

# DIRECTORATE OF LIFELONG LEARNING (DLL)

## University of Kashmir

NAAC Accredited Grade "A+"



# APPRAISAL REPORT

2019-2024







## APPRAISAL REPORT 2019-2024





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### STAFF DETAILS:

	<b>Prof. (Dr.) M. I. Geer</b> Director Contact No.9906673100 e-mail:directordll@uok.edu.in
	<b>Mr. Altaf Hussain</b> Assistant Extension Education Officer Contact No. 0194227-2455 e-mail:altafhz@uok.edu.in
	<b>Mr. Waseem Hassan Raja</b> Project Officer Contact No.9419018839 e-mail:waseemdllpo@uok.edu.in e-mail:waseemdllku@gmail.com
	<b>Mr. Mohammad Shahbaz Mir</b> Head Assistant Contact No. 8899960129 e-mail:dll@uok.edu.in

### SUPPORTING STAFF:

1. Mrs. Shehla Manzoor
2. Mr. Firdous Ahmad
3. Mr. Mir Manzoor Ellahi
4. Mrs. Muzamil Hayat
5. Mr. Gh. Nabi Dar
6. Mr. Mudasir Ahmad Shah





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### VISION

To become a centre of excellence that fosters inclusive, accessible, and future-oriented lifelong learning opportunities, empowering individuals for continuous personal and professional development throughout life.

### MISSION

- Facilitate inclusive, flexible, and industry-relevant learning pathways.
- Integrate emerging technologies to modernize pedagogy and delivery.
- Promote adult learning, reskilling, and upskilling aligned with job market needs.
- Serve as a bridge between academia, industry, and the community.

### CORE VALUES

- **Learner-Centricity:** Placing the needs and aspirations of diverse learners at the heart of all initiatives.
- **Accessibility and Equity:** Ensuring equitable access to learning opportunities for all, regardless of background, location, or circumstance.
- **Relevance and Innovation:** Providing cutting-edge content and utilizing innovative pedagogical approaches and technologies.
- **Collaboration and Partnership:** Fostering strong collaborations with internal university departments, external organizations, industries, and communities.
- **Impact and Sustainability:** Designing programs and activities that create measurable positive impact and are environmentally and economically sustainable.
- **Agility and Adaptability:** Remaining responsive to emerging trends, challenges, and opportunities in the field of lifelong learning.



### Objectives:

1. Bridging the gap between formal and in-formal education.
2. Reaching to the deprived groups for the purpose of providing educational opportunities.
3. Providing the learning facilities according to community needs, problems and issues matching educational content relevant to the learners and community needs.
4. Attending major development issues such as literacy, dropout, non-enrolment in primary schools, bonded labour, child labour and human rights etc.
5. Providing vocational education and skill-based courses, e-learning programmes to generate employment opportunities to everyone.
6. Develop life-skills for Senior Citizens and solve their day-to-day difficulties by providing social services.
7. Imbibing national values such as liberty, equality, justice, secularism, national integration, brotherhood, learn to live together, observance of democratic practices and help democratic process become strong, environmental awareness, empowerment of women and population consciousness etc.





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From the desk of  
**Hon'ble Vice-Chancellor**

It is with immense pride and admiration that I write this message for the Appraisal Report of the Directorate of Lifelong Learning (DLL) of the University of Kashmir. Established in the year 1978 as the Centre for Adult Continuing Education & Extension, Directorate of Lifelong Learning has steadfastly embodied our commitment to community engagement, skill development, and lifelong learning. Over the past few years, DLL has significantly advanced its mission to empower individuals through continuing education and skill enhancement.

DLL's diverse initiatives have made a profound impact on the region. The Directorate has successfully imparted professional and vocational training to the youth, equipping them with technical skills and fostering self-employment opportunities. Additionally, DLL has trained more than 442 individuals as Community Health Officers Mid-Level Health Providers, (MLHPS) who are now contributing to the healthcare sector in Jammu & Kashmir.

The Centre's outreach extends beyond traditional education, encompassing a wide array of community development programs. Through workshops, seminars, and awareness campaigns on topics such as human rights, legal issues, women's and children's welfare, healthcare, and environmental conservation, DLL has fostered a meaningful connection between the university and the community. These efforts align with our vision to develop a socio-economic and knowledge-based society.

Looking ahead, the University of Kashmir reaffirms its unwavering support for DLL's future endeavours. We are committed to providing the necessary resources and cooperation to expand DLL's purview, enhancing its role in community engagement, outreach activities, lifelong learning, continuing education programs, academia-industry interactions, and skill development initiatives.

Together, we will continue to build on this foundation, striving to create a brighter and more inclusive future for all.

Warm regards,

**Prof. (Dr.) Nilofer Khan**  
Vice-Chancellor  
University of Kashmir



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### From the Desk of the **Dean Academic Affairs**



It gives me great pleasure to commend the Directorate of Lifelong Learning (DLL) on completing several impactful years of service to our community and University. DLL has remained steadfast in its mission to provide accessible, inclusive, and responsive education tailored to the needs of our diverse learners, echoing the spirit of NEP-2020. Its initiatives in foundational literacy, critical life skills, and vocational education have significantly advanced community empowerment and employability.

The academic community of the University takes immense pride in the Directorate's efforts to implement adult learning frameworks, incorporating innovative pedagogy and interdisciplinary curricula that enhance digital literacy, financial awareness, and healthcare understanding among learners. These programs not only bridge academic and social divides but also align with the national objective of holistic adult education. I extend full academic cooperation and support for the expansion of DLL's programs, particularly in integrating technology-driven teaching methods, tech-enabled learning paths, and interdisciplinary collaborations. I envision DLL becoming a model for adult and lifelong learning in the region.

We remain committed to embedding lifelong learning as a cornerstone of our academic philosophy.

**Prof. (Dr.) Shariefuddin Pirzada**  
Dean, Academic Affairs





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From the Desk of the **Registrar**

The Directorate of Lifelong Learning (DLL) at the University of Kashmir has, over the years, steadfastly upheld the principles of outreach, community engagement, and continuing education. Its consistent efforts in facilitating professional training, vocational upskilling and the development of critical life skills are a testament to its enduring commitment to societal upliftment.

From an administrative standpoint, I commend Directorate of Lifelong Learning for its strategic and flexible approach in delivering need-based education through an effective blend of physical and digital platforms. Its alignment with the adult education components of the National Education Policy (NEP) 2020—particularly foundational literacy, life skills and continuing education—is highly commendable.

We look forward to substantial advancements in community outreach and extension, adult and continuing education, skill development and student capacity building. These initiatives are vital to enhancing youth employability and promoting sustainable livelihoods.

I reaffirm our firm administrative support to DLL's mission. We remain committed to providing sustained institutional backing, streamlined processes, and collaborative partnerships that will further its long-term objectives. With a focus on strengthening digital infrastructure, expanding industry linkages, and implementing impactful community programs, DLL is poised to emerge as a national leader in the field of extension and lifelong education.

**Prof. (Dr.) Naseer Iqbal**  
**Registrar**





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### From the Desk of the **Dean, School of Open Learning**



I extend my warm wishes and heartiest congratulations to the Directorate of Lifelong Learning for its exceptional contribution to adult education and community development over the last few years. DLL's alignment with NEP-2020's Vision and its adaptive approach to learning have created inclusive opportunities for those outside the traditional academic structure.

As Dean of the School of Open Learning, I recognize the synergy between our domains. DLL's use of blending learning, skill-based micro-credentials, and digital outreach resonates deeply with our strategic priorities. Together, we co-create impactful online programs targeting underserved populations.

I look forward to deeper collaborations to develop innovative, accessible, and engaging lifelong, learning models, especially in digital and continuing education. Together, we can democratize education and empower learners at every stage of life. I would definitely like to see this Directorate emerged as a Centre of Excellence to shoulder the social responsibilities in the arena of skill and employability enhancement, capacity building, continuing education, lifelong learning, and community outreach and extension education. I wholeheartedly congratulate Director, DLL, Prof. M. I. Geer for publishing this Appraisal Report of its performance and activities over the past few years.

**Prof. Mushtaq Ahmad**  
Dean, School of Open Learning

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### From the Desk of the Director, **Directorate of Lifelong Learning**



It is a moment of deep satisfaction for me to reflect on the journey of the Directorate of Lifelong Learning over the past few years. This period has been marked by meaningful engagement with diverse communities, expanding access to knowledge, and nurturing skill development among learners of all ages and backgrounds.

Our work, inspired by the transformative vision of the National Education Policy (NEP-2020), has sought to integrate foundational literacy, vocational skills, critical life skills, and continuing education into dynamic learning models. From empowering youth through entrepreneurship training to preparing mid-level health providers, DLL has addressed local employment needs while building human capital for a resilient future. We have organized hundreds of training programs, awareness drives, and community-oriented initiatives—impacting lives in both urban and rural Kashmir. Each step forward has been made possible by the unwavering support of the University leadership, our faculty collaborators, industry partners, and community stakeholders.

Looking ahead, we are committed to expanding our reach through hybrid learning ecosystems, modular course structures, micro-credentials, and strategic partnerships. Our roadmap envisions a technologically-empowered, community-rooted, and socially responsive directorate that continues to serve as a bridge between academia and society. I express my deepest gratitude to the Hon'ble Vice-Chancellor, Registrar, Deans, faculty, staff, and students who have embarked on this adventurous journey with us. Together, we will continue to champion the ideals of lifelong learning, equity, and community engagement—ensuring that DLL remains a beacon of inclusive education in the region. Warm regards,

**Prof. (Dr.) M. I. Geer**  
Director, Directorate of Lifelong Learning  
University of Kashmir





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### From **Editors Desk**



In the world of work, defined by rapid technological advancements, shifting economic landscapes, and an explosion of information, the concept of education can no longer be confined to the traditional classroom. Instead, the ability and willingness to continuously learn, adapt, and grow throughout one's life – known as Lifelong learning – emerged as an indispensable skill for navigating the complexities of the 21st century. At its core, lifelong learning is about recognizing that learning is not a destination, but an ongoing process. It encompasses both formal education, like advanced degrees and certifications, and informal learning, such as acquiring new skills through skill trainings, workshops, mentorship, or even self-study. The importance of this continuous pursuit of knowledge extends far beyond personal enrichment, impacting individuals, communities, and economies alike.

It fosters creativity, problem-solving abilities, and critical thinking – all highly valued attributes in today's workforce. Beyond career advancement, Lifelong learning contributes to enhanced well-being, boosting self-confidence, fostering intellectual curiosity, and even promoting cognitive health as we age. The lifelong learning is a more vibrant and adaptable one in present time as per the new Educational policy. It fuels innovation, as individuals bring new ideas and perspectives to their fields and communities. It strengthens social cohesion by fostering a shared understanding of complex issues and promoting civic engagement. For regions like Jammu and Kashmir, where the Directorate of Lifelong Learning at the University of Kashmir actively champions these initiatives, empowering citizens with new skills and knowledge is crucial for socio-economic development, self-reliance, and addressing local challenges.

During this pandemic of Covid 19, despite all of its effects on programmes of the Directorate of Life Long Learning University of Kashmir, professionally and personally, the Directorate has continued all of our programmes in year 2019-20 and 2020-21. We have been very been enough fortunate in successful conduct and completion of 8 short term Professional Vocational Course in which 238 and 332 candidates respectively were enrolled and was given trainings in online as well as in off line mode and one Bridge programme for Unani medicine Pharmacy sponsored by National Health Mission (NHM) in which 442 candidates were enrolled and was given trainings at Jawaher Lal Nehru Memorial Hospital (JLNM) Rainawari, Government Hospital Ganderbal, Government Hospital Pulwama, Government hospital Kulgam which were later engaged as Mid-Level Health Providers/ Community Health Officers in Various Aushman





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Bharat Health And wellness Centers at various places of Jammu and Kashmir. We also give Trainings to 314 candidates under Rashtriya Uchchatar Shiksha Abiyan (RUSA) in different Vocational courses and 320 womens under Recognition of Prior learning (RPL) a sponsored project namely Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) a scheme of the Ministry of Skill Development and Entrepreneurship (MSDE) and 1435 in the regular trainings conducted under Non-plan and local fund of the Directorate. We have been able to take inspiration from various scientists and academicians of the University of Kashmir under the leadership of Hon'ble Vice Chancellor whose guidance and expertise swiftly moved us to adopt the online mode of teaching and trainings; we were supported by our trainers / teachers who already offered online courses at various platforms. Additionally, Trainers / teachers with longstanding teaching experience were quickly able to help us to adapt our curricula and pedagogies to online delivery, so that we could still ensure meaningful interaction and learning / Trainings could take place both individually and in group work. Our Trainers whose expertise helped us to modify our teaching rooms to keep people safe when they were not able to return to the buildings. These ways of working together have ensured that our teaching practices are safe, high-quality and timely, which has meant that we have had the capacity to continue to work with in our areas of mandate and try to help ameliorate the effects of this pandemic on education. The University of Kashmir's Directorate of Lifelong Learning are at the forefront of this movement. By organizing diverse programs – from medical camps in remote areas to skill workshops in traditional arts like Mehendi and Papier Machie, and critical dialogues on CSR and career guidance – Directorate is creating accessible pathways for individuals to embrace lifelong learning. Their participation in significant events like the Y-20 Exhibition under India's G-20 Presidency further underscores the global relevance of the Directorates efforts in fostering a generation equipped for future challenges. Lifelong learning is no longer a luxury but a necessity. It is the engine that drives personal growth, professional success, and societal progress. As we look towards the future, cultivating a culture of continuous learning will be paramount in ensuring that individuals and communities can not only adapt to change but also thrive in an ever-evolving world.

“I personally look forward to what we will achieve in the coming years as we push forward with the exciting and original ways of addressing real-world problems that you will find in our training and teaching programs. It is pertinent to mention, in golden words, that what we have been doing for the last three decades has now been made mandatory in the formal educational system's curriculum under the New Education Policy (NEP) 2020. This is a matter of great achievement for us. I hope, under the dynamic leadership and insightful guidance of our respected Director, Prof. M.I. Geer, we will continue to scale new heights and make even greater contributions to society.”

**Waseem Hassan Raja**  
Project Officer





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From the Desk of  
**Asstt. Extension Education Officer**



NEP-2020- A landmark vision in the landscape of new and relevant education policy in the Country has put many paradigms of education in consance with contemporary requirements at the global level. As we all are aware that knowledge when integrated with skill can do wonders in creating a mega workforce in the Country by inclusion of youth in the skilled world. The universal access to all with equitable and inclusive education with a special emphasis on skilling the youth has put the centres like Lifelong Learning and other entities of the Higher Education Institutes in the centerstage. Taking forward the mission of the NEP-2020, we at DLL have been on forefront to translate the goals of this vision into the tangible and outcome-based result which has largely benefitted the youth of the valley in creating an aura of entrepreneurship environs in various clusters. This report highlights significant strengths and accomplishments of the Directorate. I hope that the contents of this report reflect the purpose and readers would find the pages that follow information and interest. This effort is to let the reader, stakeholders, society to know about the activities carried out by the Directorate which can serve the purpose of greater community engagement. I believe that leaders empower teams to achieve shared visions with precision and confidence. I am sanguine that under the able leadership of our Director Prof. (Dr.) M.I.Geer, we will realize the objectives of the set goals with tangible outcomes for the greater good.

**Altaf Hussain**

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## INTRODUCTION:

The Directorate oriented initiatives towards socio-economic appropriateness of the society. It created flexible, affordable and adaptable pathways by de-caging its initiatives with easy access of the people thereby maintaining quality, relevance and effectiveness of the programmes as per the changing requirements of knowledge, economy and market needs. The introduction of wide range of professional/ vocational, skill based, job oriented, part time, certificate courses for entrepreneurship development, income generation, self-employment of the youth yielded remarkable results and evoked tremendous response.

The function of the University according to modern thinking and NEP 2020 is to help the socio-economic, educational and cultural growth of the community which it serves or within which it is located in order to bridge the gap and maintain a meaningful and sustained rapport between the University and the community. It is this recognition that has seen the introduction of extension as the third dimension of higher education equal in importance to traditional functions of teaching and research. It means that being part and parcel of the society, the universities should broaden their working domain and





carry the benefits of knowledge and skill to the door steps of the common people to make education relevant to the needs of the community and transform the university system into an active instrument of social development.

The extension education as such is a very significant area which needs to be developed on high priority. Under extension education, community is the clientele to which knowledge concerns about the recent advances in science and technology, medical sciences, information technology and improved methods of production are to be extended. It is done with a view to change and broaden the outlook of the people so that they live a productive and successful life. As a matter of fact, the institutes of higher education cannot be exclusive and elitist in approach but have to address the needs of the community. Extension is essential for

- 1) Making education relevant to real life situations
- 2) Preventing the alienation of the educand from the society
- 3) Developing in the educand a sense of responsibility towards society.
- 4) Deepening the teacher's knowledge through wider exposure to real life situations.

The Directorate in accordance with mandate of University Grants Commission not only maintained but even pursued its programmes with renewed zeal to facilitate achieving defined goals for sustainable development with equity and social justice. The Directorate achieved major breakthroughs by developing multifaceted approach in initiating and implementing various activities for different sections of the society to raise competence in the art of their living and meet the challenges of changing socio-economic scenario. The programmes are being chalked out by the Directorate in the light of below mentioned thrust areas.

- 1) Reaching out to the larger sections of un-reached/ disadvantaged people for equalization of their educational opportunities;
- 2) Integration between formal, non-formal and out of school learning processes
- 3) To involve faculty and students in learning process through exposure to contemporary community needs, problems and issues thereby enrich the knowledge and skill of people as well and develop potential of local human resource so as to participate more effectively in the development process
- 4) To attend the major development issues and to create awareness among the people regarding vast range of Govt. welfare schemes, bonded labour/ child labour, health/ hygiene, sanitation, literacy, mother/ child care, legal literacy, HIV/ AIDS, nutrition, social/ gender issues, human/ consumer rights, self-employment generation, small family norm etc.



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- 5) To initiate/ introduce skill based, career/ job oriented and income generating activities for helping clientele to increase their income, raising their economic status and improvement to standard of living.
- 6) Integrate literacy with actual living concerns.
- 7) Acceptance of the philosophy of lifelong learning as a part of total education programme of the institution
- 8) Introduction of courses offered on campus, on-line and through e-learning
- 9) To improve the efficiency of in-service people in the light of latest developments through orientations, workshops, trainings and refresher courses
- 10) Initiating change in the policies and procedures of the University so as to make the University courses accessible to the adult learners.
- 11) Making University community friendly and eradicate the barriers between the two by developing meaningful and sustained rapport and transfer the benefit of knowledge for the benefit of the community.
- 12) Initiating field projects/ research projects on specific problems of the society to correlate higher education with national development programmes
- 13) To foster the development of critical thinking and lifelong learning skills





### TARGET GROUPS:

- 1) Illiterate youth, school dropouts/ failures, semi-literates, neo-literates, continuing education learners.
- 2) Volunteers, activist, social workers, instructors of adult and continuing education centres
- 3) Field functionaries of different departments of social welfare, health, rural development, family welfare etc.
- 4) School children's inmates of orphan asylums
- 5) In-service people, educated unemployed youth, fresh appointees, professionals and semi-skilled
- 6) Groups/ students in the colleges and the university system.
- 7) Women/ widows, disadvantaged groups, child workers/ labourers.
- 8) General public in rural, backward and far-flung areas, urban slums and bangi bastis.
- 9) Pass-outs of NFE programmes
- 10) Entrepreneurs, executives, managers, administrators/ consumer

### METHODOLOGY:

- 1) Lectures online offline
- 2) Webinars
- 3) Practical's
- 4) Industrial Visits.
- 5) Face to face interactions with the industrial entrepreneurs
- 6) Creative innovation workshops.
- 7) Workshops/ conference
- 8) Discussions/ debates
- 9) Orientations/ trainings
- 10) Seminars, symposiums, mushairas, dramas and skits
- 11) Studies, projects and surveys
- 12) Camps, picnics and cultural programmes
- 13) Essay/ painting/ poster competitions
- 14) Demonstrations
- 15) Public meets and group interactions.



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### List of Courses offered by the Directorate since inception

S.No	Name of Course	Eligibility	Duration	Outcomes
1.	Papier Machie	5 <sup>th</sup> Pass	06 months	Artisan
2.	Aari Work (crewel)	8 <sup>th</sup> Pass	03 months	Artisan
3.	Sozni Art / Needle Work	5 <sup>th</sup> Pass	03 months	Artisan
4.	Cutting & Tailoring (Basic)	8 <sup>th</sup> Pass	03 months	After successful completion of the course the trainees will able to work as Tailor.
5.	Fashion Designing	10 <sup>th</sup> with basic cutting & tailoring skills	03 months	Assistant fashion designer
6.	Auto CAD-2D+3D	10 + 2 Pass with computer Knowledge	03 months	The AutoCAD 2D, 3D course will empower the students and professionals with the required skills and knowledge. ... Some of the job prospects are drafting, architecture, and designing for 3D rendering, modelling etc.
7.	Basic Computer & Internet	10 <sup>th</sup> Pass	03 months	They can provide basic tech support to users of computers and other electronic devices, and set up simple computer networks for small businesses. Also, the position of word processor, and other entry-level information technology (IT) jobs become a possibility for those who have completed additional computer courses.
8.	Computer Hardware	10 <sup>th</sup> Pass with computer Knowledge	03 months	Hardware professionals deal with various hardware components such as chips, computer systems, motherboard, processor, RAM, circuit boards, modems, external hard disks, printers and keyboards.
9.	Desktop Publishing	10+2 Pass with computer knowledge	03 months	Desktop publishing is commonly used to design printed materials, such as advertisements, brochures, newsletters, and forms. Companies are expected to hire fewer desktop publishers,
10.	Graphic Designing	10 <sup>th</sup> Pass with basic computer knowledge	03 months	Graphic designers create visual concepts, by hand or using computer software, to communicate ideas that inspire, inform, or captivate consumers. They develop the overall layout and production design for advertisements, brochures, magazines, and corporate reports.
11.	Tally ERP 9	10 <sup>th</sup> Pass with computer knowledge	03 months	It is very popularly accounting software which indeed helps a small and medium business. It has all functions of accounting taxation and payroll that a particularly mid-sized business need.





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12.	Web Designing	10+2 Pass with computer knowledge	03 months	A web designer/developer is responsible for the design, layout and coding of a website. They are involved with the technical and graphical aspects of a website; how the site works and how it looks. They can also be involved with the maintenance and update of an existing site.
13.	Regimental Therapy (Ilaj-Bil-Tadbeer)	10 <sup>th</sup> Pass	02 months	Regimental therapies (Ilaj-bil- tadbeer) are mostly non medicinal techniques or procedures by which Unani physicians modulate the patient's habitat, life style and dietary habits of the patient. They practice some other therapeutic regimens for the treatment of various diseases.
14.	Unani Medicine Pharmacy	10 <sup>th</sup> Pass	02 months	Unani Medicine Pharmacy Assistant
15.	Electrician/Industrial Electrician	10 <sup>th</sup> Pass	03 months	Industrial electricians install, maintain, test, troubleshoot and repair industrial electrical equipment and associated electrical and electronic controls. They are employed by electrical contractors and maintenance departments of factories, plants, mines, shipyards and other industrial establishments.
16.	Repairing of Home Appliances /AC Refrigerator	10 <sup>th</sup> Pass	03 months	Appliance repair technicians install, inspect and repair home appliances. ranges, air conditioners, refrigerators, vacuum cleaners and microwaves. Electrical Repair and Maintenance, Heating, Air Conditioning, Ventilation,
17.	Mobile Phone Repairing	10 <sup>th</sup> Pass	02 months	Mobile repairing courses have a widened scope and importance in terms of educating students The scope of courses in mobile repairing is tremendously increasing with time gradually. It offers high income earning possibilities to the youth today.
18.	Plumber	8 <sup>th</sup> Pass	03 months	Interprets blueprints and building specifications to map layout for pipes, drainage systems, and other plumbing materials. Installs pipes and fixtures, such as sinks and toilets, for water, gas, steam, air, or other liquids. Installs supports for pipes, equipment, and fixtures prior to installation.
19.	Transformer Fabrication	10 <sup>th</sup> Pass	03 months	The course covers design processes, both electrical and mechanical; fabrication; insulation; paper-lapping; core-cutting; core stacking, winding manufacture; winding assembly; quality assurance and control; factory testing; active part assembly; oil processing and tanking; protection components,
20.	Photography (Advanced)	10+2 Pass with course in photography	01 month	Photographers are artists with the camera, using a blend of technical skills and an artistic eye to take pictures of people, places, landscapes, food, you name it. Photographers can work as fine artists, wedding and event photographers, or sell their photos to commercial clients.



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21.	Videography	10+2 Pass	03 weeks	The videographer works as part of the production team that creates video products and assists the cameraman.
22.	Digital Photography	10+2 Pass	15 days	Asst. Camera Man
23.	Spoken English and Personality Development Skills	10+2 Pass	3 months	It's important to help students develop these soft skills in their everyday life.
24.	Communication and Soft Skills	10+2 Pass	3 months	As an employer, it's important to help employees develop these soft skills in their everyday tasks by giving them soft skills training courses. Work ethic, attitude, communication skills, emotional intelligence and a whole host of other personal attributes are the soft skills that are crucial for career success.
25.	Type Shorthand	10 <sup>th</sup> Pass	3 months	Shorthand is an abbreviated symbolic writing method that increases speed and brevity of writing as compared to longhand, a more common method of writing a language. ... Shorthand was considered an essential part of secretarial training and police work, as well as useful for journalists.
26.	Publication Relations	Graduate	03 moth	Public relations (PR) is about managing reputation. A career in PR involves gaining understanding and support for your clients, as well as trying to influence opinion and behavior. You'll use all forms of media and communication to build, maintain and manage the reputation of your clients.
27.	Customer Care Executive (Call Centre)	10 <sup>th</sup> pass	3 months	Customer Service Executives are required to answer incoming calls from customers for various reasons- take orders, answer inquiries, resolve complaints and provide information. Customer Service Executives can be hired by ITES companies and work for their clients, or by companies themselves.
28.	Bridal Mehandi Designing	10 <sup>th</sup> pass	3 months	Bridal Mehndi Designer
29.	Professional Makeup Artist	10 <sup>th</sup> pass	3 months	Professional Makeup Artist





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### 2019-20

#### Skill trainings / Courses Conducted During 2019-20

S. No.	Year	Title of the course	Collaboration/Venue	No. of Participants	Male	Female	Duration
1	2019-20	Basic Computer and internet	DLL, University of Kashmir	60	22	38	03 months
2	2019-20	Electrician	DLL, University of Kashmir	30	30	XX	03 months
3	2019-20	Cutting and Tailoring	Abhedananda Home Solina Srinagar	30	XX	30	03 months
4	2019-20	Accounts Assistant Using Tally	Abhedananda Home Solina Srinagar	35	28	07	03 months
5	2019-20	Basic Computer and Internet	Next Generation Institute of Computer and Technology, Saida Kadal Srinagar	28	15	23	03 months
6	2019-20	Transformer Fabrication	Next Generation Institute of Computer and Technology, Saida Kadal Srinagar	14	15	XX	03 months
7	2019-20	Desktop Publishing	Digital Computer Institute, Bohri Kadal Srinagar	11	05	06	03 months
8	2019-20	Auto- CAD 2d+3d	DLL, University of Kashmir	30	16	14	03 months
9	2019-20	Plumber General	Govt. Degree College, Pulwama	30	30	Nil	3-months
10	2019-20	Plumber General	DLL, University of Kashmir	30	30	Nil	3-months
11	2019-20	Documentation Assistant	South Campus University of Kashmir	30	12	18	3-months
12	2019-20	Documentation Assistant	DLL, University of Kashmir	30	23	07	3-months
13	2019-20	Domestic Data Entry Operator	Govt. Degree College Anantnag	30	20	10	3-months
14	2019-20	Domestic Data Entry Operator	DLL University of Kashmir	30	09	21	3-months
15	2019-20	Graphic Designing	Govt, Degree College Baramulla	30	20	10	3-months
16	2019-20	Cold Storage Manager	North Campus, University of Kashmir	30	17	13	3-months
17	2019-20	Assistant Camera-man	Kashmir Society Group	30	29	01	3-months
18	2019-20	Self Employed Tailor	Kashmir Society Group	30	01	29	3-months



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### Bridge Programme Certificate Course in Community Health (BPCCHN) for Unani Graduates (2019)

S. No.	Batch	Title of the course	Collaboration	Venue	Enrolment	Male	Female	Duration
1	July-2019	Bridge Programme Certificate Course in Community Health (BPCCHN)	National Health Mission, J&K Government	District Hospital Pulwama	50	29	21	06 months
2	July-2019	Bridge Programme Certificate Course in Community Health (BPCCHN)	National Health Mission, J&K Government	District Hospital Ganderbal	51	22	29	06 months
3	July-2019	Bridge Programme Certificate Course in Community Health (BPCCHN)	National Health Mission, J&K Government	JLNM, Hospital Srinagar	49	15	34	06 months
4	July-2019	Bridge Programme Certificate Course in Community Health (BPCCHN)	National Health Mission, J&K Government	District Hospital Kulgam	48	28	22	06 months







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### 2020-21

#### Skill trainings / Courses Conducted During 2020-21

S. No.	Year	Title of the course	Collaboration/ Venue	Students Enrolled	Duration	Male	Female
1	2020-21	Basic Computer and internet (1 <sup>st</sup> Batch)	DLL, University of Kashmir	25	03 months	08	17
2	2020-21	Basic Computer and internet (2 <sup>nd</sup> Batch)	DLL, University of Kashmir	25	03 months	09	16
3	2020-21	Account Assistant using Tally with GST	DLL, University of Kashmir	25	03 months	18	07
4	2020-21	Basics of Stenography	Digital Computer Institute, Bohri Kadal Srinagar	25	03 months	07	18
5	2020-21	Basic Computer and internet	Next Generation Institute of Computer and Technology, Saida Kadal Srinagar	25	03 months	04	19
6	2020-21	Basic Computer and internet	Super Advanced Computer Institute, Bemina Srinagar	25	03 months	09	15
7	2020-21	CCTV Installation Technician	Digital Computer Institute, Bohri Kadal Srinagar	25	03 months	14	Nil
8	2020-21	Domestic Electrical Solutions	DLL, University of Kashmir	23	03 Months	20	03
9	2020-21	Graphic Designing	Cut & Paste Hawal Srinagar	25	03 months	16	09
10	2020-21	Auto Cad 2d+3d	DLL, University of Kashmir	25	03 months	10	09
11	2020-21	Cutting and Tailoring	Abhedananda Home Solina Srinagar	25	03 months	01	24
12	2020-21	Bridal Mehandi Designing	DLL, University of Kashmir	25	03 months	01	24
13	2020-21	Advanced Course in Papier Machie	Saida Kadal Dal Srinagar	25	03 months	03	22





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### Bridge Programme Certificate Course in Community Health (BPCCHN) for Unani Graduates (2020-2021)

S. No.	Batch	Title of the course	Collaboration / Venue	Venue	Enrolment	Male	Female	Duration
1	July-2020	Bridge Programme Certificate Course in Community Health (BPCCHN)	National Health Mission, J&K Government	District Hospital Pulwama	50	24	36	06 months
2	July-2020	Bridge Programme Certificate Course in Community Health (BPCCHN)	National Health Mission, J&K Government	District Hospital Ganderbal	50	15	27	06 months
3	July-2020	Bridge Programme Certificate Course in Community Health (BPCCHN)	National Health Mission, J&K Government	JLNM, Hospital Srinagar	50	12	20	06 months
4	July-2020	Bridge Programme Certificate Course in Community Health (BPCCHN)	National Health Mission, J&K Government	District Hospital Kulgam				06 months

### 2020-21

### One year Diploma programme in Diabetic Educator (1st Batch)

S. No.	Batch	Title of the course	Collaboration / Venue	Venue	Enrolment	Male	Female	Duration
1	2020-21	Diabetic Educator	Department of Clinical Research centre, SKIMS Soura Srinagar	University of Kashmir main campus / SKIMS	20	07	13	01 year





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### 2021-22 Skill trainings / Courses Conducted During 2021-22

S. No.	Year	Title of the course	Collaboration/Venue	Students Enrolled	Duration	Male	Female
1	2021-22	Basic Computer and Internet	DLL, University of Kashmir	30	03 months	06	26
2	2021-22	Accountants Assistant using Tally with GST	DLL, University of Kashmir	30	03 months	12	18
3	2021-22	Bridal Mehendi Designing	DLL, University of Kashmir	30	03 months	XXX	30
4	2021-22	Auto CAD 2d+3d	DLL, University of Kashmir	13	03 months	07	06
5	2021-22	Cutting and Tailoring	Abhedananda Home Solina Srinagar	16	03 months	01	15
6	2021-22	Domestic Electrical Solutions	DLL, University of Kashmir	16	03 months	16	XX
7	2021-22	Graphic Designing	Cut & Paste skill development Centre Hawal Srinagar	30	03 months	14	16
8.	2021-22	Papier Machie	Mir Behri Dal Saida Kadal Srinagar	20	03 months	04	16





## Workshops / Seminars / Extension Activities Conducted During 2021-22

### Observance of Diabetes Day 2021 (Awareness Programme and Free Medical Scanning Camp)

In a significant move to address the growing public health challenge of diabetes, the Directorate of Lifelong Learning University of Kashmir, in collaboration with the Department of Endocrinology Sheri Kashmir Institute of Medical Sciences (SKIMS) Soura Srinagar, and the Department of Dean Students Welfare (DSW) University of Kashmir organized a comprehensive awareness program and a free medical scanning camp on the observance of Diabetes Day on 17.11. 2021. The event aimed to educate the community about the causes, prevention, and management of diabetes, a disease that often goes undetected. Alongside expert-led discussions and awareness sessions, the camp offered free medical screenings, allowing individuals to get their health checked and receive early detection or advice, highlighting the University's commitment to promoting proactive healthcare and community well-being.

Year & Date	Activity	Collaboration	Venue	Duration	Participants
17.11. 2021	Observance of Diabetes Day 2021 (Awareness Programme and Free Medical Scanning Camp)	SKIMS Soura and DSW University of Kashmir	Auditorium Department of Biotechnology University of Kashmir	One Day	400







## Workshops / Seminars / Extension Activities Conducted During 2021-22

### Two Day Skill workshop on Mehendi Art:

The Directorate of Lifelong Learning (DLL) University of Kashmir organized a highly engaging two-day skill workshop on Mehendi Art, demonstrating its commitment to vocational training and self-employment. Held at the DLL Lawn behind the Humanities Block, this workshop provided participants, primarily girl students, with specialized training prearranged by the Directorate in the intricate art of Mehendi designing. Such initiatives align with the National Education Policy-2020's emphasis on skill development, aiming to equip individuals with practical skills that can lead to self-reliance and decent earning opportunities. The workshop serves as an excellent example of DLL's ongoing efforts to offer diverse capacity-building programs and foster entrepreneurial spirit among the youth.

Year & Date	Activity	Collaboration	Venue	Duration	Participants
30 <sup>th</sup> & 31 <sup>st</sup> March 2022	Two Day Skill workshop on Mehendi Art	————	DLL Lawns behind Humanities Block, University of Kashmir	Two Day	300







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### Skill trainings / Courses Conducted During 2022-23

S. No.	Year	Title of the course	Venue	Students Enrolled	Male	Female	Duration
1	2022-23	Basic Computer and Internet (1 <sup>st</sup> Batch)	DLL, University of Kashmir	30	16	14	03 months
2	2022-23	Basic Computer and Internet (2 <sup>nd</sup> Batch)	DLL, University of Kashmir	30	17	13	03 months
3	2022-23	Accounts Assistant Using Tally with GST (1 <sup>st</sup> Batch)	DLL, University of Kashmir	30	12	18	03 months
4	2022-23	Accounts Assistant Using Tally with GST (2 <sup>nd</sup> Batch)	DLL, University of Kashmir	30	17	13	03 months
5	2022-23	Graphic Designing	DLL, University of Kashmir	30	13	17	03 months
6	2022-23	Self Employed Tailor	DLL, University of Kashmir	30	02	28	03 months
7	2022-23	Bridal Mehendi Designing (1 <sup>st</sup> Batch)	DLL, University of Kashmir	30	XX	30	03 months
8	2022-23	Bridal Mehendi Designing (2 <sup>nd</sup> Batch)	DLL, University of Kashmir	30	XX	30	03 months
9	2022-23	Auto CAD 2d+3d	DLL, University of Kashmir	30	14	16	03 months
10	2022-23	Domestic Electrical Solutions	DLL, University of Kashmir	19	30	XX	03 months
11	2022-23	Drone Operation and Aerial Photography	DLL, University of Kashmir	30	23	07	03 months
12	2022-23	Papier Machie Course	Mir Behri Dal Saída Kadal Srinagar	23	05	18	03 months







## Workshops / Seminars / Extension Activities Conducted During 2022-23

### Medical camp at Industrial Area Lassipora Pulwama:

The Directorate of Lifelong Learning (DLL) University of Kashmir demonstrated its commitment to the health and well-being of the workforce by organizing a one-day medical and health awareness camp for industrial workers at the Industrial Area Lassipora, Pulwama. This crucial initiative, was organised in collaboration with Dr. Tahira Khanam's Charitable Trust and Government Degree College (Boys) Pulwama, aimed to address the specific health concerns of industrial laborers. The camp provided free medical check-ups, consultations, and an awareness drive to skilled workers on occupational health hazards, hygiene practices and preventive healthcare measures, thereby contributing significantly to a healthier and more productive industrial environment in the region

Year & Date	Activity	Collaboration	Venue	Duration	Participants
04-01-2022	One Day Medical / Health Awareness Camp	Khanam Charitable Trust and Govt. Degree College (Boys) Pulwama	Industrial Growth Centre Lassipora Pulwama	One Day	500







## Workshops / Seminars / Extension Activities Conducted During 2022-23

### One Day Henna Designing Workshop:

The Directorate of Lifelong Learning (DLL) University of Kashmir organized a one-day Henna Designing Workshop specifically for the denizen of Bibi Amina Girls Hostel. This initiative aimed to provide the denizen with an opportunity to learn and hone their skills in the popular art of henna application, often a valuable skill for self-employment or personal enrichment. Such workshops underscore the DLL's commitment to offering diverse skill-development programs beyond traditional academic curricula, empowering students with practical abilities and fostering creativity within the University community.

Year & Date	Activity	Collaboration	Venue	Duration	Participants
02.12.2022	One Day Henna Designing Workshop	Provost Office, University of Kashmir	Bibi Amina Girls Hostel, University of Kashmir main campus	One day	200 students participated







## Workshops / Seminars / Extension Activities Conducted During 2021-22

### One Day Medical camp on Endocrinology Geriatric Medicine

As part of its community outreach campaign, the University of Kashmir (KU) organised a daylong medical camp in 'Endocrinology and Geriatrics Medicine' at Kani Mohalla, Mir Behri, Saidakada, an area adopted by the Directorate for developmental initiatives. The camp, organised by the varsity's Directorate of Lifelong Learning (DLL) in collaboration with Sher-e-Kashmir Institute of Medical Sciences (SKIMS), Soura, aimed at encouraging healthier lifestyles and sustainable health practices in the community.

Year & Date	Activity	Collaboration	Venue	Duration	Participants
October 31, 2024	One Day Medical camp on Endocrinology Geriatric Medicine	SKIMS Soura	Kanimohalla, Kankachi Mir Behri	One Day	300







## Workshops / Seminars / Extension Activities Conducted During 2022-23

### One Day orientation programme on Strategies for Livelihood and Financial inclusion (TRANSFORMING URBAN) JK:

The Directorate of Lifelong Learning (DLL) University of Kashmir organized a one-day orientation program titled “Strategies for Livelihood and Financial Inclusion (TRANSFORMING URBAN) JK” at Habak Shanpora, Srinagar. As an adopted area of the Directorate, Habak Shanpora serves as a focal point for the DLL’s community outreach and development initiatives. This program underscored the University’s commitment to empowering urban communities by providing essential knowledge and strategies related to sustainable livelihoods and promoting financial literacy, aiming to foster socio-economic upliftment and self-reliance among the residents.

Year & Date	Activity	Collaboration	Venue	Duration	Participants
06.12.2022	One day orientation programme on Strategies Livelihood and Financial inclusion (TRANSFORMING URBAN) JK	Nil	Shanpora Habbak Srinagar	One Day	500 students participated







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### Courses/ trainings sponsored by Skill Development Mission under SANKALP (Skill Acquisition and Knowledge Awareness for Livelihood Promotion)

S.No.	Year	Title of the course	Venue	Students Enrolled	Duration	Male	Female
1	2023-24	Auto CAD 2D+3D	DLL, University of Kashmir	30	15 days	Nil	30
2	2023-24	Bridal Mehendi Designing	DLL, University of Kashmir	60	15 days	Nil	60
3	2023-24	Paper Machie Craft Specialists	Mir Behri Dal (1 <sup>st</sup> group)	30	15 days	Nil	30
4	2023-24	Paper Machie Craft Specialists	Mir Behri Dal (2 <sup>nd</sup> group)	30	15 days	Nil	30
5	2023-24	Paper Machie Craft Specialists	Meerakh Shah Colony Habak (3 <sup>rd</sup> group)	30	15 days	Nil	30
6	2023-24	Self Employed Tailor	DLL, University of Kashmir	60	15 days	Nil	60
7	2023-24	Basic Computer and Internet	DLL, University of Kashmir	60	15 days	Nil	60
8	2023-24	Drone Operation and Aerial Photography	DLL, University of Kashmir	30	15 days	Nil	30
9	2023-24	Bridal Mehendi Designing (Saida Kadal Srinagar)	DLL, University of Kashmir	30	15 days	Nil	30
10	2023-24	Graphic Designing	DLL, University of Kashmir	59	15 days	Nil	59
11	2023-24	Account Assistant using Tally with GST	DLL, University of Kashmir	60	15 days	Nil	60





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### Courses conducted under CAPEX Budget University of Kashmir

(Courses under Tangible Skill and Entrepreneurship  
Development Programme)

S. No.	Year	Title of the course	Venue	Students Enrolled	Duration	Male	Female
1	2023-24	Professional Photography	DLL, University of Kashmir	25	7 days	5	20
2	2023-24	Portfolio Making Skill	DLL, University of Kashmir	25	7 days	8	17



### Conducted Computer Skill Training for newly promoted Junior Assistants of the University of Kashmir)

S. No	Year	Title of the course	Venue	Students Enrolled	Duration	Male	Female
1	2023-24	Basic Computer Skills	DLL, University of Kashmir	45	30 Days	36	9





## Workshops / Seminars / Extension Activities Conducted During 2023-24

### Y-20 Exhibition held under the aegis of India's G-20

The Directorate of Lifelong Learning (DLL) University of Kashmir played a significant role in India's G-20 Presidency by actively participating in the Y-20 (Youth 20) Exhibition. This involvement highlighted the University's commitment to engaging youth in global discussions and showcasing local innovations and Art. The Y-20 Consultation at the University of Kashmir, held in May 2023, focused on "Climate Change and Disaster Risk Reduction: Making Sustainability a Way of Life," and included a "Sustainability Exhibition." The DLL's participation underscored its dedication to skill development, community engagement, and promoting awareness on critical global issues, aligning with the broader objectives of the G-20 and empowering the younger generation to contribute to a sustainable future.

Year & Date	Activity	Collaboration	Venue	Duration	Participants
11 <sup>th</sup> May 2023	Y-20 Exhibition held under the aegis of India's G-20 Presidency	—	Convocation Complex	1 Day	Open for all







## Workshops / Seminars / Extension Activities Conducted During 2023-24

### One Day Divisional Level consultation on Strengthening Career Guidance Ecosystem:

The Directorate of Lifelong Learning (DLL) University of Kashmir played a pivotal role in organizing a one-day Divisional Event focused on “Strengthening Career Guidance Ecosystem in J&K.” This crucial initiative was a collaborative effort with a host of prominent organizations, including the Reform & Rehabilitation Foundation J&K, NIT Srinagar, UNICEF India, JKSTIC (Jammu and Kashmir Science, Technology & Innovation Council), DST (Department of Science & Technology), and the J&K Government. The event brought together various stakeholders especially the Chief Educational Officers, Zonal Education Officers, Various Principals and teachers from various institutes to deliberate on strategies and a roadmap to enhance career guidance facilities to the students across the region, aiming to empower them with informed choices for their future and contribute to a more robust educational and employment landscape.

Year & Date	Activity	Collaboration	Venue	Duration	Participants
30.11.2024	One Day Divisional Level consultation on Strengthening Career Guidance Ecosystem	Reform Rehabilitation Foundation J&K, NIT Srinagar, UNICEF India, JKSTIC, DST, J&K Government,	Gandhi Bawan	One day	CEO's & ZEO of Valley (100)







## Workshops / Seminars / Extension Activities Conducted During 2023-24

### Medical camp at Habak Shanpora:

The Directorate of Lifelong Learning (DLL) University of Kashmir extended its community outreach efforts by organizing a successful medical camp at Habak Shanpora, Srinagar. This initiative was conducted in collaboration with the University Health Centre and Ramzana Hospital Srinagar, aimed to provide basic essential medical and healthcare awareness to underserved communities. The camp offered free medical consultations, diagnostic services, and medicines, with specialist doctors in various fields conducting thorough health check-ups. Such events reflect the University's dedication in promoting health awareness, preventive care, and ensuring accessible medical support for the residents of Srinagar.

Year & Date	Activity	Collaboration	Venue	Duration	Participants
12.02.2024	One Day Medical and Health Awareness Camp at Habak Shanpora	Ramzana Hospital Srinagar	Habak Shanpora	One Day	Local Inhabitants







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### Skill trainings / Courses Conducted During 2024-25

S. No.	Year	Title of the course	Venue	Students Enrolled	Duration	Male	Female
1	2024-25	Graphic Designing	DLL, University of Kashmir	30	3-months	15	15
2	2024-25	Data Entry Operator	DLL, University of Kashmir	30	3-months	11	19
3	2024-25	Bridal Mehendi Designing	DLL, University of Kashmir	30	3-months	X	30
4	2024-25	Account Assistant using Tally with GST	DLL, University of Kashmir	30	3-months	11	19
5	2024-25	Auto CAD 2D+3D	DLL, University of Kashmir	30	3-months	17	13
6	2024-25	Self Employed Tailor (SET)	DLL, University of Kashmir	30	3-months	X	30
7	2024-25	Digital Photography	DLL, University of Kashmir	30	3-months	25	05
8	2024-25	Papier Machie	DLL, University of Kashmir	26	3-months	02	24
9	2024-25	Bridal Mehendi Designing	Shanpor Habak	19	3-months	X	19







## Workshops / Seminars / Extension Activities Conducted During 2024-25

### Medical camp at Dal:

Reaffirming its commitment to community welfare the Directorate of Lifelong Learning University of Kashmir organized a highly beneficial free medical camp in Mir Behri Dal Srinagar Adopted under Area Based Community Developmental Approach (ABCD) in collaboration with MOUL MOUJ foundation Karan Nagar srinagar. This initiative aimed to provide essential healthcare services directly to the inhabitants of this unique floating village. A large number of residents availed themselves of the opportunity to receive free medical consultations, basic diagnostic tests, and necessary medications, addressing a critical need for accessible healthcare in the area. The camp received an excellent response from the community. It not only raised health awareness but also provided timely medical help. During the camp, five elderly patients who were found to be financially dependent and marginalized were given Lifetime Privilege Cards by the MOUL MOUJ foundation Karan Nagar srinagar. These cards ensure they receive free medicines for chronic illnesses every month, for life.

Year & Date	Activity	Collaboration	Venue	Duration	Participants
19.02.2025	One Day Awareness Cum Medical Camp for elderly population under Area Based Community Development Approach at Habak Shanpora	University Health Centre and MOUL MOUJ Foundation Srinagar,	Mir Behri Dal	One Day	Local Inhabitants







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### Workshops / Seminars / Extension Activities Conducted During 2024-25

#### CSR DIALOGUE 2025

The Directorate of Lifelong Learning (DLL) University of Kashmir partnered with Research and Extension Association for Conservation Horticulture and Agro-forestry (REACHA) New Delhi to organize the “Kashmir CSR Dialogue - 2025.” This significant one-day conference brought together key stakeholders, including industry leaders, NGOs, and academicians, to explore and reinforce the critical role of Corporate Social Responsibility (CSR) in fostering socio-economic transformation in Jammu & Kashmir. The dialogue emphasized moving beyond mere compliance to create lasting impact, with discussions focusing on vital areas such as employment generation, quality education, healthcare access, skill development, and environmental sustainability. The event highlighted the University’s commitment to meaningful collaborations that can drive transformative change at the grassroots level and contribute to nation-building.

Year & Date	Activity	Collaboration	Venue	Duration	Participants
25.02.2025	Kashmir CSR Dialogue 2025	REACHA New Delhi	Ibni Khalidoon	One Day	NGO's / Corporaters







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### Workshops / Seminars / Extension Activities Conducted During 2024-25

#### Exposure visit to NIFT Srinagar/Ompora

The Directorate of Lifelong Learning arranged an exposure visit to NIFT Srinagar/Ompora Budgam for trainees of the 3-month Self Employed Tailor course. This kind of hands-on experience proved precious for their learning and future career outlook.

**Purpose of the Visit:**

**Exposure to a Professional Environment:** NIFT (National Institute of Fashion Technology) is a premier institution for fashion education. This visit allow the trainees to see a professional setup, including design studios, workshops, and potentially fashion shows or exhibitions.

**Understanding Industry Standards:** They get a glimpse of the quality, precision, and processes involved in professional fashion and textile production, which can elevate their own tailoring skills.

**Learning about New Techniques and Technologies:** NIFT likely uses advanced equipment and techniques. The trainees observe and learn about new sewing machines, specialized stitching methods, garment finishing and textile printing.

**Inspiration and Motivation:** Seeing the creative and technical aspects of fashion design and tailoring at a higher level inspired for budding entrepreneurs.

Year & Date	Activity	Collaboration	Venue	Duration	Participants
06.03.2025	One day exposure visit to NIFT Srinagar/Ompora Budgam	Nil	NIFT Ompora Budgam	One Day	Trainees of 03 months Self Employed Tailor







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### Workshops / Seminars / Extension Activities Conducted During 2024-25

#### One Day Intergenerational bonding mela:

Year & Date	Activity	Collaboration	Venue	Duration	Participants
26.03.2025	One Day Intergenerational bonding mela	National Institute of Social Defence Ministry of Social Justice and Empowerment Govt. of India	Shiekh Ul Alam Chair University of Kashmir	One Day	Students of Kashmir University model school and their Grandparents







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### State funded projects successfully conducted

S. No	Programme	Sponsoring Agency	Amount sanctioned	No of Students Benefited
1	Bridge Programme Certificate Course in Community Health (BPCCHN) for Unani Graduates	National Health Mission J&K	64 lacs	400
2	Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP)	Mission Directorate J&K Skill Development Mission J&K Government	17.35 lacs	400
3	Rashtriya Uchchatar Shiksha Abiyan (RUSA) Training programmes	Rashtriya Uchchatar Shiksha Abiyan (RUSA)	94 lacs	700
4	Capital Expenditures (CAPEX)	J&K Government	5 lacs	60



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### ROADMAP FOR FUTURE DEVELOPMENT

#### I. Strategic Pillars and Goals:

##### Pillar 1: Expanding Access and Reach

- **Goal 1.1: Develop a comprehensive online and blended learning infrastructure to reach geographically diverse learners.**

##### Action Plan:

- Invest in a robust Learning Management System (LMS) with advanced features (e.g., AI-powered personalized learning paths, interactive simulations, virtual labs).
- Create high-quality digital learning resources, including interactive video lectures, e-books, and multimedia content.
- Establish regional learning centers and partnerships with community organizations to provide physical access and support services.
- Implement mobile-first learning design principles to cater to learners using various devices.

- **Goal 1.2: Design and implement targeted outreach programs to underserved populations and marginalized communities.**

##### Action Plan:

- Conduct needs assessments to identify specific learning requirements of different communities.
- Develop culturally relevant and linguistically appropriate learning materials.
- Offer scholarships, bursaries, and flexible payment options to reduce financial barriers.
- Collaborate with NGOs and community leaders to promote lifelong learning opportunities.

- **Goal 1.3: Leverage open educational resources (OER) and massive open online courses (MOOCs) to broaden access to knowledge.**

##### Action Plan:

- Curate and adapt relevant OER for integration into existing programs.
- Develop and offer university-branded MOOCs on emerging and interdisciplinary topics.
- Partner with national and international MOOC platforms to expand reach and visibility.

##### Pillar 2: Enhancing Program Relevance and Quality

- **Goal 2.1: Develop future-oriented curricula aligned with emerging industry needs and societal challenges.**

##### Action Plan:

- Establish advisory boards comprising industry experts, academics, and community representatives for curriculum design.
- Conduct regular market research and skills gap analysis to identify emerging trends (e.g., AI, sustainability, digital transformation).





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- Integrate interdisciplinary perspectives and problem-based learning approaches.
- Incorporate micro-credentials and digital badges to recognize specific skills and competencies.

■ **Goal 2.2: Implement innovative pedagogical approaches and technologies to enhance learner engagement and outcomes.**

**Action Plan:**

- Provide faculty development programs focused on online pedagogy, active learning strategies, and the effective use of educational technologies.
- Promote the use of augmented reality (AR), virtual reality (VR), and gamification in learning experiences.
- Foster peer-to-peer learning and collaborative projects.
- Implement robust assessment strategies that measure not only knowledge acquisition but also application and critical thinking skills.

■ **Goal 2.3: Establish rigorous quality assurance mechanisms and continuous program improvement processes.**

**Action Plan:**

- Develop clear learning outcomes and performance indicators for all programs.
- Implement regular program evaluations based on learner feedback, faculty input, and industry relevance.
- Establish a system for tracking learner progress and providing personalized support.
- Seek accreditation and recognition from relevant national and international bodies.

**Pillar 3: Fostering Collaboration and Partnerships**

■ **Goal 3.1: Strengthen collaborations with internal university departments to offer interdisciplinary programs and leverage existing expertise.**

**Action Plan:**

- Establish joint program development committees with different faculties and departments.
- Create opportunities for cross-disciplinary research and knowledge sharing.
- Offer joint degrees and certificates that combine expertise from multiple fields.

■ **Goal 3.2: Forge strategic partnerships with industries, businesses, and professional organizations to provide relevant training and career pathways.**

**Action Plan:**

- Conduct joint needs assessments with industry partners to identify specific skill requirements.
- Develop customized training programs and executive education offerings.
- Facilitate internships, apprenticeships, and mentorship opportunities for learners.
- Organize industry-focused workshops, seminars, and conferences.



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- **Goal 3.3: Collaborate with community organizations, government agencies, and NGOs to address societal needs and promote civic engagement.**

### **Action Plan:**

- Develop community-based learning projects and service-learning initiatives.
- Offer workshops and training programs on topics of social relevance (e.g., health, environment, digital literacy).
- Participate in local and regional development initiatives.

### **Pillar 4: Building a Sustainable and Agile Centre**

- **Goal 4.1: Develop a diversified funding model to ensure the long-term sustainability of the Centre.**

### **Action Plan:**

- Generate revenue through program fees, customized training offerings, and grants.
- Seek funding opportunities from government agencies, philanthropic organizations, and corporate sponsors.
- Explore endowment building and alumni engagement for financial support.

- **Goal 4.2: Invest in the professional development of faculty and staff to enhance their skills in online teaching, instructional design, and outreach.**

### **Action Plan:**

- Organize regular training workshops and seminars on relevant topics.
- Provide opportunities for faculty to attend national and international conferences and workshops.
- Foster a culture of continuous learning and innovation among staff.

- **Goal 4.3: Implement efficient administrative processes and leverage technology for seamless operations.**

### **Action Plan:**

- Adopt a student information system (SIS) to manage admissions, registration, and academic records.
- Utilize data analytics to track program performance and identify areas for improvement.
- Implement online payment gateways and communication channels.
- Streamline administrative workflows to enhance efficiency and responsiveness.





### II. Emerging Frontiers, Challenges, and Prospects:

#### Emerging Frontiers:

- Artificial Intelligence (AI) in Education: Personalized learning paths, AI-powered tutoring, automated assessment, predictive analytics for learner support.
- Extended Reality (XR): Immersive learning experiences through AR, VR, and mixed reality for practical skills development and virtual field trips.
- Blockchain Technology: Secure and verifiable digital credentials, transparent learning records, and new models for educational funding.
- Neuroscience of Learning: Applying insights from brain research to optimize learning design and delivery.
- Sustainability Education: Integrating principles of environmental, social, and economic sustainability across all programs.
- Digital Fluency and Citizenship: Equipping learners with the skills and ethical understanding to navigate the digital world.
- Micro-credentials and Badging: Recognizing specific skills and competencies in a flexible and stackable manner.
- Personalized and Adaptive Learning: Tailoring learning experiences to individual needs, pace, and learning styles.

#### Challenges:

- Digital Divide: Ensuring equitable access to technology and digital literacy skills for all learners.
- Quality Assurance in Online Learning: Maintaining academic rigor and preventing academic dishonesty in virtual environments.
- Faculty Development: Equipping educators with the necessary skills and competencies for effective online and blended teaching.
- Learner Engagement and Motivation: Keeping learners engaged and motivated in flexible and self-paced learning environments.
- Rapid Technological Advancements: Continuously adapting curricula and infrastructure to keep pace with emerging technologies.
- Funding Constraints: Securing sustainable funding for lifelong learning initiatives.
- Recognition and Validation of Non-Formal Learning: Developing mechanisms to recognize and accredit skills and knowledge acquired through experience.
- Changing Nature of Work: Preparing learners for jobs that may not yet exist and the increasing demand for lifelong adaptability.

#### Prospects:

- Increased Demand for Lifelong Learning: The accelerating pace of change and the evolving job market will drive greater participation in continuing education.
- Technological Advancements: New technologies will create more engaging, personalized, and accessible learning experiences.
- Growing Recognition of the Importance of Skills Development: Governments,



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industries, and individuals are increasingly recognizing the value of continuous upskilling and reskilling.

- Opportunities for Interdisciplinary Collaboration: Addressing complex societal challenges requires collaboration across disciplines, creating opportunities for innovative programs.
- Global Reach and Impact: Online learning platforms can extend the reach of the university's expertise and contribute to global knowledge sharing.
- Development of New Educational Models: Micro-credentials, bootcamps, and other alternative credentials offer flexible and targeted learning pathways.
- Focus on Employability and Career Advancement: Lifelong learning programs can play a crucial role in enhancing individual employability and driving economic growth.

### III. Strategic Plan of Action (Roadmap for the Next 5 Years):

#### Year 1: Foundation and Capacity Building

- Conduct a comprehensive needs assessment of target learners and stakeholders.
- Develop a robust online learning infrastructure and select a suitable LMS.
- Establish core teams for curriculum development, instructional design, and technology support.
- Initiate faculty development programs focused on online pedagogy and digital literacy.
- Forge initial partnerships with key internal departments and community organizations.
- Develop a comprehensive marketing and communication strategy to raise awareness.

#### Year 2: Program Development and Pilot Initiatives

- Develop and pilot a portfolio of foundational online and blended learning programs based on identified needs.
- Create initial micro-credentials and digital badges in high-demand areas.
- Implement outreach programs targeting specific underserved communities.
- Establish a quality assurance framework for online and continuing education programs.
- Organize initial workshops and seminars in collaboration with industry partners.

#### Year 3: Expansion and Diversification

- Expand the portfolio of online and blended learning programs across various disciplines.
- Develop and launch university-branded MOOCs on strategic themes.
- Strengthen partnerships with industries and professional organizations for customized training.
- Explore the integration of AR/VR and other immersive technologies in selected programs.
- Implement a system for recognizing and validating non-formal learning.





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### Year 4: Innovation and Global Engagement

- Integrate AI-powered tools for personalized learning and learner support.
- Develop and offer joint degree and certificate programs with internal and external partners.
- Explore opportunities for international collaborations and the delivery of programs to a global audience.
- Establish a research and innovation unit focused on lifelong learning pedagogy and technologies.
- Implement sustainable funding strategies and explore endowment building.

### Year 5: Consolidation and Impact Assessment

- Evaluate the impact of the Centre's programs on individual learners, communities, and industries.
- Refine program offerings and delivery based on data analytics and feedback.
- Establish the Centre as a recognized leader in lifelong learning, continuing and extension education.
- Develop a long-term strategic plan for sustained growth and impact.
- Organize a national/international conference on the future of lifelong learning.

### IV. Governance and Structure:

- The Centre will be headed by a Director with overall responsibility for its strategic direction and operations.
- An Advisory Board comprising internal and external stakeholders will provide guidance and oversight.
- Functional units will include:

**Program Development and Curriculum Design:** Responsible for developing and updating learning programs.

**Instructional Design and Technology Integration:** Responsible for designing engaging online learning experiences and supporting the use of technology.

**Outreach and Partnerships:** Responsible for building relationships with external organizations and communities.

**Marketing and Communications:** Responsible for promoting the Centre's programs and activities.

**Student Support Services:** Responsible for providing academic and administrative support to learners.

**Quality Assurance and Evaluation:** Responsible for ensuring the quality and effectiveness of programs.

**Finance and Administration:** Responsible for managing the Centre's budget and operations.

### V. Evaluation and Review:

- Regular monitoring and evaluation of program effectiveness will be conducted using key performance indicators (KPIs) related to enrollment, completion rates, learner satisfaction, and impact.



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- Annual reviews of the strategic plan will be undertaken to assess progress and make necessary adjustments based on emerging trends and challenges.
- External evaluations will be conducted periodically to ensure quality and alignment with national and international standards.

NEP-2020 has also recommended for taking up five components of Adult Education i.e. (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare); (c) vocational skills development (with a view towards obtaining local employment); (d) basic education (including preparatory, middle, and secondary stage equivalency); and (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills).





## DLL IN NEWS

### KU organises free medical camp for community health awareness

GK News Service  
Srinagar, Feb 12

As part of its community outreach program under the Area-Based Community Development (ABCD) approach, the Directorate of Lifelong Learning (DLL), University of Kashmir (KU),

conducted thorough health check-ups and raised awareness about preventive healthcare, hygiene, and lifestyle-related diseases.

In her message Vice Chancellor Dr.

detection and prevention of common ailments among educated attendees.

### KU conference highlights role of corporate social responsibility

Srinagar, Feb 12: To reinforce the need for CSR initiatives that go beyond corporate social responsibility, the Directorate of Lifelong Learning (DLL), University of Kashmir (KU), in partnership with SEACIA, organised a one-day conference on 'Embedding CSR: The Role of Business in Society'.



Dr. Shazia Mazumdar, Vice-Chancellor, KU, highlighted the role of corporate social responsibility in the development of the state. She said, "The role of a corporate is not just to generate profit but to contribute to the society. It is the responsibility of the corporate to ensure the well-being of the society and the environment. This is the only way a corporate can survive in the long run."

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### Deeply committed to well-being of our communities: KU VC

Precious Kashmir News || SRINAGAR

As part of its community outreach program under the Area-Based Community Development (ABCD) approach, the Directorate of Lifelong Learning (DLL), University of Kashmir (KU), in collaboration with the University Health Centre and Ramzan Hospital, organised a one-day medical and health awareness camp at Shampora, Babel.

The camp aimed to provide essential healthcare services to underprivileged communities by offering free medical consultations, diagnostic services, and medicines. Specialist doctors from gynecology, general medicine, and oral medicine conducted thorough health check-ups and raised awareness about preventive healthcare, hygiene, and lifestyle-related diseases.

In her message Vice-Chancellor University of Kashmir (KU), Prof. Shazia Mazumdar, emphasized the importance of health awareness and outreach initiatives, particularly in underserved areas. "Community outreach is also one of our core responsibilities. Through such initiatives, we aim to bridge the healthcare gap and ensure that people, especially women and the elderly, receive timely medical attention," she said.



Doctors at the camp stressed on early detection and prevention of common ailments and educated attendees about women's health, chronic diseases, and oral hygiene. They also guided patients on the importance of regular health check-ups and lifestyle modifications to prevent long-term health complications.

Director DLL KU, Prof. Shazia Mazumdar, emphasized the importance of health awareness and outreach initiatives, particularly in underserved areas.

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### 'Elderly need family support, accessible healthcare facilities for well-being'

Srinagar, Feb 12: A study conducted by the Directorate of Lifelong Learning (DLL), University of Kashmir (KU), revealed that elderly people need family support and accessible healthcare facilities for their well-being.

The study, titled 'Health and Well-being of Elderly People', was conducted by a team of researchers from the DLL, KU.

The study found that elderly people need family support and accessible healthcare facilities for their well-being. It also found that elderly people need to be educated about health and lifestyle-related diseases.

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