



Tougher student visa norm comes into force in UK

London, Jan. 1: International students, including Indians, starting courses at British universities this month will no longer be able to bring family members on all but post-graduate research courses and courses with government-funded scholarships under tougher UK visa norms effective from Monday.

The UK Home Office said the changes, first announced by former home secretary Suella Braverman in May last year, are aimed at clamping down on people using the student visa as a backdoor route to work in the UK and will see an estimated 1,40,000 fewer people come to the UK.

The tougher rules are geared towards cutting what home secretary James Cleverly dubbed as an "unreasonable practice" of overseas students bringing dependants, which official figures show have risen by more than 930 per cent since 2019.

"This government is delivering on its commitment to the British public to cut migration. We have set out a tough plan to rapidly bring numbers down, control our borders and prevent people from manipulating our immigration system, which will come into force throughout this year," Cleverly said in a statement.

"Today, a major part of that plan comes into effect, ending the unreasonable practice of overseas students bringing their family members to the UK. This will see migration falling rapidly by the tens of thousands and contribute to our overall strategy to prevent 3,00,000 people from coming to the UK," he said.

The UK's Office for National Statistics (ONS) found that in the year

● **THE UK** Home Office said the changes, first announced by former home secretary Suella Braverman in May last year, are aimed at clamping down on people using the student visa as a backdoor route to work in the UK and will see an estimated 1,40,000 fewer people come to the UK.

ending Sept. 2023, as many as 1,52,980 visas were issued to dependants of students, a massive rise from the 14,839 in the year ending Sept. 2019.

"Our world-leading universities rightly attract some of the brightest students from around the world to the UK. But we have seen a surge in the number of dependants being brought by students, which is contributing to unsustainable levels of migration," said UK minister for legal migration and the border Tom Pursglove.

"We are completely committed to seeing a decisive cut in migration. The action implemented today to restrict bringing dependants on the student visa route allows us to better protect our public services while supporting the economy by allowing the students who contribute the most to keep coming here. This is part of a series of measures which together will see 3,00,000 fewer people coming to the UK compared to last year," he said.

The Home Office said the changes to student visas strike the "right balance" to continue to preserve the attractiveness of the UK's world-leading higher education sector while removing the ability for institutions to undermine the UK's reputation.

HOUSE PANEL NOTES THAT 'THERE IS A HUGE SHORTAGE OF 1,472 IAS OFFICERS'

Set Level Playing Field for English-Educated Urban & Vernacular-medium Rural Youth in UPSC: Panel

Jatin Takkar

New Delhi: The Parliamentary Panel on Personnel and Law, chaired by BJP MP Sushil Modi, has suggested, among other measures, the constitution of a committee to study if the present scheme of UPSC examinations provides equal opportunities to both English-medium educated urban and non-English medium rural candidates, while pointing out that there were 1,472 IAS vacancies to be filled. The panel has made several other suggestions in its report on the Demand for Grants pertaining to Department of Personnel and Training (DoPT).

The panel has noted that "there is a huge shortage of 1,472 IAS officers. As per the data provided by DoPT, there are 850 vacancies in the direct recruitment posts and 622 vacancies in the promotion posts."

To address the issue of shortage of

NO ASSET DISCLOSURE



The panel also noted that a large number of IAS officers were not filing their Annual Immovable Property Returns

IAS officers, the Central government has been recruiting 180 IAS officers on annual basis. The Committee has recommended the DoPT to consider increasing the annual intake of direct recruit IAS officers to bridge the deficit, the report added. It also pointed out that the deficit of IAS officers stems partly from the fact that the promotion quota IAS vacancies are not being filled up by states on time.

DoPT further said that out of the prescribed Central Deputation Reserve 1,469 officers, only 442 officers were working at the Centre. The panel said this issue needs to be taken up by the Centre with the state governments.

The Committee also noted that a large number of IAS officers were not filing their Annual Immovable Property Returns and suggested that the DoPT should put in a mechanism to check the veracity of the property return statement filed by public servants.

Regarding the UPSC examinations, the panel stated that it takes nearly 15 months for the process — from the date of issue of notification to the date of declaration of results — to be completed. **"The committee is of the opinion that the duration of any recruitment examination should not ordinarily exceed six months as long and protracted recruitment cycles waste prime ye-**

ars of a candidate's life besides taking a heavy toll on their physical and mental health," it said.

Responding to the panel's observation, the government citing data of the number of candidates who apply and the logistics involved, said that the time cycle for the Civil Services Examination has been optimised to the extent possible. "Further reduction in the above time cycle of civil services examination may not only impinge upon the integrity/quality of the examinations, but may also create resentment among candidates due to getting lesser number of days for their preparation at each stage of the examination," the DoPT informed the panel.

It said UPSC, SSC should take steps to ensure that candidates are allotted an examination centre within 5 km from their homes.

The role of education in shaping attitudes towards disability

ARCHANA BHAMBAL

GOVERNMENT INITIATIVES FOR INCLUSIVE LEARNING

In the ever-evolving landscape of education, advancing inclusivity is not just a moral imperative but a transformative force that shapes society's attitudes. One crucial aspect of this journey is integrating children with disabilities into mainstream education from an early age. This approach ensures equal growth opportunities and lays the foundation for a society that embraces diversity.

INCLUSIVE EDUCATION: A PATH TO ACCEPTANCE

When children with disabilities are included in mainstream education alongside their peers, it is not merely an educational strategy but a societal statement. The early adaptation of teachers to diverse learning needs becomes a foundation in this process, leading to an acceptance that resonates within the child. The participation of children with disabilities on an equal basis instils in them the knowledge that they are valued members of society, fostering a sense of belonging and active participation in community life.

Sightsavers India recognises this philosophy's significance and endeavours to create a positive and enabling environment in schools, families, and communities to facilitate the holistic education of children with visual impairment.

The National Education Policy (NEP) of 2020 echoes the importance of inclusive education, envisioning the development of qualities such as acceptance of diversity, resilience, empathy, and sensitised peer relationships among children. Samagra Shiksha, an integrated scheme for school education, highlights the commitment to inclusive and equitable quality education for all.

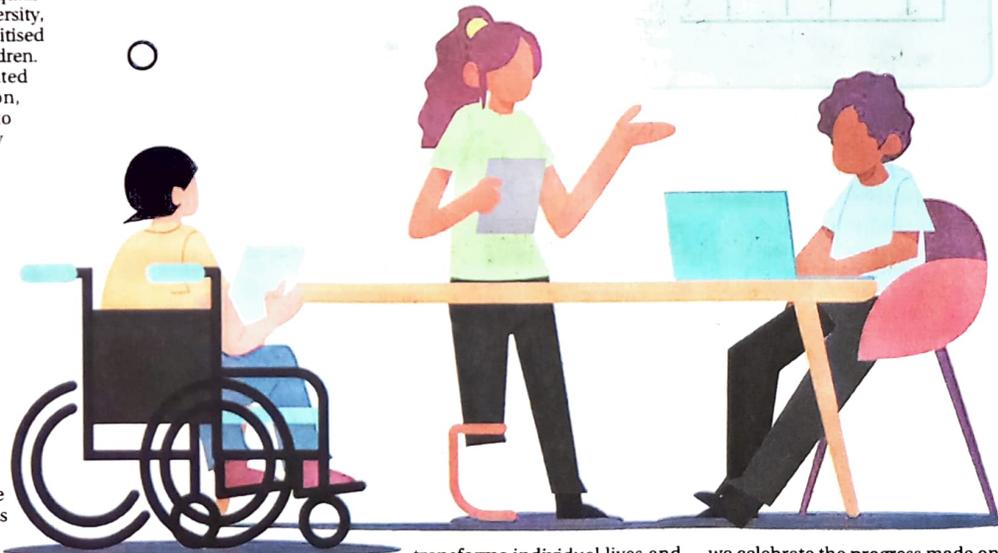
Inclusive education, defined by the Rights of Persons with Disabilities Act of 2016, goes beyond rhetoric. It is a system wherein students, with or without disabilities, learn together, and the teaching and learning methods are suitably adapted to meet the diverse learning needs of every student.

IMPACT ON ATTITUDES

Research supports the idea that disability awareness programs in schools contribute to developing empathy and positive attitudes among young children. This shift in perspective, when nurtured, matures into a valuable asset, shaping individuals into responsible and empathetic citizens as they progress through life.

Inclusive education impacts

knowledge, develops leadership skills and builds



confidence in students with disability. This empowerment extends beyond the classroom, helping them integrate into the workforce.

In conclusion, inclusive education is a cornerstone in the edifice of societal change. Its pursuit

transforms individual lives and plays a vital role in advancing the Sustainable Development Goals (SDGs).

Shaping attitudes from a young age enriches the lives of children with disabilities and moulds a society that values diversity, empathy, and inclusivity. As

we celebrate the progress made on the International Day of Persons with Disabilities, let us recommit ourselves to the endeavour of inclusive education, paving the way for a brighter and more inclusive future.

The writer is technical director of SACS

Preparing students for the new emerging world

KADAMBARI RANA

The world today faces unique circumstances. Human beings are torn between the past and the future, between artificial intelligence and human intelligence, between reel and real, between national boundaries and globalization, between nature and manufacturing, between basic needs and conspicuous consumption.

Therefore, the world needs reconstruction, the world needs a re-think so that the needs of all creatures can be met in collaboration with nature, holistic education being the primary factor leading up to such a harmonious world for all to co-exist in.

Students need to be empowered so that they can guide humanity to a more luminous future. Children are endowed with constructive energy, dynamism and inner potentials that need to be brought to the surface through guided education and opportunities.

To this effect, some core areas that must be an integral part of any education curriculum are; development of creative and aesthetic appreciation, sensory and perceptual development, cognitive development, physical fitness and motor development, personal, social and emotional development and language development.

The focus should always be based on the 'in to out' and 'near to far' principles. In other words, first comes the understanding of the inner self and development of the inner potential and then comes into existence its external manifestation in the form of creativity, inventions, progressive actions and thinking.

Near to far develops in students the ability to observe, appreciate and respond to what is closest to them and then slowly expand their wings to bring the world under it.

LANGUAGE DEVELOPMENT:

To develop in children good listening, speaking, reading and writing skills. This can be achieved by exposing them to the right sounds, correct pronunciation, phonological awareness, guiding them to build effective words and sentences and focussing on creating a rich immersive language atmosphere for the students. Engaging students in extensive age-appropriate conversations and providing abundant opportunities to speak will aid them in becoming confi-



dent speakers and communicators in social, professional as well as global settings.

DEVELOPMENT OF CREATIVE AND AESTHETIC APPRECIATION:

To develop in students the ability to recognize objects, events and ideas presented to them in the form of nature, drawings, clay modelling, folk art, sculptures, paintings, photography and other forms of art. Such efforts should encourage students to represent this, recreate this, inspire and get inspired. Creating opportunities for students to develop an expression, enjoyment and disposition for music and movement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT:

To develop in students an emotional equanimity by guiding them to express their emotions in a relevant manner and teaching them the skill of controlling urgency of feelings and desires. Students must be provided with an atmosphere where they can fearlessly display their characteristics, their abilities, their weaknesses, and prefer-

ences. To develop in students a sense of curiosity, awareness of behaviour and its effects and self-help skills so that they can enjoy independence and autonomy,

SENSORY AND PERCEPTUAL DEVELOPMENT:

To include in teaching and learning curriculum modules that focus on development of the five senses, visual, auditory, olfactory, kinaesthetic and tactile. Activities and class exercises that improve control of and coordination of reflexes and awareness of location and spatial relationship.

COGNITIVE DEVELOPMENT:

From very early ages allowing children to explore object permanence, perceptual categorization based on how things look, taste and feel. Activities and tasks that enhance; memory of objects, people and events, comparison and classification, observation, reasoning and problem solving.

PHYSICAL HEALTH AND MOTOR DEVELOPMENT:

To provide for student's ade-

quate nutrition and sound sleep to improve their overall nervous system and physical growth. Exercises to strengthen; the small and large motor muscles of the body, coordination between small and large motor muscles, integration of movements between different body parts, body balance. Students should be able to display general body awareness, balance in movement, personal hygiene and recognition of importance of safety rules.

The education for the new emerging world demands that individual groups, societies, communities, and countries have respect for each other. Each individual, community and country is integral to the overall global well-being and therefore our future generations must learn to co-exist with differences of approach and ideas, differences in economic backgrounds, differences in social habits and religious affiliations. They must develop both liberty for self as well as tolerance towards others.

Students, as a result of their educational experiences, must be gainfully employed in work and activities of their choice and must contribute productively towards his/her own life and towards the

life of others in the form of service. This will improve the qualitative standards of our society. If education has not been able to evoke a sense of service in students, a sense of co-operation, a sense of brotherhood, then education has failed the student.

The 21st century also requires many more inventors, scientists, leaders, advocates, wild-life enthusiasts, nature lovers and change-makers. Students should be trained and encouraged for their leadership skills in day-to-day life, they should be applauded for trying to be problem solvers, supporters, and helpers. This will develop in them self-reliance and confidence to take lead for bigger decisions later in life.

Education institutes should have broad based curriculums, which centre more around values and less around rules. The new world requires human beings to be more experiential and hands on and to this effect education needs to be centred around life skills, personal skills, emotional skills, respect towards resources and sensitivity towards all mankind and nature.

The author is an educator advocating principles of child centric holistic education

stef

Educational institute to be established for special kids: Sukhu

OUR CORRESPONDENT

KULLU, JANUARY 1

Chief Minister Sukhvinder Singh Sukhu said today that in the past one year, the government had been able to bring 20 per cent of the economy back on track.

Sukhu, during his two-day sojourn in Kullu, said that the government would open an integrated world class educational institute in the state along with schools and colleges for differently abled children. "Students will also be provided training in the field of sports so that they can ensure participation in paralympics and other sports events," he added.

The Chief Minister inaugurated and laid the foundation stone of 13 development projects worth Rs 198 crore for the district. He said that these development projects would prove to be a milestone in the development of the district.

He inaugurated a vegetable market at Bandrol built at a cost of Rs 20 crore and a double-lane bridge over the Beas at Raison built at a cost of Rs 9.07 crore. He also inaugurated a steel truss bridge at the Nehru Kund (Bahang) connecting Burwa and Shanag

Kullu district gets 13 projects worth ₹198 cr

link road over the Beas built at a cost of Rs 6.44 crore. He laid the foundation stone of flood protection works for Bihal and surrounding areas.

He said that extra expenditure had led to accumulation of Rs 86,000 crore debt. The pending dues of employees were worth about Rs 10,000 crore. "The government is chalking out strategies to ensure that these liabilities are cleared and the economy is brought back on the track. The government is making efforts to make Himachal self-reliant in the next four years," he added.

Sukhu said that the government was promoting solar power projects in rural areas to strengthen the economy of the rural population, he added.

He said that despite the adverse impact of the disaster on the tourism sector, the number of tourists had increased at places like Shimla, Manali and Dharamsala due to the efforts of the state government. He said that the government was providing all kinds of facilities to the tourists. 

'हमें ऐसा भारत बनाना है, जहां अभाव न हो'



जासं, नई दिल्ली: अब भारत बदल रहा है। बहुत कुछ अच्छा हो रहा है। हमें ऐसा भारत बनाना है, जहां अभाव न हो। दिल्ली विश्वविद्यालय के कुलपति प्रो. योगेश सिंह ने नववर्ष 2024 के अवसर पर कुलपति कार्यालय परिसर में आयोजित कार्यक्रम में ये बातें कहीं। उन्होंने इस दौरान वर्ष 2023 का लेखा- जोखा पेश करते हुए कहा कि सभी के सराहनीय प्रदर्शन के कारण बीता वर्ष उपलब्धियों से भरा रहा। उन्होंने वर्ष भर की उपलब्धियों के आंकड़े प्रस्तुत करते हुए बताया कि बीते वर्ष डीयू और इसके कालेजों में शिक्षकों की कुल 3,716 नियुक्तियां और 5,979 पदोन्नतियां हो चुकी हैं। डीयू के शताब्दी समारोह का शुभारंभ वर्ष 2022 में उपराष्ट्रपति ने किया था और 2023 में इसके समापन पर प्रधानमंत्री नरेन्द्र मोदी डीयू पहुंचे। 2023 में डीयू कल्चर काउंसिल द्वारा भी जी-20 के कई आयोजन किए गए। उन्होंने फरवरी 2024 में होने वाले डीयू के 100वें दीक्षा समारोह को लेकर कहा कि अपनी स्थापना के 101 वर्षों में 100वां दीक्षांत समारोह आयोजित करने वाला डीयू अपने आप में दुनिया का अनूठा विश्वविद्यालय है।

2023 का लेखा-जोखा डीयू कुलपति ने नववर्ष के पहले दिन पेश किया

ये रहीं उपलब्धियां

- क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग : सस्तेनेबिलिटी 2024 में दिल्ली विश्वविद्यालय को 73.4 के समग्र स्कोर के साथ भारत में पहला और वैश्विक स्तर पर 220 वां स्थान प्राप्त हुआ है।
- वर्ष 2023 के दौरान स्कोपस इंडेक्स जर्नल्स में शोध प्रकाशनों में 13 प्रतिशत की वृद्धि हुई है। इस अवधि के दौरान कम से कम 11 पेटेंट प्रकाशित किए गए हैं।
- साल 2023 में डीयू ने विदेशी विश्वविद्यालयों के साथ 33 एमओयू साइन किए हैं।
- वर्ष 2023 में कुल 5,979 पदोन्नति की गई और विभिन्न कालेजों और विभागों में असिस्टेंट प्रोफेसर और प्रिंसिपल की कुल 3,716 नई नियुक्तियां की गईं।

2024 में भी रहेगा निर्माण कार्यों पर जोर

- 1633.61 करोड़ की कुल लागत से कई निर्माण कार्य होंगे।
- 330 करोड़ रुपये से आइओई की नई बिल्डिंग, 289.61 करोड़ रुपये की लागत से आइओई हास्टल, 87 करोड़ रुपये से कंप्यूटर सेंटर का निर्माण और 110 करोड़ रुपये से लाइब्रेरी का विस्तार किया जाएगा।
- 195 करोड़ से फैक्ट्री आफ टेक्नोलाजी, 201 करोड़ रुपये की लागत से दिल्ली स्कूल आफ इकोनामिक्स के दो नए शैक्षणिक खंडों का निर्माण होगा।
- 226 करोड़ रुपये से सूरजमल विहार में विश्वविद्यालय के कैंपस का निर्माण होगा।
- 95 करोड़ रुपये से द्वारका में शैक्षणिक ब्लॉक के निर्माण सहित अनेकों नवनिर्माण कार्य।
- 25.4 करोड़ से रिनोवेशन के कार्य भी इस वर्ष में पूरे होंगे।

2023 में कई नए शैक्षणिक कार्यक्रम भी हुए शुरू -



प्रो. योगेश सिंह

कुलपति प्रो. योगेश सिंह ने बताया कि वर्ष 2023 में डीयू द्वारा कई नए कार्यक्रम, केंद्र और विभाग भी शुरू किए गए। प्रौद्योगिकी संकाय के अंतर्गत क्लस्टर इनोवेशन सेंटर में पीएचडी और संगीत व ललित कला संकाय के अंतर्गत ललित कला में पीएचडी शुरू की गई है। विधि संकाय द्वारा पंचवर्षीय एकीकृत विधि कार्यक्रम बीए एलएलबी (आनर्स), बीबीए एलएलबी (आनर्स) व प्रौद्योगिकी संकाय द्वारा तीन बीटेक कार्यक्रम भी इसी वर्ष शुरू किए गए। वाणिज्य संकाय द्वारा एमबीए (बिजनेस एनालिटिक्स) प्रोग्राम शुरू किया गया। इनके साथ ही चिकित्सा में भी कई नए पाठ्यक्रम शुरू किए जा रहे हैं।



नेताजी के संस्कारों को आत्मसात करें युवा: अजय मित्तल

सुभारती विवि में उत्साह के साथ मनाया गया स्वराज दिवस



लोकतंत्र भास्कर

मेरठ। स्वामी विवेकानंद सुभारती विश्वविद्यालय में नेताजी सुभाष चन्द्र बोस शोध पीठ के तत्वावधान में स्वराज दिवस का भव्य आयोजन किया गया। अखण्ड भारत की धरती पोर्ट ब्लेयर में नेताजी सुभाष चन्द्र बोस द्वारा 30 दिसम्बर 1943 को भारतीय ध्वज फहराए जाने के ऐतिहासिक दिन को सुभारती विश्वविद्यालय में उत्साह व उमंग के साथ मनाया गया।

सुभारती लॉ कॉलेज के प्रांगण में आयोजित कार्यक्रम का शुभारंभ कुलपति मेजर जनरल डॉ. जीके थपलियाल ने आजाद हिन्द का ध्वजारोहण कर किया। इस दौरान सामूहिक आजाद हिन्द गान हुआ। नेताजी सुभाष चन्द्र बोस शोध पीठ के अध्यक्ष डॉ. देशराज ने 30 दिसम्बर 1943 के ऐतिहासिक दिन से सभी

को रूबरू कराया। उन्होंने कहा, आज का दिन गौरवशाली इतिहास को स्मरण करने का दिन है, क्योंकि आज ही के दिन नेताजी सुभाष चन्द्र बोस द्वारा अखण्ड भारत की धरती पोर्ट ब्लेयर (अण्डमान-निकोबार) में अपने साथियों के साथ आजाद हिन्द का ध्वजारोहण कर भारत को आजाद घोषित किया था।

मुख्य वक्ता समाज सेवी एवं राष्ट्रवादी चिंतक अजय गुप्ता ने कहा, नेताजी सुभाष चन्द्र बोस के संस्कार से जीवन का उद्धार होगा। विशेष वक्ता लेखक अजय मित्तल ने कहा कि 30 दिसम्बर के गौरवान्वित इतिहास को देशवासियों को समझने की आवश्यकता है।

वंदे मातरम से किया समापन
कुलपति मेजर जनरल डॉ. जीके थपलियाल ने सभी को 30 दिसंबर के

गौरवशाली दिवस की बधाई एवं शुभकामनाएं दी। कार्यक्रम में होटल मैनेजमेंट के छात्र काशिफ व कैरन जेहरा ने कविता प्रस्तुत की। मंच का संचालन संयुक्त रूप से बीएजेएमसी की छात्रा वर्षा राज व गरिमा पांडेय ने किया। धन्यवाद ज्ञापन प्रो. अशोक त्यागी ने किया। कार्यक्रम का समापन फाइन आर्ट कॉलेज के विद्यार्थियों द्वारा वंदे मातरम गायन से हुआ।

कार्यक्रम में इनका रहा सहयोग

इस अवसर पर प्रतिकुलपति डॉ. अभय शंकरगौड़ा, कुलसचिव गुप कैप्टन एम याकूब, पत्रकारिता विभागाध्यक्ष डॉ. एससी थलेड़ी, डॉ. गुंजन शर्मा, प्रीति सिंह, राम प्रकाश तिवारी, मधुर शर्मा आदि सहित कार्यक्रम आयोजन समिति के सदस्य एवं विश्वविद्यालय के सभी संकाय व विभाग के प्राचार्य शिक्षकगण एवं विद्यार्थी उपस्थित रहे।

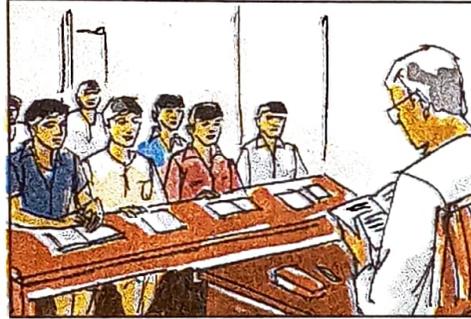
9वीं से 12वीं क्लास तक स्टूडेंट्स अब वोकेशनल सब्जेक्ट भी पढ़ेंगे

Bhupender.Sharma

@timesgroup.com

■ नई दिल्ली: स्कूली शिक्षा में स्किल इंडिया कार्यक्रम को इंटीग्रेट (एकीकृत) करने की योजना को लागू किया जा रहा है। राष्ट्रीय शिक्षा नीति 2020 में देश के सभी शैक्षणिक संस्थानों में वोकेशनल विषयों को मुख्यधारा की शिक्षा के साथ जोड़ने की सिफारिश की गई है। अब राष्ट्रीय कौशल योग्यता फ्रेमवर्क के तहत वोकेशनल कोर्स तैयार किए जा रहे हैं। राज्यसभा में इस बारे में पूछे गए एक सवाल के जवाब में शिक्षा मंत्रालय ने बताया कि 9वीं-10वीं क्लास में छात्रों को एक अतिरिक्त विषय के रूप में वोकेशनल सब्जेक्ट पढ़ना होगा, जबकि 11वीं और 12वीं में वोकेशनल कोर्स को कंपलसरी (इलेक्टिव) विषय के रूप में पढ़ाया जाएगा।

स्कूलों में मॉडर्न लैब्स बनाई जा रही हैं। कौशल विकास और उद्यमिता मंत्रालय अपनी विभिन्न योजनाओं के माध्यम से देश भर में स्किल इंडिया कार्यक्रम को आगे बढ़ा रहा है। मंत्रालय के सहयोग से स्कूल शिक्षा और साक्षरता विभाग स्कूली शिक्षा में प्रधानमंत्री कौशल विकास योजना 4.0 को लागू कर रहा



है। अब वोकेशनल कोर्स को पढ़ाई का अनिवार्य हिस्सा बना दिया गया है। अब हर छात्र अपनी पसंद के हिसाब से रोजगार आधारित कोर्स को भी पढ़ेगा। नेशनल करिकुलम फ्रेमवर्क (NCF) में भी कहा गया है कि छात्र करिकुलर एरिया में से कोर्स को चुन सकेंगे। ह्यूमैनिटीज, मैथमेटिक्स एंड कंप्यूटिंग, वोकेशनल एजुकेशन, फिजिकल एजुकेशन, आर्ट एजुकेशन, सोशल साइंस, साइंस, इंटर-डिसिप्लिनरी एरिया में से हर एक में से दो-दो कोर्स चुनने होंगे। राष्ट्रीय स्तर के संस्थानों के अलावा सीबीएसई स्कूलों, यूनिवर्सिटीज, केंद्रीय विद्यालयों, स्किल यूनिवर्सिटीज, केंद्रीय विश्वविद्यालयों, पॉलिटेक्निक, जवाहर नवोदय विद्यालयों, जन शिक्षा संस्थान, आईटीआई में स्किल हब बनाए जा रहे हैं। दिल्ली यूनिवर्सिटी के कॉलेजों में भी स्किल हब बनाने की तैयारी की जा रही है।

NBT
Lens

समझिए खबरों के
अंदर की बात

**इंडस्ट्री
की मांग के
मुताबिक
होंगे तैयार?**

सरकार ने वोकेशनल कोर्स को इंडस्ट्री की मांग के मुताबिक तैयार किया है। कम्युनिकेशन स्किल्स, सेल्फ-मैनेजमेंट स्किल्स, इन्फर्मेशन एंड कम्युनिकेशन टेक्नोलॉजी स्किल्स, उद्यमिता कौशल, ग्रीन स्किल्स यानी पर्यावरण से जुड़े मामलों की पढ़ाई को वोकेशनल कोर्स का अनिवार्य हिस्सा बनाया गया है। अब वोकेशनल कोर्स पुराने ढर्रे पर नहीं चलेंगे बल्कि इंडस्ट्री की मांग के मुताबिक होंगे। मौजूदा सेशन से ग्रेजुएशन लेवल पर चार साल का कोर्स भी लागू हो गया है और मल्टीपल एट्री और एग्जिट का प्रावधान भी है। ऐसे में हर कोर्स का फायदा छात्र को होगा। उसके अकैडमिक बैक में क्रेडिट जुड़ते जाएंगे।

NBT