



डॉ. हरीसिंह गौर विश्वविद्यालय, सागर (म.प्र.)

(केन्द्रीय विश्वविद्यालय)

DR. HARISINGH GOUR VISHWAVIDYALAYA, SAGAR (M. P.)

(A Central University)

No./DoAA/2022/ 159

20 July, 2022

To,

Deans / Heads of the Departments

Dr. Harisingh Gour Vishwavidyalaya, Sagar (MP)

Sub: Curriculum Framework based on NEP 2020

Dear Madam / Sir,

As you are aware that the National Education Policy 2020 is to be implemented in the Vishwavidyalaya from the academic session 2022-23. In this regard, a duly constituted committee has prepared a document, action plan and course structure. The Curriculum Framework for NEP 2020 is enclosed herewith for your kind perusal and necessary action.

In view of above, all the Deans and HoDs are requested to kindly prepare the Curriculum Framework of the **UG and PG programmes** being offered by the School/ Department. We are hopeful that the enclosed document shall be of help in implementing NEP 2020 in letter and spirit.

You are, therefore, requested to kindly do the needful at the earliest and submit the framework and syllabi duly approved through the Board of Studies and School Board to the office of the DoAA at the earliest, preferably by 10 August, 2022.

You are also requested to contact the members of NEP implementation committee for queries, clarifications etc., if any.

Thanking you,

Sincerely yours

Prof. Naveen Kango

(Director, Academic Affairs)

Prof. A. D. Sharma

(Chairperson, NEP implementation Committee)



CURRICULUM FRAMEWORK - 2022

BASED ON

NATIONAL EDUCATION POLICY-2020

**Doctor Harisingh Gour Vishwavidyalaya
(A Central University)
Sagar-Madhya Pradesh
470003**

Contents

Foreword

1. Concept
2. Abbreviations
3. Definitions
4. Objectives
5. Features of Curriculum Framework
6. Qualification Type and Credit Requirements
7. Action Plan
8. Graduate Attributes
9. Important suggestions for framing the course structure
10. Structure of Curriculum Framework
11. Learning Outcome Based Curriculum Framework (LOCF)

Foreword

The National Education Policy 2020 (NEP) has been conceptualized and framed with an aim of actualizing constitutional imperatives to achieve human development goals in an equitable and democratic manner. The prime concern of this public policy is to develop well-rounded competent individuals and a community of practices for making the nation a self-reliant and global leader.

The NEP-2020 envisages a nova-epistemic and ontological anticipation for India's tertiary education system, which recognizes that higher education plays a pivotal and crucial role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all.

The NEP-2020 underlines "higher education significantly contributes towards sustainable livelihoods and economic development of the nation" and "as India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education."

In this backdrop, Doctor Harisingh Gour Vishwavidyalaya, Sagar is taking steps to bring the desired transformation in higher education by implementing NEP from the academic session 2022-23. Implementing and executing NEP in the Vishwavidyalaya, where a number of courses are being offered to thousands of students, is a great responsibility. After rigorous discussions with various stakeholders, and concerned key functionaries, a common curriculum framework is framed and proposed. The curriculum framework would be further fine-tuned after feedback and suggestions from the respective academic bodies. We all know that NEP-2020 also focuses on promoting critical thinking, innovation, and creativity to enable the use and promotion of higher-order thinking skills. Indeed, NEP is set to revolutionize the education system in the country right from school to higher education.

I am happy to share the "Curriculum Framework-2022" which is based on National Education Policy-2020. This Framework is designed with a Bharat-centric approach and provides an opportunity to decolonize the knowledge, knower, and knowing through learner-centric, innovative and liberal approach in terms of choice of subject/disciplines of study, creating academic pathways having constructive combinations of disciplines for study with multiple entry and exit points, academic bank of credits (ABC) determining semester-wise academic load and the ease 'how to learn' to the extent possible.

The proposed curriculum framework is also aligned with the letter and spirit of NEP-2020 in terms of providing multi/trans-disciplinary and holistic education, assessment of/for/as learning, experiential learning, and community engagement, with the fusion of Indian ethos, culture, and life practices along with 21st-century skills.

I appreciate the sincere efforts made by the NEP Implementation committee of the Vishwavidyalaya, in formulating this Framework. I also acknowledge the contribution of the academic stakeholders and administrative officers in this venture.

(Prof. Neelima Gupta)
Vice Chancellor

1. Concept

The emergence of the Curriculum Framework-2022¹ is to actualize the contextual need of the nation. Since Independence, we as Indian citizens have dreamt of our nation becoming a *Vishwa-Guru*, through de-colonizing the Indian Mind, Culture and Knowledge.

With these imperatives, NEP-2020 has provided an opportunity to re-visit the entire existing knowledge discourse with *Rurban and Glo-cal* framework for making *self-reliant* Individual, Community and Nation.

Dr. Harisingh Gour Vishwavidyalaya, Sagar is committed to play its potential role to transform the nation through education. The Curriculum Framework-2022 is an attempt to address the contemporary challenges and serve the nation with the vision of NEP-2020. The NEP-2020 notes that “higher education significantly contributes towards sustainable livelihoods and economic development of the nation” and as India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.”

Dr. Harisingh Gour Vishwavidyalaya, Sagar, is known as an organic institution of excellence for learning, teaching and research in the domain of higher education. The utmost quest of the Vishwavidyalaya, is to serve the nation through empowering learners.

Being the oldest university of the state and as well as a Central University it is mandated to act as the architect of shaping the knowledge economy through developing and nurturing humane excel with purity of *Ends and Means*. From its inception, the University has always designed curricular framework & pedagogical practices for the undergraduates, in a constructive, meaningful and innovative manner on the regular basis.

The Education Commission (1964-66) professed, “**The destiny of India is now being shaped in her classrooms**”. The idea of classroom is always visualized with emancipatory pedagogic creed, text and context, which requires regular changes in the curriculum.

In this reference, university has idealized and developed the Curriculum Framework-2022 in accordance with the changing nature of the discipline/s, opportunities offered by new learning technologies, trends in employability, changing expectations of professional and academic bodies in-tune with philosophy and objectives of NEP-2020.

The outcome of this entire exercise undertaken by the university is the Curriculum Framework-2022. This framework not only follows the NEP-2020 in *toto*, but also

¹The Curriculum Framework 2022 is based on the National Education Policy (NEP) 2020. The terms which are used here are taken from the original NEP 2020 document which is available at https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

creates an environment for pedagogy of possibilities to attract the young minds towards teaching, research, innovation, internship, community outreach, entrepreneurship and dissemination of human knowledge and practice. The university has been working relentlessly questing for excellence in higher education since its inception, and Curriculum Framework-2022 is a declaration to take this rich tradition ahead in the new millennium on the historic completion of the Kaustubh Year (Platinum Jubilee Year).

2. Abbreviations

- NEP-2020 – National Education Policy- 2020
- NHEQF – National Higher Education Qualification Framework
- B.A. – Bachelor of Arts
- B. Com. – Bachelor of Commerce
- B.Sc. – Bachelor of Science
- DSM – Disciplinary Major
- MDM - Multidisciplinary Major
- SEC – Skill Enhancement Course
- VEC – Value Enhancement Course
- AEC – Ability Enhancement Course
- GA- Graduate Attribute
- ABC- Academic Bank of Credits
- MEME- Multiple Entry- Multiple Exit

3. Definitions

Academic Credit –An academic credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

Courses of Study – Courses of the study indicate pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study as given below:

- a. **Discipline Specific Major (DSM)**-This course will be pursued by a student as a mandatory requirement of his/her programme of study. Discipline Specific Major shall be the core credit course of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The Discipline Specific Major specified in the framework would be identified by the concerned Department as core/major courses to be taught in a Programme.
- b. **Multidisciplinary Major (MDM)** –This is the course of study that will be based on the multidisciplinary nature of various underlying streams. The course will be proposed by the course coordinator (s) on the basis of his/her/their expertise in teaching and research in the frontier areas of their subject.
- c. **Ability Enhancement Course (AEC), Skill Enhancement Course (SEC) & Value Enhancement Course (VEC)**

These three courses shall be a pool of courses offered by all the Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of SEC, VEC, & Internship/Apprenticeship/Project/ Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

- **AEC**-Ability Enhancement courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. These include, but are not limited to, Language and Literature, Environmental Science, Sustainable Development etc., which will be mandatory for all disciplines.

- **SEC**-Skill Enhancement courses are skill-based courses aimed at providing hands on training, competencies, proficiency and skills to students. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction. Every discipline may provide skill-based courses, some of which may be offered to students of its discipline, while the rest can be open to students of all other disciplines.
- **VEC**-Value Enhancement courses are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural and constitutional values; promote critical thinking, **Indian Knowledge Systems**, scientific temperament, communication skills, creative writing, performing arts, classical and folk music, folk literature, ethno medicine, yoga, presentation skills, sports & physical education and team work which will help in all round development of students.

4. Objectives

The proposed Curriculum Framework- 2022 is meant to bring about systemic changes in the University Education in accordance with the National Education Policy-2020. The following objectives of NEP have been kept in mind while designing this curriculum framework-

- To promote holistic development of learner with 21st century skills and attributes.
- To incorporate **Indian Knowledge System** as an approach to understand the discipline or field of studies.
- To promote the use of language, multilingualism for socio-cultural coexistence.
- To frame the curricula for developing knowledge society based on Indian value system.
- To explore the local space and culture as learning resource and opportunity.
- To promote the idea and practice of indigenous knowledge in/with contemporary situation.
- To promote and strengthen multi/trans-disciplinary to ensure diversity of learning in the concerned area of study.
- To enhance understanding of developmental issues in global, national and local context.
- To strengthen the relationship between human, society and nature with text and pedagogy.
- To remove hard separation and hierarchies among disciplines/different areas of learning.

- To inculcate and enhance ethical, human and constitutional values.
- To explore creativity, innovativeness and critical thinking to understand the universe in a better way.
- To create environment and culture for innovation and dissemination.
- To promote multilingualism and '*culture of language*' in learning and teaching.
- To promote research acumen as a co-requisite for co-existence of humanity.
- To establish new course/programme through hybrid-multidisciplinary course structure.
- To promote industry oriented curriculum, wherever possible, in order to facilitate placement of students.

5. Features of Curriculum Framework

| Guiding Principle | Strategic Component |
|--|--|
| Holistic development | <ul style="list-style-type: none"> • Communication Skills • Ethics and Culture • Science and Society • Computational Skills • Theater/Performing Arts • Community Engagement |
| No Hard Separation | <ul style="list-style-type: none"> • Science and Literature • Community Health • Social Work • Music and Science |
| Multilingualism | <ul style="list-style-type: none"> • Local and traditional Language • Folk art and folk lore • Communicative English • Modern Indian Languages |
| Creativity, Innovativeness and Critical thinking | <ul style="list-style-type: none"> • Performing Art • New Media • Literature |
| Experiential Learning | <ul style="list-style-type: none"> • Internships / Apprenticeship • Projects /Practicum • Research or Community Outreach |
| Multidisciplinary | <ul style="list-style-type: none"> • Major and Minor Combination • Value Enhancement course • Vocational Course • Skill Enhancement course |

6. Qualification Type and Credit Requirements

Qualifications are formal ‘awards’ such as, **Certificate**, **Diploma** or a **Degree** which are awarded by the university in recognition of the attainment by students of the expected learning outcomes on the successful completion of a particular programme. These are awarded after an assessment and evaluation of learning levels conducted by a competent body that determines the achievement of the students of the expected learning outcomes.

Proposed Course Structure of the Academic Programme with Multiple Entry-Multiple Exit Framework as per the UGC Guidelines & NEP-2020

| Semester | Entry Point | Level | Type of Award | Minimum Mandatory Credits* | Exit Point |
|--------------------------|-------------|-------|--|----------------------------|------------|
| Under Graduate Programme | | | | | |
| I | Entry | L5 | Undergraduate Certificate in the field of study/discipline | 20 | |
| II | | | | 40 | Exit |
| III | Entry | L6 | Undergraduate Diploma in the field of study/discipline | 60 | |
| IV | | | | 80 | Exit |
| V | Entry | L7 | Bachelor of (field of Discipline/ Multidisciplinary course Study) | 100 | |
| VI | | | | 120 | Exit |
| VII | Entry | L8 | Bachelor Degree (in the field of Discipline Major or Multidisciplinary course Study) | 140 | |
| VIII | | | Bachelor (Research Degree) | 160 | Exit |
| Post Graduate Programme | | | | | |
| IX | Entry | L8 | Post Graduate Diploma | 160 | |
| X | | L9 | Master Degree | 200 | Exit |

***Each Semester from L5 to L9 (Total 10 Semesters) carries Minimum 20 Credits. Cumulative Credits are indicated in the table.**

7. Action Plan

The strategic action plan for implementation of NEP-2020 in the University for integrating “**Indian knowledge system**, language, values and culture with 21st century skills and knowledge framework” :

1. A flexible approach will be adopted in giving freedom to the students in selecting the courses and study of place too.
2. Every bonafide student should necessarily complete at least 80% of the core courses from this university.
3. The remaining 20% of the courses may be chosen by the students either from the host institute or ONLINE to get the credits.
4. Since ABC is in place, the students will be given freedom to choose courses (remaining 20%) from outside either from SWAYAM/ NPTEL/ or any other notified agency by the university.
5. As and when the student gets the required credits, he/she will be awarded Certificate/Diploma/Degree.
6. Amendment in ordinances as per the NEP guideline/framework will be made as and when required.
7. Assessment Tools: 20:20:60 (IA : IA : End exam)
8. To list out and provide the pool of different courses (combinations) as per the Multi-disciplinary approach
9. To take up the comprehensive mapping for progression (up to research/PG Level)

8. Graduate Attributes

The NHEQF envisages that students on completion of a programme of study must possess and demonstrate the expected graduate profile/attributes. The graduate profile/attributes include capabilities that help widen the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in the society.

The following graduate attributes (GA) may be incorporated in the course structure:

- **Complex problem-solving**
- **Critical thinking**
- **Creativity**
- **Communication Skills**
- **Analytical reasoning/thinking**
- **Research-related skills**
- **Coordinating/collaborating with others**
- **Leadership readiness/qualities**
- **Learning “How to Learn” skills**
- **Digital literacy and skills**
- **Multifarious Skills and abilities**
- **Multicultural competence**
- **Value inculcation**
- **Autonomy, responsibility and accountability**
- **Environmental awareness and action**
- **Community engagement and service**
- **Empathy**

9. Important suggestions for framing the course structure

Discipline Specific Major (DSM)

A candidate entering to a program must select a major subject based on his/her interest.

- Every subject (considered as a disciplinary major) has several sets of requirements (even prerequisites) in order to be successful in the particular discipline. Therefore, pro-active mentoring of the students would be meaningful.
- For this purpose, advising in the major is provided by the Course coordinator (Faculty or Subject advisor) designated by the department or program.
- Candidates should acquaint themselves fully with all the requirements of the selected major subject.
- Selecting the DSM would be based on the interest of the student so that in-depth study of a selected subject can be rewarding and will lead to form a basis for the occupation or profession.

Multi Disciplinary Major (MDM)

- Electing an interdisciplinary or multidisciplinary subject with a shared interest can enhance the strength of any student to acquire a comprehensive understanding of a focused area that will eventually enhance the employability of the student.
- Graduating with the combination of supporting subjects complementary to each other is expected to develop a cutting-edge understanding of the particular focus area. Hence, each department/subject/discipline may prepare a pool of subjects to be offered as inter or multidisciplinary majors to the students.

- The Course coordinator or Subject Advisor will suggest a suitable major (inter/multidisciplinary) from the pool of the subjects (as mentioned above) after recognizing the ability and interest of the students.
- Irrelevant, contrasting, unrelated kinds of combinations of disciplinary and inter/multidisciplinary majors should be discouraged through proper mentoring.

Skill Enhancement Courses (SEC) and Ability Enhancement Courses (AEC)

- These minor courses must be offered with the idea of value (qualitative) addition to the disciplinary/inter or multidisciplinary majors.
- Hence, the department will prepare single or multiple minor courses considering their importance in enriching or sharpening the ability of students in their opted discipline specific major and multi disciplinary major courses.

The **National Education Policy 2020** emphasizes on skill enhancement courses as a mandatory component of the course curriculum.

- Every department will prepare single or multiple skill enhancement courses depending on the expertise and infrastructure available in the concerned department.
- Every student will opt for one module of the skill enhancement course. Since the skills linked with their chosen Major Courses (DSM & MDM) may significantly enhance their skill and ability to generate entrepreneurship and job prospects. Therefore, students must be encouraged to opt for the skill enhancement courses associated with their chosen areas of interest.

Value Enhancement Courses (VEC) for holistic education (Qualifying Nature only)

- NEP-2020 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 nation and

culture along with conscious awareness of one's roles and responsibilities in a changing world.

Experiential Learning

- NEP 2020 emphasizes that actual experiential learning should be an essential and integral part of the academic program, enabling students to make the transition from the classroom into their professional careers.
- This experience can be acquired through a variety of means, including but not limited to, summer internships, project work, volunteer opportunities, independent projects, field visits, community engagement, industrial trainings, apprenticeships, and research opportunities (experimental dissertation). Hence, the courses must include the above-mentioned means depending on the nature and scope of the subject to provide experiential learning.

10. Structure of Curriculum Framework

- The curriculum framework is a structure for proposed Undergraduate and Post Graduate programmes in different disciplines with **Multiple Entry-Multiple Exit** (MEME) options.
- The framework does not maintain/support any epistemological hierarchy among different areas of learning and practice.
- Every teaching department has to develop certificate, diploma, and degree courses in a comprehensive manner as per the framework.
- Every exit point should be complete in its nature and objectives.
- One of the significant features of this new curricula is to provide an opportunity to the learners to study languages which are enshrined under the VIII schedule of the Constitution of India for their holistic development through language.
- This curricular framework provides an opportunity to the learner to ensure his/her lateral mobility within the University as well as from the University to any other Institution and vice-versa with opting Academic Bank of Credits (ABC). **Please visit the university website for more information on ABC.**

11. Learning Outcome Based Curriculum Framework (LOCF)

All the courses have to be designed in an Outcome based manner following the spirit of outcome-based education (OBE). Accordingly, the syllabus of the course should provide following details:

Course Objectives:

The main objective of this paper is to apply concepts and principles of biochemistry, importance of carbohydrates, nucleic acids and lipids. Major properties and structures of macromolecules and their importance.

Preferably, unit wise Course Learning Outcomes are to be provided as follows:

Upon successful completion of the course, the student:

| Unit | Unit wise Course Outcomes |
|------|---|
| CO1 | Will be able to gain insight on |
| CO2 | Will attain knowledge about the..... |
| CO3 | Will get an in-depth knowledge about the..... |
| CO4 | Gets introduced to various functions of... |
| CO5 | Gets introduced to various concept of..... |

Under graduate Curriculum Framework (Suggestive Guidelines)

| Level | Sem | Nature of the Course | Course Code | Course Title | Credits | |
|-----------------|-----|----------------------------------|--------------|--------------|------------|------------------------------|
| L5 Entry | I | Discipline Specific : Major-1 | SUB-DSM-111 | | 6 | |
| | | Discipline Specific: Major-2 | SUB-DSM-112 | | 6 | |
| | | Multi-Disciplinary : Major-3 | SUB -MDM-111 | | 6 | |
| | | Ability Enhancement Course (AEC) | SUB -AEC-111 | | 2 | |
| | | Skill Enhancement Course (SEC) | SUB -SEC-111 | | 2 | |
| | | Value Enhancement Course (VEC) | SUB -VEC-111 | | Qualifying | |
| | | | | | 22 | |
| | II | Discipline Specific : Major-4 | SUB-DSM-211 | | 6 | |
| | | Discipline Specific: Major-5 | SUB-DSM-212 | | 6 | |
| | | Multi-Disciplinary: Major-6 | SUB-MDM-211 | | 6 | |
| | | Ability Enhancement Course (AEC) | SUB-AEC-211 | | 2 | |
| | | Skill Enhancement Course (SEC) | SUB-SEC-211 | | 2 | |
| | | | | | | |
| | | | | | 44 | EXIT With Certificate |

The Ability Enhancement Course (AEC) and / or Skill Enhancement Course (SEC) will be relevant to the Disciplinary Specific Major (s).

Under graduate Curriculum Framework
(Suggestive Guidelines for Science subjects with Practicals e.g., B.Sc.)

| Level | Sem | Nature of the Course | Course Code | Course Title | Credits (T+P) | |
|-------------|-----|----------------------------------|--------------|--------------|---------------|------------------------------|
| L5 Entry | I | Discipline Specific : Major-1 | SUB-DSM-111 | | 4+2 | |
| | | Discipline Specific: Major-2 | SUB-DSM-112 | | 4+2 | |
| | | Multi-Disciplinary : Major-3 | SUB -MDM-111 | | 4+2 | |
| | | Ability Enhancement Course (AEC) | SUB -AEC-111 | | 2 | |
| | | Skill Enhancement Course (SEC) | SUB -SEC-111 | | 2 | |
| | | Value Enhancement Course (VEC) | SUB -VEC-111 | | Qualifying | |
| | | | | | 22 | |
| | II | Discipline Specific : Major-4 | SUB-DSM-211 | | 4+2 | |
| | | Discipline Specific: Major-5 | SUB-DSM-212 | | 4+2 | |
| | | Multi-Disciplinary : Major-6 | SUB-MDM-211 | | 4+2 | |
| | | Ability Enhancement Course (AEC) | SUB-AEC-211 | | 2 | |
| | | Skill Enhancement Course (SEC) | SUB-SEC-211 | | 2 | |
| | | Value Enhancement Course (VEC) | SUB-VEC-211 | | Qualifying | |
| | | | | | 44 | EXIT with Certificate |

The Ability Enhancement Course (AEC) and / or Skill Enhancement Course (SEC) will be relevant to the Disciplinary Specific Major (s).

Postgraduate Curriculum Framework (Suggestive Guidelines)

| Year / Semester | Nature of the Course | Courses | Credits |
|---------------------------|-----------------------------------|----------------------|-----------------------------|
| L 8 First Year | Discipline Specific : Major-1 | SUB- DSM-121 | 04 |
| | | SUB-DSM-122 | 02 |
| | Discipline Specific: Major-2 | SUB- DSM-123 | 04 |
| | | SUB- DSM-124 | 02 |
| | Multi-Disciplinary : Major-3 | SUB-MDM-121 | 04 |
| | | SUB-MDM-122 | 02 |
| | Skill Enhancement Course (SEC) | SUB-SEC-121 | 03 |
| | | SUB- SEC-122 | 01 |
| | | | 22 |
| | | | |
| SEM -II | Discipline Specific : Major-1 | SUB- DSM-221 | 04 |
| | | SUB -DSM-222 | 02 |
| | Discipline Specific: Major-2 | SUB - DSM-223 | 04 |
| | | SUB - DSM-224 | 02 |
| | Multi-Disciplinary : Major-3 | SUB -MDM-221 | 04 |
| | | SUB -MDM-222 | 02 |
| | Skill Enhancement Course (SEC) | SUB -SEC-221 | 03 |
| | | SUB - SEC-222 | 01 |
| | | | 22 |
| | | | Exit with PG Diploma |
| SEM-III | | | |
| SEM-IV | | | |

Curriculum Framework and Course Structure Committee

Prof. Naveen Kango, Coordinator (9425635736)

Prof. A. D. Sharma, Member (9406519498)

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