <p>Exploring opportunities of commercialisation of research – lab to market approach</p>  |
| <p>Quality Research</p>                               | <p>Strengthening Research Promotion Board for giving impetus to cutting edge research</p> <p>Research awards for faculty and scholars</p> | <p>Single occupancy hostel room hostel facility for all the research scholars so as to motivate them for quality research</p> <p>Incentivizing Faculty for technology transfer</p>  | <p>Separate funding and support system at the Department level for organizing national and international level lectures/ seminars on regular basis.</p> <p>Central Instrumentation Centre with high end instruments</p> |

**HUMAN RESOURCES MANAGEMENT:  
MOTIVATED, ENERGIZED AND CAPABLE FACULTY**

University is meant for students and teachers. The interaction between students and faculty needs to be best to its potential. For this, energy and motivation of the faculty play an important role. National Education Policy-2020 considers it as an important parameter for ensuring quality in higher education. Keeping its importance in mind, Central University of Haryana includes this parameter as one of its strategic areas. University has plans of looking at this strategic point from two dimensions. One is to increase the number of faculty alongwith non-teaching staff so that student-teacher engagement is optimal for which University plans to have around 300 regular faculty members in coming years along with approximately 150 non-teaching staff. The projections are given below:

Second dimension to this strategic area is empowering these faculty members along with their supporting staff in the best possible way. University plans to keep the faculty energised and motivated. Specific plans in this direction are presented below.

| <b>Key Aspects</b>                          | <b>Short Term (2024-26)</b>  | <b>Mid Term (2027-31)</b>   | <b>Long Term (2032-39)</b>  |
|---|--|---|---|
| Faculty Recruitment and Promotion           | Filling all vacant posts of faculty<br><br>Transparent criteria and process of faculty recruitment through rolling advertisements                          | Connecting the quality research with fast track promotion<br><br>Appointment of foreign faculty         | Autonomy to University to review and increase teaching positions as per requirement |
| Faculty/Professional Development Programmes | Compulsory faculty induction programme for newly recruited faculty<br><br>Minimum of 50 hours of continuous professional development of teacher every year | Financial support to faculty for participation in FDPs at national and international level              | Engagement of faculty for extra workload in anticipation to the sanction of UGC     |
| Seed Grants and Travel Grants               | Providing seed grants to newly recruited faculty   | Provision of one International workshop/ seminar grants to faculty for international research/teaching/ | Better incentives to faculty for taking up consultancy projects                     |

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|                       |  | professional exposure/training  |   |
| Autonomy and Exposure | <p>Providing autonomy to the Principal Investigators for management of research projects</p> <p>Organising Capacity Building/Faculty Development programmes for teaching/non-teaching staff at regular intervals</p> | <p>Freedom to teachers to review and amend the curriculum and to offer their own courses</p> <p>Complete autonomy to faculty for collaborative research with foreign scholars</p> | <p>Establishment of mechanisms for faculty exchange programmes with foreign universities</p> <p>Empowering the teachers with strategies for innovative assessment</p> |
| Faculty Support       | <p>Encouraging faculty to adopt innovative and technologically advance pedagogy,</p> <p>Maintaining the recommended student teacher ratio</p>  | <p>Providing all necessary technological infrastructure to faculty to carry out academic and research work</p>  |   |

**PHYSICAL RESOURCES:  
INFRASTRUCTURE FOR ACADEMICS AND RESEARCH**

The University firmly believes that a carefully designed infrastructure and campus will provide an optimal environment for students to learn. Despite being a new central University, state of the art academic blocks have already been constructed. As envisioned in NEP, the University believes in sharing the resources and infrastructure with other relevant stakeholders.

Besides, the National Education Policy has termed ‘Technology and Integration’ as a key area of focus for higher educational institutes. Central University of Haryana has evolved mechanisms to adopt and integrate technology with its various processes. University has made many of its processes like leave application, recruitments, exams, students’ registration, fee payment, admissions, fully online. University has purchased the online video streaming services so that the faculty student interaction can happen remotely also. University has adopted many modules of Samarth eGov and implemented it in its functioning. University aims to continue this endeavour and its plan towards technology integration to streamline and strengthen governance and administrative processes. **separate ..... distance learning.**

Plans of University related to infrastructure and campus **Centre for entrepreneurship** development are presented below:

| <b>Key Aspects</b>                    | <b>Short Term (2024-26)</b>  | <b>Mid Term (2027-31)</b>   | <b>Long Term (2032-39)</b>   |
|---------------------------------------|--|---|--|
| Infrastructure for Academic Expansion | <p>Construction of Auditorium and Library Building, 4 Hostels</p> <p>At least one Smart Classroom, Lecture Theatre and Conference Hall in all the Departments</p> <p>ICT Lab in SoET Block</p> | <p>Separate Academic Buildings for Each School and two hostel blocks</p> <p>Separate Building for Innovation &amp; Incubation Centre with in collaboration with industry</p> <p>State of the art Sports Infrastructure</p> <p>Accommodation for proposed Kendriya Vidyalaya teachers and non-teaching staff</p> | <p>Setting up Human Resource Development Centre</p> <p>Examination Hall</p> <p>Swimming Pool</p> <p>Multipurpose Hall for Sports</p> |

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| <p>Infrastructure for Research and Innovation</p> | <p>Upgradation of the Central Instrumentation Centre</p> <p>Procurement of Major Equipment at the Central Instrumentation Centre</p>  | <p>Separate buildings for Central Instrumentation Centre, Incubation &amp; Innovation Centre and MMTTC</p> <p>International Guest House, Shopping Complex, Day Care Centre, working women hostels/ transit hostels</p> <p>Lab for Drone Technology</p> | <p>Setting up Glass Blowing and Liquid Nitrogen Generator Near Science Buildings</p> <p>Examination Hall</p> <p>Business Park</p>        |
| <p>General Infrastructure</p>                     | <p>Digitization of the Campus with Seamless Wi-Fi access</p> <p>Solid waste management plant</p> <p>Sewage Treatment Plant and Drainage</p> <p>Waste disposal plant</p> <p>Water treatment plant</p> <p>Supply of Canal Water in all the residential and academic blocks</p> <p>Cycle stand, Internal Roads and their Electrification</p> | <p>Smart Campus with Greater Utilization of Solar Power</p> <p>A World Class Stadium and Multipurpose Hall for Indoor games</p> <p>Residential Quarters to accommodate all the employees</p>   | <p>Establishment of Hospital and Medical College</p> <p>Community Centre for the residents of the University</p> <p>Advanced Studies</p> |
| <p>Basic Support Facilities</p>                   | <p>Creches/Child Care Centre for the Resident Kids</p> <p>Guest House for Visitors of the University</p>  | <p>Upgradation of the existing Health Centre</p> <p>Cafeteria for students and employees of the University</p>   | <p>Construction of Community Centre</p>  |

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|--|-------------------------------------|--|--|
|  | <b>Students Activity<br/>Centre</b> |  |  |
|--|-------------------------------------|--|--|

The following table shows the results of the survey conducted in the Students Activity Centre. The survey was conducted in order to determine the needs and interests of the students in the centre. The results of the survey are as follows:

The majority of students (75%) are interested in participating in sports activities. The most popular sports activities are football, basketball, and tennis. Other popular activities include badminton, table tennis, and swimming.

The majority of students (60%) are interested in participating in cultural activities. The most popular cultural activities are music, dance, and drama. Other popular activities include painting, pottery, and handicrafts.

The majority of students (50%) are interested in participating in educational activities. The most popular educational activities are seminars, workshops, and conferences. Other popular activities include guest lectures, field trips, and internships.

The majority of students (40%) are interested in participating in social activities. The most popular social activities are parties, picnics, and outings. Other popular activities include games, quizzes, and competitions.

| Activity    | Percentage | Number of Students |
|-------------|------------|--------------------|
| Sports      | 75%        | 150                |
| Cultural    | 60%        | 120                |
| Educational | 50%        | 100                |
| Social      | 40%        | 80                 |

## EQUITY AND INCLUSION

The Central University of Haryana currently has 4547 students from 28 states studying across 34 departments and 85 programmes of study. The University is constantly attempting to increase the students intake to contribute to the 50 percent enrolment ratio targeted in NEP-2020. Intake can be increased by expanding the programmes and departments of study in University. University has plans of having more than 14000 students on campus by offering more programmes and the addition of new departments in the next 15 years.

National Education Policy has given special emphasis on equity and inclusion in higher education. This includes providing appropriate financial and other support to students belonging to socio-economically disadvantaged groups, providing scholarships and gender balance in admissions. University considers this as an important parameter and has devised plans to promote equity and inclusion.

| <b>Key Aspects</b>         | <b>Short Term<br/>(2024-26)</b>   | <b>Mid Term<br/>(2027-31)</b>  | <b>Long Term<br/>(2032-39)</b>   |
|----------------------------|---|--|--|
| Enrollment                 | Increasing the intake capacity, thereby increasing GER  | Technological support for the initiatives towards inclusive and quality higher education | Quality residential facility to attract international students                 |
| Skilling and Employability | Internship for every student<br><br>Introduction of skill-based courses to increase employability potential in UG and professional programmes | Integration of skill component in all the academic programmes                            | Introduction of advanced vocational courses along with the existing programmes |
| Gender Equity              | Emphasis on student wellness and Support in financial and other terms   | Promotion of gender neutrality at the level of faculty and students                      | Establishment of Centre for Gender Studies.<br><br>Annual Gender Auditing      |

|                          |   |   |  |
|--------------------------|---|---|--|
| <p>Students' Support</p> | <p>Academic and professional support to students from socio-economically disadvantaged groups</p> <p>Investing more in schemes like Earn while You Learn and Merit cum Means Scholarship to support more students.</p> <p>Differently abled and gender sensitive ecosystem, ensuring that buildings are wheelchair accessible</p> <p>Dr. Ambedkar Centre for Excellence to impart all sort of academic, professional and career counselling/coaching to the students</p> <p>To provide training for job oriented courses to impart employability skills</p> <p>Training/coaching for competitive exams such as JRF/GRE/TOEFL/IELTS, etc</p> | <p>Introduction of special courses and programmes on Disability Studies and Gender Studies</p> <p>Partnership with ministries/org anisations/ institutions for supporting the differently abled persons</p> <p>Adding more general elective and value-added courses relating to diversity, inclusion and equity</p> | <p>Establishment of Centre for Disability Studies.</p> <p>Implementation of the remaining targets relating to Equity and Inclusion in Higher Education as envisioned in NEP-2020</p> <p>Fellowship schemes for Foreign Nationals</p> |
|--------------------------|---|---|--|

## INTEGRATED APPROACH TO LEARNING

To make University a multidisciplinary University, integration of various academic and co/extra-curricular activities is necessary. This becomes even more important when a University has plans of increasing the programmes offered and the departments. The University today offers 85 programmes under 34 departments of study, and the University plans to gradually increase this to 120 programmes under 58 departments in the near future.

Central University of Haryana believes that the departments and programmes should not exist in isolation. For the desired outputs, various streams have to come together. The perspective plan for expansion of academic horizon is spelled as under:

| <b>Key Aspects</b>          | <b>Short Term (2024-26)</b>   | <b>Mid Term (2027-31)</b>   | <b>Long Term (2032-39)</b>  |
|-----------------------------|---|---|---|
| Integrating the Disciplines | Integration of Arts, Humanities, Social Sciences, Engineering,<br><br>Integration of traditional Indian knowledge with curriculum<br><br>Science, Mathematics, Professional and Vocational Education<br><br>Engaging School of Lifelong learning, Department of Yoga and School of Education for offering generic elective courses on life skills | Exploring research programmes in vocational studies<br><br>Giving more freedom to Centre for Innovation, skill and entrepreneurship development for dissemination of employable skills and training | Conceptualising advanced incubation centres and technology development centres in research and innovation<br><br>Exploring the possibility to establish medical college within campus |
| Pedagogical Innovations     | Integration of Co-curricular and extra-curricular with curricular aspects   | Providing financial assistance and scholarships to socio-economically disadvantaged students  | Adoption of imaginative and creative pedagogies for vocational and  |

|                             |   |  |  |
|-----------------------------|---|--|--|
|                             |   | pursuing vocational programmes   | professional disciplines   |
| Vocational Education        | <p>Department of vocational studies to offer short term skill-based certificate courses to promote 'lok vidya'</p> <p>Special merit-based scholarships to attract the students to join vocational programmes.</p> | <p>Integration of vocational components in programmes on general education</p> <p>Making skill component necessary for science, Engineering and professional courses</p> | <p>Collaborations with foreign universities, research institutes, industry to boost vocational education</p> |
| Towards Multidisciplinarity | <p>Identification of professional and life skills to be imparted to students</p>  | <p>Incentivising multidisciplinary research</p>  | <p>Transition to only multidisciplinary and integrated teacher education programme</p>                       |

## CONCLUSION

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Central University of Haryana (CUH), a relatively young University, is moving fast in the direction of development with creative thinking, mutual cooperation and partnership. CUH belongs to students, teachers and staff from across the country and is committed to progressive nation building. The University fraternity understands the aspirations of its stakeholders as well as the expectations of the people of the country. The strategic plan of the University has been framed keeping in mind those aspirations and expectations, and the University is confident of achieving it over the years. The education system in India and around the world is passing through revolutionary digitization. As the University progresses ahead, there will be a lot of emphasis on E-governance. In future, the entire University will be linked through the latest databases and software which will be made available to all the schools, departments and centres for hassle free exchange of ideas. Student centric choice based credit system (CBCS) in line with LOCF and NEP will be further strengthened to make education broad-based and at par with global standards which will also in turn ease the mobility of students. Despite being a young University, CUH is progressing in research, innovation and teaching, and it strives to excel in all these fronts and make a mark both at national and international level. The footprints of CUH have already started appearing in elite institutions in India and abroad. The University hopes to become self-sustaining in the coming times and plans to focus on solid waste management, E-waste management, energy generation, rain water harvesting, sports academy, organic farming, solar power plant, Forensic Science, Drone Technology more rigorously in future. As the students of the University are the biggest assets and are the future of India, CUH is moving ahead keeping the goal of holistic development of the students and will focus both at the academic front as well as on the mental and Spritual well-being of students. The University is striving to develop necessary modern facilities for the students in the field of higher education. Pursuing its strategic plan, CUH will work towards realizing the dream of Self Reliant India, Saksham Bharat and Strong India.

***Note: The Strategic Perspective Plan shall be reviewed and revised at regular intervals to ascertain better outcomes.***

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*A brainstorming/consultative session was conducted under the Chairpersonship of the Hon'ble Vice Chancellor, Prof. Tankeshwar Kumar on 02-09-2024 in the presence of Heads of the academic departments and statutory officers of the University to finalise the IDP document.*