GOVERNMENT OF GUJARAT

Azadi Ka Amrit Mahotsav

Vibrant GUJARAT 2022
10-12 Jan
10th Global Summit
From Aatmanirbhar Gujarat to Aatmanirbhar Bharat

IMPLEMENTATION ROADMAP OF NATIONAL EDUCATION POLICY - 2020 FOR THE STATE OF GUJARAT

EDUCATION DEPARTMENT (HIGHER & TECHNICAL)

GOVERNMENT OF GUJARAT

JANUARY 2022

IMPLEMENTATION ROADMAP OF

NATIONAL EDUCATION POLICY - 2020
(HIGHER & TECHNICAL)

FOR THE
STATE OF GUJARAT

JANUARY 2022

Narendra Modi
Prime Minister of India

"

National Education Policy will set the foundation for 21st century India. We've given extra impetus to this national policy for ensuring that it makes Indians more empowered and easily attractive to opportunities. We're moving to an era where an individual will not be stuck to a single profession all his life. Thus, he will continuously need to re-skill and up-skill himself. We have kept this in contention while formulating the National Education Policy.

"

Message
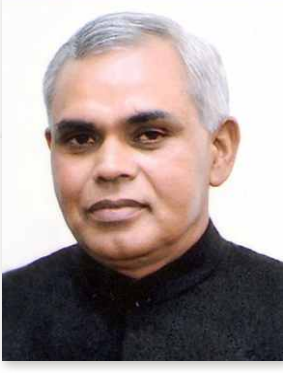
Acharya Devvrat
Governor, Gujarat
Gandhinagar-382021

आचार्य देवव्रत
राज्यपाल, गुजरात
गांधीनगर-३८२०२१

सत्यमेव जयते

MESSAGE

The National Education Policy, 2020 has laid down several major reforms that are really the need of the present time. The policy has rightly focused on skill development along with the study curriculum. Merely dreaming of anything will not make it work, as proper planning and work according to the plan will only help in fulfilling the objectives to be achieved. Effective implementation of the policy is likely to restore India's Glory as a great Centre of learning as it was during the times of Takshashila and Nalanda. NEP, 2020 will prove itself to be the milestone in the history of Indian education system.

I congratulate Education Department for taking quick action in the matter and remaining positive in its approach for its effective implementation. Gujarat is among one of the most industrialized, innovative and Entrepreneurial states of India and has witnessed tremendous growth across all sectors. The Government of Gujarat is among the front-runner state in implementing the NEP, 2020.

The Implementation of Policy will also enhance and will carry further Five Pillars for Self-Reliant India. I wish all the best to Education Department, Government of Gujarat and all other agencies, Educational Institutions involved in bringing this groundbreaking change and look forward to shaping the future of our Nation through Education.

(Acharya Devvrat)

Message
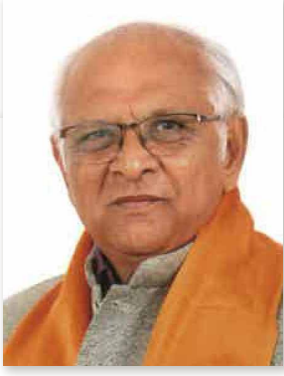
Bhupendra Patel

Chief Minister, Gujarat State

Apro/Jm/2021/12/30/rs

Dt: 30-12-2021

MESSAGE

"Educationists should build the capacities of the spirit of inquiry, creativity, entrepreneurial and moral leadership among students."
- APJ Abdul Kalam

The **National Education Policy, 2020** came into effect after 34 years of last policy amendment. **NEP 2020** is a revolutionary action taken in our Education sector. Access, Equity and Affordability are the leading pillars of the policy documents. The policy aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. This policy is aligned to Sustainable Development Goals and aims to transform India into Global Knowledge Superpower.

The proposed reforms by NEP 2020 will came into effect by the collaboration of the Central and the State Government. Government of Gujarat looks forward towards the Development that leads to essential learning and critical thinking in our students and shaping the future of our Nation. The Education Department of Gujarat has already undertaken several steps towards this Goal and has been working on the roadmap of the Policy. Special emphasis will be on **Socially and Economically Disadvantaged Groups (SEDGs).**

I congratulate the team for bringing in this significant document and I am sure this publication will prove to be a useful documentation for all the stakeholders. I hereby extend the heartiest best wishes and congratulate everyone engaged in this publication.

(Bhupendra Patel)

Message

धर्मेन्द्र प्रधान
धर्मेंद्र प्रधान
Dharmendra Pradhan

सत्यमेव जयते

मंत्री
शिक्षा; कौशल विकास
और उद्यमशीलता
भारत सरकार

Minister
Education; Skill Development
& Entrepreneurship
Government of India

MESSAGE

It goes without saying that our Hon'ble Prime Minister, Shri Narendra Modi, understands the significance of Education as a fundamental building block for our Nation considering the 21st century progressing towards a Knowledge-based Economy.

Through the National Education Policy (NEP) 2020, which is also the first education policy of the 21st century, an education system rooted in Indian ethos, is envisioned, that contributes directly to transforming India, that is *Bharat*, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower by 2040.

The NEP 2020 aims to address the numerous growing developmental imperatives of our country. Consequently, it proposes the revision and revamping of all aspects of the education ecosystem, including its regulation and governance, while at the same time building upon India's traditions and value system.

The success of NEP therefore lies in its effective implementation. Hence, Hon'ble PM has taken upon himself the baton of orienting all the stakeholders on NEP's focus areas, timeline and expected outcomes up to the last mile of the community. This document is published in Gujarati as a first-of-its-kind-initiative as a compilation of actionable insights and directions, provided by our Hon'ble PM on NEP implementation. I must congratulate the Ministry of Education, Gujarat for such a proactive effort, which would no doubt serve as a key enabler to all of us in implementing the NEP successfully to help our Nation achieve its expected objectives.

Let us join our hands together in making India a global knowledge superpower!

(Dharmendra Pradhan)

सबको शिक्षा, अच्छी शिक्षा   स्वच्छ भारत   कौशल भारत, कुशल भारत

MOE - Room No. 3, 'C' Wing, 3rd Floor, Shastri Bhavan, New Delhi-110 115, Phone : 91-11-23782387, Fax : 91-11-23382365
MSDE - Room No. 516, 5th Floor, Shram Shakti Bhawan, Rafi Marg, New Delhi-110001, Phone : 91-11-23465810, Fax : 011-23465825
E-mail : minister.sm@gov.in, minister-msde@gov.in

Message

JITUBHAI VAGHANI

No. Edu (P,S & A) H.T.S.T./ **VIP- ⅂66** /2021

Minister,
Education (Primary, Secondary and
Adult), Higher and Technical Education,
Science & Technology
Government of Gujarat,
Swarnim Sankul-1, 2nd Floor, New Sachivalaya,
Gandhinagar-382 010

Date : **2 7 DEC 2021**

Message

Education is a fundamental tool for achieving full human potential, developing an equitable society and promoting National Development. As we plan to move ahead and Implement the National Education Policy, 2020 in Gujarat, we must keep confidence, optimism and commitment towards the effective implementation of the policy in the State.

The progressive outlook of the National Education Policy, 2020 is the key element of our future Success. Coordinated and comprehensive implementation of the policy will be our aim. With our joint efforts, Higher Educational Institutions will be transformed into world class multi-disciplinary Universities as visualized by NEP, 2020. Our Hon. Prime Minister,

Shri Narendra Modi ji has rightly said, *"National Education Policy, 2020 is a big factor in the 'Mahayagya' of National Development."*

The implementation of NEP, 2020 is an important footstep aiming to bring the transformational changes in the education sector of Gujarat and Nation at large. This policy focuses on revamping the Curriculum, reduction in syllabus to retain core essentials and thrust on experiential learning.

I look forward to inculcating the holistic approach in our Education system and I am confident that all the stakeholders involved in NEP, 2020 Implementation process will draw inputs from it.

(Jitubhai Vaghani)

Message

Dr. Kuberbhai Dindor

No.Hi & Te.Edu/Sta & Pa.Aff/ ૭૩/2021
STATE MINISTER,
Higher & Technical Education,
Statutory & Parliamentary Affairs.
Government of Gujarat
2nd Floor, Swarnim Sankul-2,
Sachivalaya, Gandhinagar-382010.
Phone No. : 079 232 50575
Fax No.   : 079 232 50274
Date : **2 7 DEC 2021**

सत्यमेव जयते

Message

Education is very important for personal development as well as for the socio-economic development of any individual. Education empowers and motivates minds to conceive the good thoughts and ideas and helps an individual grow on a daily basis.

The National Education Policy (NEP), 2020 brings major revamp of education in India and this policy is meant to provide an overarching vision and comprehensive framework for education across the country.

NEP 2020 has provided us with an opportunity to reimagine, redesign and restructure the entire education system to make Higher Education, the engine that will drive towards overall development of students. The policy aims to work on the student-centric policies holistically to provide multidisciplinary curriculums that break the age-old binaries of STEM and non-STEM by revamping the Higher Education Institutes into Multidisciplinary Universities (MUs).

National Education Policy 2020 is going to be a game changer. Gujarat Government would like to implement the NEP effectively with speed and scale. Towards this goal, the Gujarat Education Department has already undertaken several steps. I am confident that reforms envisaged through the Policy shall see the light of the day with the active engagement and cohesive efforts of all the stakeholders.

(Dr. Kuberbhai Dindor)

Message

KIRTISINH VAGHELA

No.: MOS/PSAE/VIP/ ⁄ /2021

**Minister of State,
Primary, Secondary and
Adult Education**
Government of Gujarat
2nd Floor, Swarnim Sankul-2,
Sachivalaya, Gandhinagar-382 010
(Office) : 079-232 54665, 50231 to 50234
(Fax) : 079-232 50235

Date :
2 8 DEC 2021

Message

The new National Education Policy 2020 is a leap towards the progressive goal which the modern India is aiming to attain. Purpose of the policy is to pave way for transformational reforms in the education system of the country. The holistic approach of development is incorporated in the policy to parade towards future and Gujarat is on its way to accomplish the same.

We understand that NEP 2020 is a well laid plan which address the national, social and technological needs in alignment to the educational necessities of the students at various level. Gujarat has turned in the same direction as the policy is leading us to obtain synergy in the planning process and to excel in implementation of the same.

We have taken quick and concurrent decisions to strengthen the existing education system in the State. We have outlined the roadmap for upcoming 10 years, marking both short term and long-term goals and implementation procedures. The reforms in Gujarat are aimed to be sustainable and evenly planned. Institutional Development Plan (IDP), Research-intensive University and Teaching-intensive University, Academic Bank of Credit, Faculty support, Credit based courses etc. are the few areas we would be focusing on along with the basic reforms in pedagogy and substructure.

The initiatives under NEP 2020 will emphasis on the cognitive capacities of the individual, to create a base for critical thinking as well as emotional intelligence. Knowledge of technical, social and ethical balance would be promoted in the new education system on the state. We aim to harvest knowledge, values and skills diligently so as to carve our younger generation into the leading global citizens.
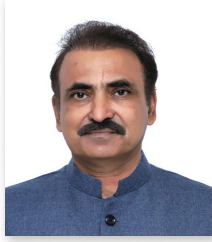
(Kirtisinh Vaghela)

Message

Pankaj Kumar, I.A.S.
Chief Secretary

Government of Gujarat
Block No. 1, 5th Floor,
Sardar Bhavan,
Sachivalaya,
Gandhinagar - 382 010
Phone :- +91-79-23250301/03
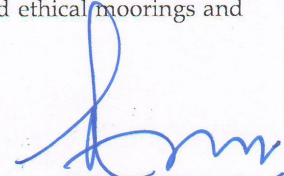Fax : +91-79-23250305

MESSAGE

"Education is the manifestation of the perfection already in Man"- Swami Vivekanand The new education policy has brought much awaited reforms, which will improve overall accountability in the Ecosystem.

The National Education Policy (NEP) — 2020 is one of the significant milestones in the history of Indian Higher Education system. National Education Policy-2020 is a landmark document and a guiding source to bring reformative changes in the Indian Education sector. It presents the vision for greater Access, Equity, Excellence, Inclusion and Affordability to help India emerge as the knowledge Superpower.

The NEP's chief purpose is to Reform the Education system and bridge the gap between current learning outcomes and the desired outcomes. NEP looks at modern science, modern knowledge systems and traditional wisdom. It also allows students to seamlessly study various aspects that make for a well-rounded Education to create competent citizens of India and the world.

Gujarat is committed to complement and complete the work undertaken by the Central Government in holistic Education reforms through the Policy. The purpose of implementing NEP in the Education system of Gujarat is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.

[Pankaj Kumar]
Chief Secretary

Foreword

S. J. Haider, IAS
Principal Secretary
Education Department

Education Department
Government of Gujarat
Block No. 5, 8th Floor,
Sardar Bhavan, New Sachivalaya,
Gandhinagar - 382010

सत्यमेव जयते

Foreword

Date : 3 1 DEC 2021

Inspired by the vision of Hon'ble Prime Minister Shri Narendra Modi, the Government of Gujarat is firmly committed to the implementation of the National Education Policy – 2020 in a time-bound manner in letter and spirit. The Policy has all the potential to transform the country into a vibrant knowledge society characterized by equity, quality and inclusiveness.

Not only would it carve a niche as a milestone in the history of the Indian Education System but it will also encourage innovation as well as research and afford students wholesome opportunities and exposure for growth and learning thereby leading to the realization of the ideal of holistic education which is a sine qua non of sustainable socio- economic development, better gender parity and environment consciousness. These factors will, in turn, contribute to the attainment of better human development index.

As one of the front runners, Gujarat constituted a Task Force Committee quite early for the tidy execution of NEP 2020. The same dealt with four specific areas, namely, restructuring university system and governance, revamping of colleges and affiliation system, performance outcomes and deliverables, strategy and revisiting of courses/ curricula, pedagogy and examination system.

The State Government has already initiated in right earnest certain crucial recommendations and measures envisaged under the Policy. In the first five years of implementation, the State Government will endeavour to realize most of the provisions of NEP 2020 with a thrust on the development of an equitable and vibrant knowledge–based society by affording quality education, skill development for knowledge-based economy as also research and innovation just to name a few.

This Policy is the outcome of dedicated consultation with various stakeholders like Vice Chancellors, Principals and Students. A systematic exercise was undertaken by the Education Department following which we have finalized the Roadmap for the Implementation of NEP 2020 in the State of Gujarat. It will indeed be an effective blueprint for leaders, decision makers, strategists and the academia in the field of Higher and Technical Education.

It is intended to keep fine- tuning the Roadmap with the passage of time in the light of our experiences and continuous feedback with the ultimate objective of educating and grooming Young Gujarat in the real sense of the term and equipping them with the requisite skill-sets towards the realization of Aatmanirbhar Gujarat and Aatmanirbhar Bharat.

We would like to take this opportunity to express our gratitude to the Government of India as also the Government of Gujarat for their unstinting support and guidance without which the Roadmap could not have seen the light of the day.

Gandhinagar
31/12/2021

S.J.Haider, IAS
Principal Secretary
Education Department
(Higher & Technical)
Government of Gujarat

Contents

OVERVIEW OF HIGHER EDUCATION IN THE STATE

1.0

1.0

OVERVIEW OF HIGHER AND TECHNICAL EDUCATION IN THE STATE

1.1 Introduction

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, represents the consequential legislation envisaged under Article 21-A and means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.[1] Article 45 states "The State shall endeavor to provide early childhood care and education for all children until they complete the age of six years" Article 51(A) states "who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years."[2]

The importance of education in Indian society is evident from the mandates stated in the Constitution of India.

[1] Source: Department of School Education and Literacy, Government of India

[2] Source: https://www.india.gov.in/my-government/constitution-india/amendments/constitution-india-eighty-sixth-amendment-act-2002

The State of Gujarat has seen tremendous growth on the plurality of strong entrepreneurial spirit and world class education and vocational training. The State has made tremendous headway in primary, secondary and the higher education sectors through rigorous focused initiatives. This has helped create a holistic ecosystem for learning in the state. In 2003, annual drives like **Shala Praveshotsav** (celebration of 1st day at school) and **Kanya Kelavani Mahotsav** (celebration of girl child education) were launched to ensure 100% enrolment of children in Grade 1 in the age group of 5 to 6 years**. 'Gunotsav'** (roadshow to focus on promoting and ensuring

quality education) campaign was also launched to further enhance quality of education. Under this initiative, senior government officials visited primary schools in Gujarat to evaluate various aspects of education.

As a result of these initiatives, the Net Enrolment Rate increased by 24% between 2003 to 2019. Through similar initiatives, the dropout rate in Grades one to seven/ eight fell from 18.79% in 2004-05 to 1.37% in 2019-20. Similarly, the dropout rate for grades one to five came down from 10.16% in 2004-05 to 3.39% in 2019-20. [3]

Gujarat has 33 districts, 91 universities (including nine institutes of national importance, two central-deemed universities, one central university, 52 private universities, 16 state universities and 11 sectoral universities), 2860

institutions (including 2539 colleges, 321 stand-alone institutions, over 50,000 faculty members and over 15 lakh students. It is 2nd in India in terms of number of universities. [4]

Gujarat has 13 research institutions, 3 Graduate Basic Training Colleges, and 15 Gram Vidyapiths which function

under the office of Commissionerate of Higher Education.

In the last 25 years, 162 Government Colleges, 8 State Universities for Higher and Technical education have been established in the state. The state has also established sectoral universities such as

Kamdhenu University (Dairy technology), Gujarat Maritime University, Junagadh Agricultural University and the like.

[3] http://gujarat-education.gov.in/primary/mahiti/shada-chodvano-dar-eng.htm
[4] Refer Annexure 3 for List of Universities

Higher and technical education in the state is catered to through various universities and colleges in the general higher education category (Arts, Science and Commerce) and in technical education category (Engineering, Pharmacy, Agricultural Sciences etc.). Statistically, Gujarat's Gross Enrolment Ration (GER) stands at 21.3%. Among HEI's in the state, affiliated colleges form the largest share with 86% of HEI's consisting of affiliated colleges. Total number of enrolments in the state are about 15.27 lakhs and the higher education in the state turns out 3.6 lakh students every year.

To promote enrolment in higher education and to make it more accessible, affordable and equitable, Government of Gujarat launched **Mukhyamantri Yuva Swavalamban Yojana (MYSY)** in 2015 to provide financial assistance to needy and meritorious students from all communities. Over 2.75 lakh students have benefited from this scheme till date.

The State Government is also taking aggressive steps to enhance both the infrastructure & quality of higher and technical education in the State by inculcating technology, promoting mentorship, industry-academia collaboration, establishing research labs, etc. As an example, through the **New Avenues of Modern Education (NAMO)** tablet initiative, students can easily access information, pertaining to high quality education and resources available at international level as well as video lectures, supplementary quizzes of reputed educational institutes.

This has helped take learning beyond the classroom of state universities and support in digital empowerment. Such digital initiatives would also contribute to the national vision of TECHADE.

Government of Gujarat has also undertaken special initiatives to promote enrolment of girl students in higher education. For example, under **Mukhyamantri Kanya Kelvani Nidhi Yojana (MKKN),** financial assistance is provided to girl students for admission in MBBS. Going beyond the realm of imparting classroom education, Government of Gujarat launched the **UDISHA (Universal Development of Integrated Skills through Higher Education Agencies)** project to increase the employment capacity and skills of the students studying in the higher education institutions of the State.

Another major initiative taken by the Gujarat Government was the establishment of **Children's University** in 2009 under the leadership of the then Hon'ble Chief Minister of Gujarat and

current Hon'ble Prime Minister of India Shri Narendra Modi. It was founded with the aim to conduct research in areas of overall development of children. The University conducts research, education, training and extension services for creating right environment and systems to facilitate development of children and is the only Children's University in India.

Based on the Hon'ble Governor's vision, the Government of Gujarat **"Shrestha Bharat ke Panch Prakalp"** to empower the Youth of Gujarat for Nation Building.

It focuses on:

- Overcoming Pandemic- Social Awareness
- Environment Protection, WaterResources Management
- and Cleanliness
- Organic and Natural Farming and Sustainable Agriculture
- De-Addiction and Overcoming Evil Practices and Superstitions
- Fit India

Education Department has launched this initiative to encourage students in HEI's to take up these causes and help build a better society.

Government of India launched **'Azadi Ka Amrit Mahotsav'** to celebrate 75 years of progressive India and the glorious history of its people, culture and achievements.

Hon'ble Prime Minister Shri Narendra Modi inaugurated the event with the Hon'ble Governor of Gujarat Shri Acharya Devvrat, Hon'ble Union MoS (I/C) Shri Prahalad Singh Patel and the then Hon'ble Chief Minister of Gujarat Shri Vijay Rupani and trustees of the Gandhi Ashram in attendance.

This festival began on March 12, 2021 -75 weeks prior to India's 75th Independence Day which is to be celebrated on August 15, 2022 -and will continue until August 15, 2023. The Education Department, Government of Gujarat has organized several events to spread awareness and motivate its stakeholders towards a better tomorrow.

1.2 Key Indicators

This section highlights the key facts & figures and indicators of the education ecosystem in Gujarat.

Key Indicators of Higher and Technical Education in the State

INDICATOR	TOTAL	MALE	FEMALE
Total State Population (in lakh)[1]	604.4	314.9	289.5
Literacy Rate[1]	78.0%	85.8%	69.7%
Population in the 18-23 age group (in lakh)[1]	71.9%	37.8%	34%
Share in the Total State Population (%)	(11.9%)	(12%)	(11.7%)
Share of state in the 18-23 population to the all-India 18-23 population[1]	5.1%	5.2%	5.0%
Gross Enrolment Ratio[2]	21.3	22.9	19.6

Source: 1. Census 2011; 2. All India Survey of Higher Education, MoE 2019-20

Education Infrastructure

33 DISTRICTS

91 UNIVERSITIES

2,951 INSTITUTIONS

53,744 FACULTY MEMBERS

15,27,435 STUDENTS
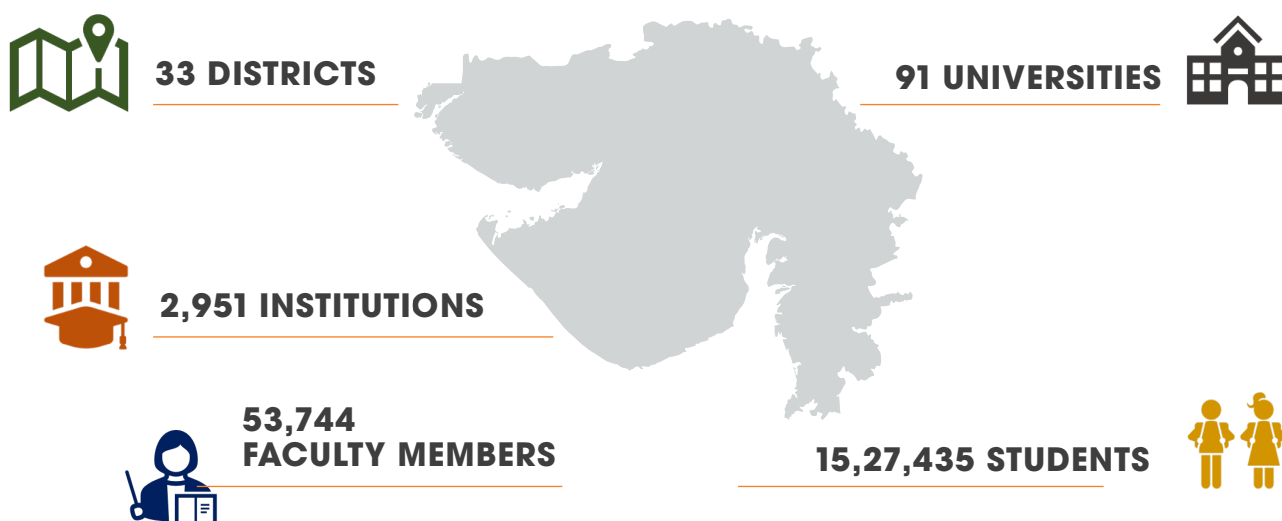
UNIVERSITIES BY TYPE

MANAGEMENT TYPE WISE UNIVERSITIES		
State Universities	Higher & Technical	16
	Sectoral	11
	Sub-Total	27
Central Universities		1
Deemed Universities		2
Institute of National Importance		9
Private Universities		52
Total		91

UNIVERSITIES BY SPECIALISATION
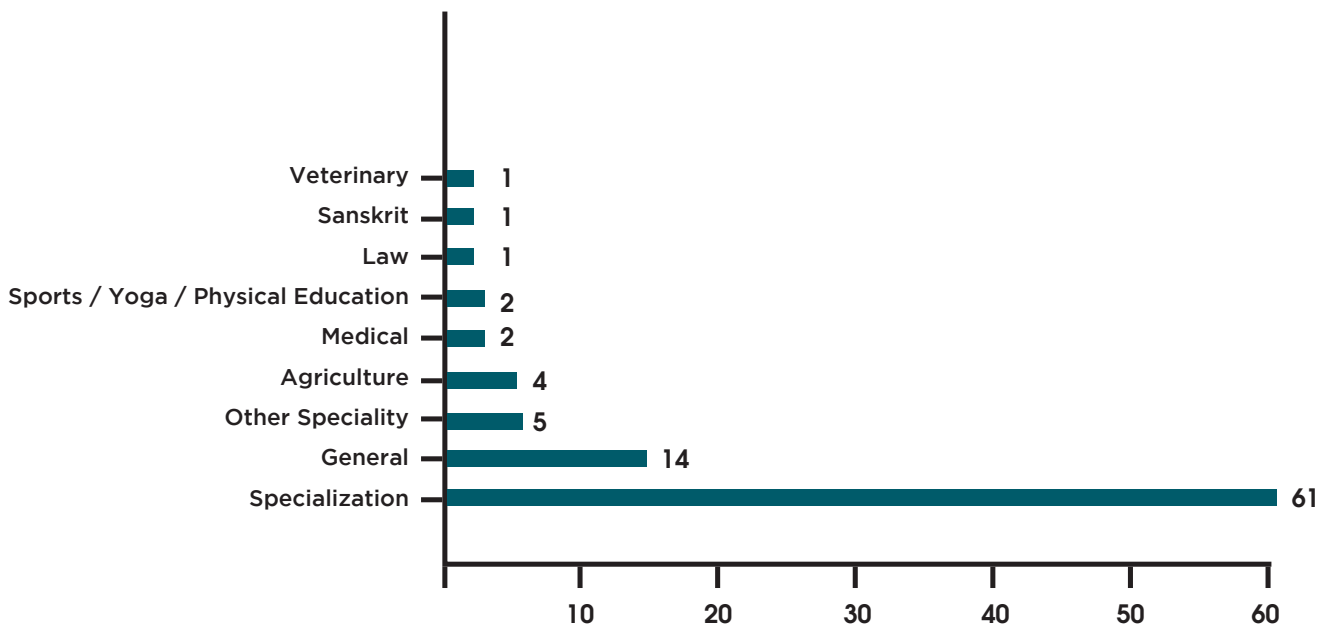
COLLEGES BY SPECIALISATION

Specialisation	Value
Physiotherapy	45
Pharmacy	51
Law	52
Nursing	74
Management	75
Commerce	91
Computer Application	87
Science	107
Arts	110
Engineering & Technology	207
Education / Teacher	217
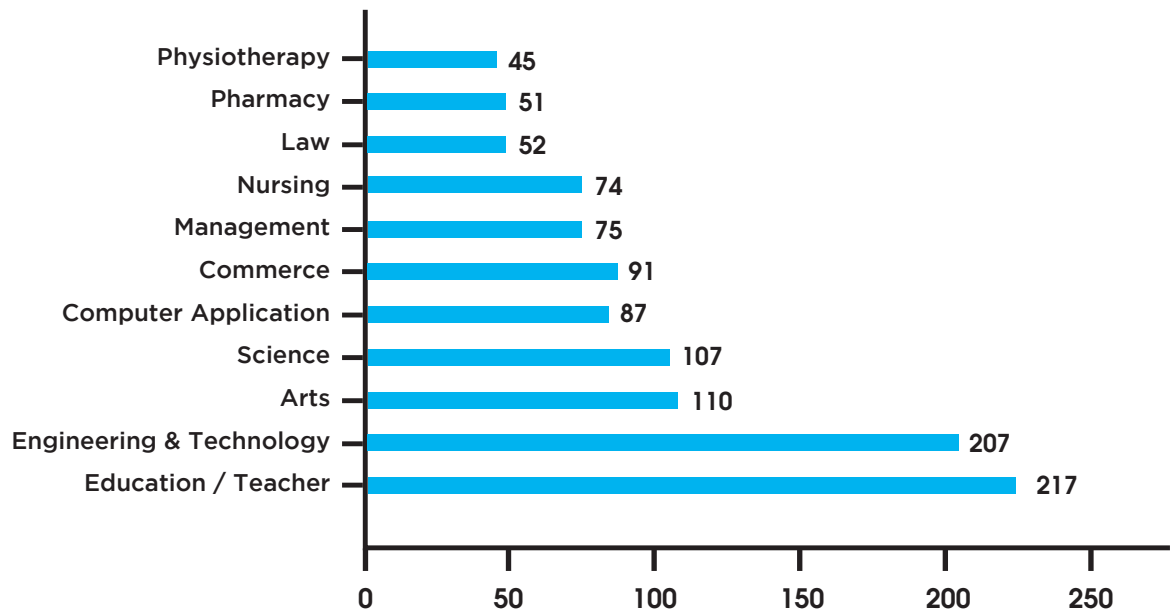
INDICATORS FOR COLLEGES & INSTITUTIONS

INDICATOR	UNIVERSITIES	COLLEGES	STANDALONE INSTITUTIONS
Total number of Institutions	91	2539	321
Average Enrolment per Institution	2,527	499	90
Total Estimated Enrolment (in lakh)	2.30	12.67	0.29

Source: Gujarat Knowledge Commission, September 2021

COLLEGE INDICATORS

COLLEGE TYPE	GUJARAT
Affiliated Colleges	2295
Recognised Centre	35
Constituent/ University College	502
PG/Off-Campus Centre	28

MANAGEMENT OF COLLEGES

TYPE OF MANAGEMENT	SHARE OF COLLEGES	SHARE OF ENROLMENTS	AVERAGE ENROLMENT PER COLLEGE
Private Unaided	63.9%	41.6%	344
Private Aided	21.5%	39.9 %	980
Government	14.6%	18.4%	663

HOSTELS

INTAKE RESIDING
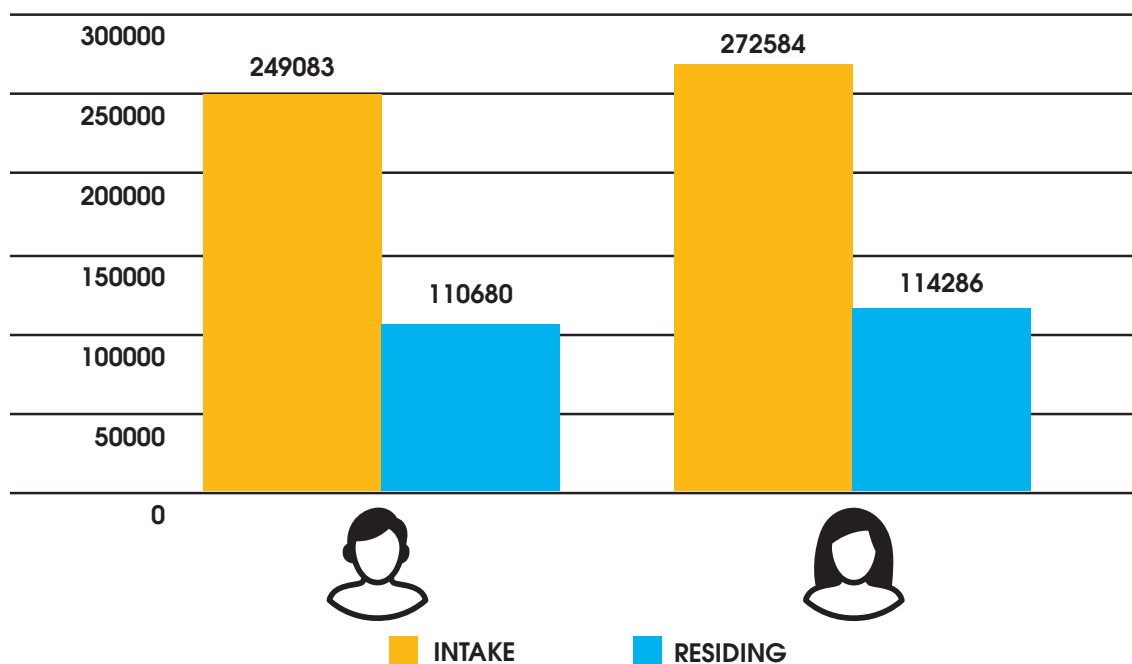
Source: All India Survey of Higher Education, MoE 2019-20

ENROLMENT AT VARIOUS LEVELS THROUGH REGULAR MODE

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	3050	469	81184	509260	3009	44466	4424	6880	652742
Male	4380	468	62682	652694	3055	94354	3719	7635	828987
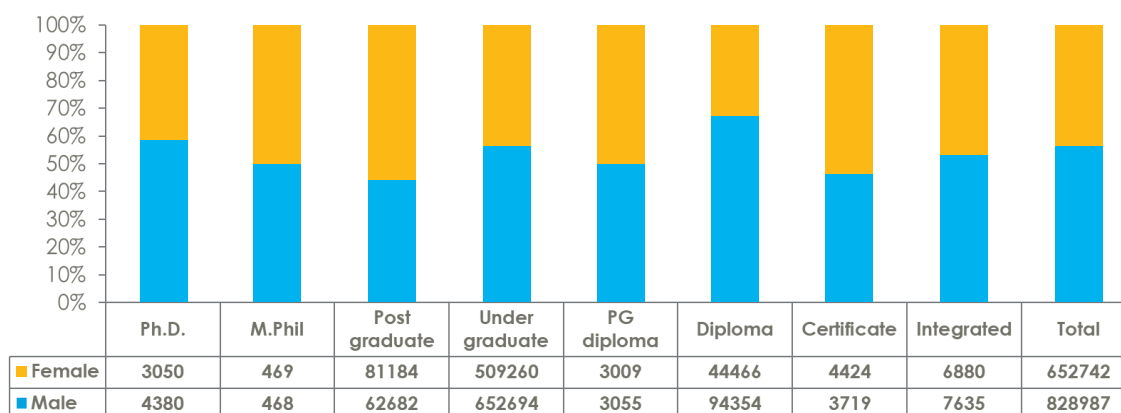
OUT-TURN AT VARIOUS LEVELS

	Ph.D.	M.Phil	Post graduate	Under graduate	PG diploma	Diploma	Certificate	Integrated	Total
Female	529	236	33764	125538	1940	12487	5555	1365	181414
Male	838	191	22582	132665	1741	19283	3522	1260	182082

GROSS ENROLMENT RATIO (GER)

	All	SC	ST
Total	21.3	27.7	16.7
Male	22.9	29.2	16.4
Female	19.6	26.0	16.9
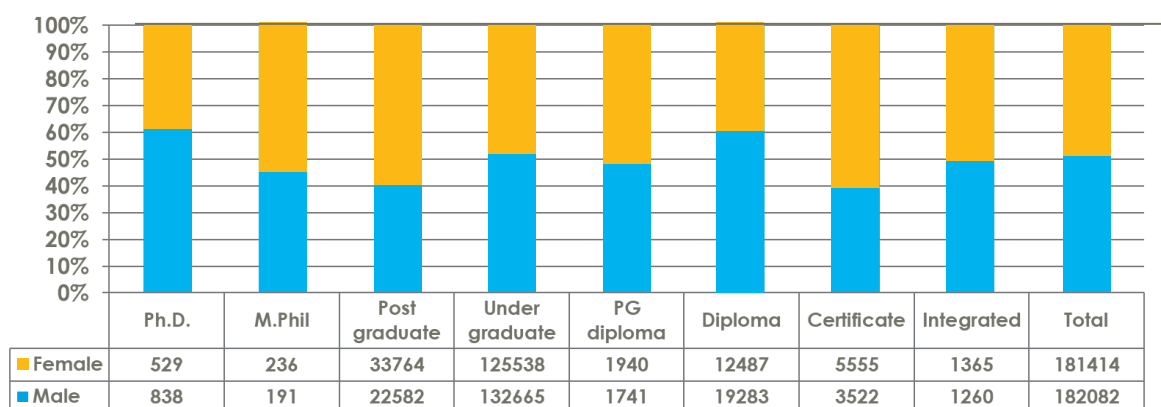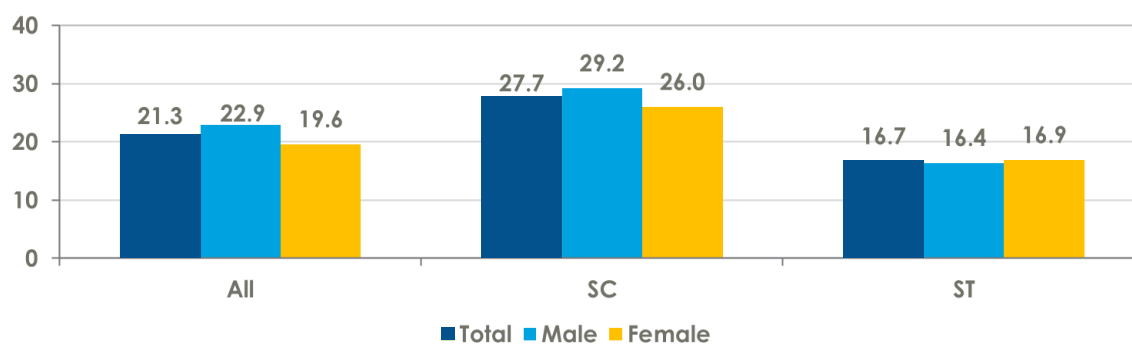
Source: All India Survey of Higher Education, MoE 2019-20

NUMBER OF INSTITUTIONS AND STUDENT ENROLMENT

TYPE OF HIGHER EDUCATION INSTITUTION	TYPE OF OWNERSHIP	NUMBER OF INSTITUTIONS		STUDENT ENROLMENT	
UNIVERSITIES	State Universities (Higher Education & Technical)	16	91 (TOTAL)	1,31,129	230893 (TOTAL)
	Sectoral Universities	11		6,943	
	Central Universities	1		917	
	Deemed Universities	2		2,700	
	Institutes of National Importance	9		12,583	
	Private Universities	52		76,621	
COLLEGES		2,539	2,539	12,67,201	12,67,201
STANDALONE INSTITUTIONS		321	321	29,341	29,341
Total		2,951		15,27,435	

Source: Knowledge Consortium of Gujarat, September 2021

FACULTY AND STAFF

STUDENTS, FACULTY AND STAFF: GENDER AND SOCIAL REPRESENTATION

Indicator	Male	Female	SC	ST	OBC	PWD
Share of population	52.1%	47.9%	6.7%	14.8%	40.2%	1.8%
Share of enrolment	56.0%	44.0%	9.2%	10.4%	31.5%	0.2%
Share of teaching staff	59.0%	41.0%	5.7%	4.6%	18.9%	0.4%
Share of non-teaching staff	69.6%	30.4%	15.2%	9.8%	22.9%	0.5%

Source: Share of population - Census 2011 and India Human Development Report 2011; Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MoE 2019-20

1.3 Institutional Framework

The Education and Labour department came into existence on 1st May, 1960. In August 1976, the Education department came into existence as a separate secretariat department; responsible for primary, secondary, higher, technical and pharmacy education.

The institutional framework for the education sector in the state has since then evolved into a **comprehensive and integrated structure** with clearly defined responsibilities spread across various offices. The overall direction, administration and development of this sector is the responsibility of the Education Department under the able guidance of the Minister of Education and the MoS, while the implementation is undertaken by various offices designated with specific aspects of the overall education system of the state.

To meet these objectives, the Education Department forms policies and guidelines, supervises their implementation and issues orders and circulars. Currently, there are two secretaries as Heads of the

GOALS & OBJECTIVES OF THE DEPARTMENT INCLUDE

1	Universalisation of Primary Education for Children in Age Group 6 to 14
2	Continuous Education and Literacy
3	Improvement of Primary, Secondary and Higher Education
4	Concentration of Plan and non-plan provisions and best use of Investments made in Education Sector and for the Purpose of Development
5	Improvement in implementation of Programs, Initiatives and Schemes.

Education Department in Gujarat - Principal Secretary (Education) and Secretary (Primary Education) who are assisted by Commissioners, Dy. Secretaries, Under-secretaries, Section Officers, Heads of the branches, and a statutory board.

A key office under this Department is the Commissionerate of Higher Education which is responsible for

executing policy initiatives and for regulating & funding higher education system of the state through a network of universities, affiliated colleges and research institutions.[5]

1.4. Key Initiatives

Government of Gujarat has taken several steps for enhancing the reach and quality of higher and technical education in the state. For example, by passing the Gujarat Private Universities bill, the time required for approval of process of formulating a University has been brought down to roughly six months.

1.4.1 Institutional Initiatives:

1. The Knowledge Consortium of Gujarat (KCG) established by the Department of Education, is in response to the very theme of the current century, namely a gateway to the future where the human world will at last come together as a family to create the network of relationships through the harmonizing threads of knowledge. It provides a robust platform for the extensive sharing and dissemination of knowledge across all stakeholders of education in general and higher education in particular. Therefore, the Education Department, Government of Gujarat has manifested its commitment to the future eloquently by creating the Knowledge Consortium of Gujarat.

2. Gujarat Knowledge Society (GKS) is a society formed by the Gujarat Government to prepare the youth for knowledge-based economy and society so as to stimulate the creation of world class knowledge resources by tapping new competencies. It uses PPP (Public Private Partnership) model in which demand-driven skill training programmes are delivered by private training agencies in classrooms & computer labs of existing government schools & colleges.

3. i-Hub is an amalgamation of modernistic cutting-edge infrastructure, agile, flexible and collaborative co-working spaces to spark real interaction and flow of ideas, based on focused mentoring, networking, customer connect, investment opportunities, support mechanisms and futuristic labs, all under one roof. It penetrates support to the remotest stakeholders and creates decentralized facilities for best possible pre-incubation, incubation and acceleration of ideas and initiatives.

4. The Society for Creation of Opportunities through Proficiency in English (SCOPE) is a registered society formed by the Gujarat Government with a specific purpose to enhance proficiency in English among the Gujarat youth across the state by imparting world-class quality training in practical business English.

[5] Refer Annexure 5 for Institutional framework for Higher Education in Gujarat

5. Gujarat State Institutional Rating Framework (GSIRF) is a pioneering attempt towards creating world class institutions in Gujarat. Under this, the institutions are audited, assessed and rated with a clear focus to help academic leaders identify areas of improvements, bridge the gaps and achieve excellence regionally, nationally and globally. This has improved the overall participation and ranking of institutions from the State in Gujarat State Institutional Ranking Framework (GSIRF) and in National Institutional Ranking Framework (NIRF) significantly.

6. Others:

Education Department, Government of Gujarat has initiated the work for establishing state level centers like **Gujarat Technical Education Research Society (GTERS), State Quality Assurance Cell (SQAC) and State Assessment and Accreditation Center (SAAC). Further, the Gujarat State Higher Education Council (GSHEC)** has been established. These councils/ cells shall play a major role in enabling implementation of National Education Policy in the state.

Gujarat Council of Science and Technology (GUJCOST) has been developing supercomputing facilities and design labs in different HEI's. It is also implementing Science, Technology & Innovation Policy for research and technology demonstration.

1.4.2 Schematic Initiatives:

Over the last several years, government of Gujarat has been working on multiple progressive initiatives in higher and technical education. Several initiatives that will contribute towards the realization of the vision of NEP 2020 have already been started in Gujarat. Some of these are mentioned here:

1. Scheme of Developing High Quality Research (SHODH) and Research Facilities

To facilitate and encourage young research scholars into research, SHODH has been launched for full-time PhD students in the universities of the state, under which stipend is provided to the researchers.

2. Study in Gujarat Campaign (for Education, Innovation and Growth)

The Education Department has taken up an initiative- 'Study in Gujarat' (SIG) - with several partner universities and colleges to promote educational activities of Gujarat in other states of India and in different countries. Under the campaign, various national and international road shows and exhibitions have been organized. MoUs between educational institutes of Gujarat and international education institutes have also been signed including 16 MoUs between educational institutes of Gujarat and Kuwait & Dubai and 69 MoUs with African countries. International roadshows were organised in several countries including Kenya, Uganda, Zimbabwe and Mozambique.

3. Student Start-up & Innovation Policy 2017

Student Start-up and Innovation Policy (SSIP) 2017 was launched by the Education Department, Government of Gujarat to help build innovation and pre-incubation eco-systems in the state. The Education Department, Government of Gujarat has also implemented the 'Common Innovation & Start-up Policy' for universities in Gujarat. Under the entrepreneurship support initiatives, several institutions and universities have become SSIP grantees and have extended support to students, innovators & startups. The beneficiaries include teams developing proof of concept, early-stage startups, etc. In due course, several pre-incubation centers and fabrication labs have also been developed. Several hundred IP applications have been filed with the state support through SSIP and a massive online capacity building platform i-HubX has been created to build capacity of stakeholders.

Under SSIP, 109 institutions and 41 Universities became grantees and extended support to students, innovators & startups; 3500 Teams have got financial support of up to INR 2 lakh for developing Proof of Concept, 817 early-stage startups got benefited, 109 Pre-Incubation Centers have been developed, 47 Fab labs have been developed, and around 6.5 lakh students have been outreached through various initiatives. Over INR 18 crore have been given to student innovators and startups and over 200 state level webinars have been conducted on Innovation and Startups through i-Hub.

Another outcome of these efforts was the Startup Sathi 100 webinar series through which several start-ups, enablers, policymakers, investors in the start-up area across the country directly addressed the entire Gujarat Ecosystem. MoUs were also signed with leading corporate organisations under the 'Mind to Market' Open Innovation Challenge.

4. Digital Enablement

Gujarat Government launched the New Avenues of Modern Education through Tablets (NAMO) app for complete study solution. The initiative has contributed to digital empowerment and bridged the digital divide.

UDAYAM COGENT is a common platform for academic and academic administrative services to support all the stakeholders of higher and technical education institutions and universities of the State of Gujarat. It supports single sign on interface for all the services. It provides various teaching - learning and assessment tools and learning resources to faculty members and students.

It supports seamless communications between Institutions and administration offices enabling effective management of resources of Government and easy and time effective implementation of State and Central Government Policies. In

the State, all Government Technical Institutes, Higher Education Institutes and Grant in Aid- Higher Education Institutes and Vidyapith are registered on COGENT Portal. Over 75,000 students from Government Higher Educational Institutes have registered on Student SSO Portal for Fee module.

5. Higher Education Institutions (HEI's) Governance Reforms

- Use of Public Financial Management System (PFMS) & Integrated Financial Management System (IFMS) for effective and proper usage of the Grants

- Use of Digital Gujarat Portal for the Implementation of various schemes

- Administration Management by SATHI & UDAYAM-COGENT

6. Finishing Schools

The Department of Education, Gujarat Govt. has started Finishing School program in all colleges and universities, which is playing a significant role in the grooming, employability skills and developing personality of the students.

7. English Proficiency Enhancement Programmes

SCOPE (Society for Creation of Opportunity through Proficiency in English) established in 2007, by the Government of Gujarat to build English language proficiency in the youth of Gujarat and thereby create employment opportunities for them has been one of the most successful programs in this area. SCOPE

programme is centered on **three challenges of education - Access, Equity and Quality.** The programme is implemented through PPP (Public Private Partnership) mode.

8. Reach and Access to Higher Education

NEP 2020 has proposed that every district should have at least one University. The state government under its immediate implementation plan has identified 12 districts not having universities– Aravalli, Bharuch, Botad, Chhotaudepur, Dang, Devbhoomi Dwarka, Dahod, Amreli, Mahisagar, Morbi, Porbandar and Tapi.

9. Special Purpose Vehicles for a Multi-disciplinary Cluster

In Gujarat, the higher education department has set up a special purpose vehicle called Shri KK Shastri Government Colleges, a college complex as an Institutional Academic Consortiums (IAC) on a pilot basis.

This complex has six colleges – Government BCA College (self-financed), Government Law College, Government BBA College (self-financed), Government Science College (self-financed), Government Arts College and Shri KK Shastri Government Commerce College.

While these institutes are affiliated to Gujarat University, their single campus facilitates multidisciplinary education. There is also potential for inter-disciplinary exchange programmes among these six institutes.

10. Identifying Universities as CoEs for Graded Autonomy

Government of Gujarat has issued a notification under Gujarat Professional and Technical Education Colleges or Institutions (Regulation of Admissions and Fixation of Fees) Act, 2007 and made rules of declaration of Centres of Excellence (CoE) of the Colleges, Institutions or Private Universities.

For identifying CoEs which would be granted autonomy, the government has created action plan framework and sought information from universities on plans on several parameters over the next five years.

It includes proposed infrastructure investment, academic initiatives (including interdisciplinary programs, vocational education), growth in admissions, scholarships for meritorious and Socially and Economically Disadvantaged Groups (SEDG) students, governance, student grievance redressal system, research thrust areas and funding including through external sources, diversity including international students, inclusion, accreditation, career counselling, teaching learning, collaboration and networking, implementation of NEP including joining Academic Bank of Credit (ABC), mentoring of weaker institutions, start-up and entrepreneurship promotion, contribution to attainment of SDGs, gender parity, etc.

11. Relaxing Eligibility criteria for select Engineering programmes

The Government of Gujarat has also taken steps to enable students who did not study mathematics as a subject in their higher school for taking admission in selected 15 Engineering degree courses in the first year including Bio Medical and Environment Engineering necessary Mathematics Bridge courses would be offered for non-Mathematics students. More programs are likely to be added in future to this list.

12. Creating Multidisciplinary Programmes

The State Government has also initiated a plan introducing various multidisciplinary major and minor subjects into bachelor level Engineering Degree Programs to inculcate multi-disciplinary approach in Engineering Education.

13. Scholarships to Needy Students (MukhyaMantri Yuva Swalamban Yojana)

Under MukhyaMantri Yuva Swalamban Yojana (a scheme to provide financial assistance to bright and needy students studying in Higher Education institutes), help was provided to over 34,000 students in 2020-21. While under MukhyaMantri Kanya Kelavani Nidhi Scheme, financial assistance was provided to over 1300 MBBS girl students.

14. Sectoral and Specialized Universities

Gujarat has established unique universities including sectoral and specialized universities.

• **Institute of Infrastructure Technology Research and Management (IITRAM)** has been established in 2013 by the Government of Gujarat as an Autonomous University and has been mandated to bring about significant change in Engineering Education with respect to Technical and Managerial knowledge in the area of Infrastructure.

The objective of this Institute is to serve as a Center of Excellence in Research and Teaching in all areas pertaining to Infrastructure, and the Institute has a vision of acquiring a status of National importance in Infrastructure and related areas. The university offers Bachelor and Master of Technology programs in Civil Engineering, Mechanical Engineering, and Electrical Engineering and PhD degree in various fields in Basic Sciences, Engineering, Humanities and Social Sciences. The university also has a strong focus on research, innovation and consultancy.

• **Indian Institute of Teacher Education (IITE)** established in 2010 is one of its kind in entire South Asia. It is focused on producing world class teachers. The university has been working to improve the quality of school education. It has a strong research orientation in the field of teacher education.

• **Children's University** is another unique HEI in Gujarat. Established in 2009, the university is focused on research in the areas of innovative education; linguistics including Gujarati & Sanskrit linguistics child, youth and family development; parental care and education; psychology, nutrition and health; toy innovation; Indic studies; and accreditation and quality enhancement with an overall objective to contribute to the field of education.

The objectives of the University have been formed from the guidance derived from Maharshi Dayananda Saraswati, Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, and Sri Aurobindo and also many other pioneering educationists of Gujarat, India and the other parts of the world. The mission of the University is to undertake vast areas of research regarding the child and the future, so as to plough the results of research into the making of an effective three-fold program in the state of Gujarat and elsewhere:

• Every child matters;

• Integral development of the child that unities scientific realism and aesthetic creativity under the uplifting power of the synthesis of science and spirituality;

• Synthesis of the East and the West, of the ancient and the modern, by means of intense studies of the lessons of history directed towards

the task of building a new world of knowledge, freedom and prosperity that are denied to none.

• **National Forensic Sciences University** National Forensic Sciences University (NFSU), formerly Gujarat Forensic Science University (GFSU), is solely dedicated to forensic and investigative science. It was created by Act 17 passed in the Gujarat Legislative Assembly on 30 September 2008. The National Forensic Sciences University with the status of an Institution of National Importance is the world's first and only University dedicated to Forensic, Behavioral, Cyber-security, Digital Forensics, and allied Sciences.

• **Bhaskaracharya National Institute for Space Applications and Geo-informatics {BISAG-N}** It is an Autonomous Scientific Society registered under the Societies Registration Act, 1860 under the Ministry of Electronics and Information Technology (MeitY), Government of India to undertake technology development & management, research & development, facilitate National & International cooperation, capacity building and support technology transfer & entrepreneurship development in area of geo-spatial technology.

BISAG-N has three main domain areas: Satellite Communication, Geo-informatics and Geo-spatial technology.

• **Shree Somnath Sanskrit University** Established in Veraval in the district of Gir Somnath, Shree Somnath Sanskrit University was launched to promote Vedic studies on traditional lines in Gujarat. It was created by the Gujarat Government through the Shree Somnath Sanskrit University Act in 2005 to promote research and teaching of Sanskrit literature, with the objective of preserving India's cultural and linguistic heritage. It is accredited A+. They have a course on Temple Management

• **Rashtriya Raksha University (RRU)** RRU was formerly known as Raksha Shakti University (RSU) and was established by the Gujarat Government in 2009. It is the first internal security institute of India; the university was upgraded as Rashtriya Raksha University as an Institute of National Importance in 2020.

15. Universal Development of Integrated Employability Skills through Higher Dducation Agencies (UDISHA)

'UDISHA' is a placement initiative where students directly connect to various employers to improve their employability skills. It works as a communication pathway between Employer and Job Seekers. For this, college students are trained for soft skill and domain training as per the requirement of Industries.

16. Other Initiatives

- Implementation of merit based centralized online admission process

- Formation of fee regulation committee for self-financed Institutes

- Fee Collection portal namely UDAYAM COGENT is being used by all Government Colleges to collect online fees from students

- All scholarships (Mukhyamantri Yuva Svavlamban Yojana, Scheme of Developing High Quality Research, SC/ST, OBC scholarship, etc.) are disbursed through Direct Benefit Transfer

- Real Time data monitored on CM Dashboard

- eOffice implemented at Commissionerate Higher Education, Knowledge Consortium of Government, SCOPE and Government Colleges

1.5. Achievements & Key Performance Indicators

Gujarat, considered to be one of the fastest developing states, has made tremendous progress in the Higher and Technical Education system by delivering graduates fit to be readily employed in the market. Government of Gujarat has embarked on a mission to make Gujarat an Education Hub for the country. The efforts are directed not only towards attracting students from other states within the country but also from other nations.

With the new National Education Policy in mind, Gujarat Government has already strengthened its current ecosystem both in terms of infrastructure and governance to accelerate realization of NEP's vision and goals. It is expected that with a strong implementation roadmap as indicated in this document, the above-mentioned achievements and key indicators will be reinforced manifold.

This will provide a holistic learning ecosystem to the students & the faculty, to support research & innovation, promote creativity, channelize the state's youth and promote skill growth thereby contributing directly to **AatmaNirbhar Bharat** and **Sustainable Development Goals.**

Some of the notable achievements of the state with respect to the NEP are captured below:

SN	DESCRIPTION	ACHIEVEMENT
1	Universities	• Universities count was only 49 in 2014-15 which increased to 91 in 2020-21 • The overall increment ratio of Universities in the span of 7 years is almost 60%.
2	Institutions	• Number of Government & Grant-in-Aid Colleges increased from 592 in 2014-15 to 671 in 2020-21 • Number of Self-Financed Institutes & Stand-Alone Colleges increased from 1,540 in 2014-15 to 2,179 in 2020-21 • The overall increment ratio of Institutions in the span of seven years is almost 26%.
3	Students' Enrolment	• Overall, student enrolment in Government & Grant-in-Aid Institutions increased to 8.74 Lakhs in 2020-21 from 7.94 Lakhs in 2014-15.
4	Gross Enrolment Ratio	• Male enrolment increased to 8.55 Lakhs from 8.29 Lakhs in five years. Female enrolment also increased to 6.72 Lakhs from 5.83 Lakhs during the same period • Though the male GER is higher than female, overall increment in GER for females is higher. GER for females was 17.5 in 2014-15 and which increased to 20.2 in 2020-21 • The gross enrolment ratio increased to 22.3 in 2020-21 from 20 in 2014-15.
5	Faculty Members	• Number of faculty members was ~ 47,000 in 2016-17 but with the requirement, number of faculty members increased to ~ 53,000

NEP 2020
SALIENT FEATURES

2.0

2.0

NEP 2020: SALIENT FEATURES

The National Education Policy 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, thereby making India a global knowledge superpower.

The policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a **conscious awareness of one's roles and responsibilities in a changing world.**

The vision of the policy is to instill among the learners a **deep-rooted pride in being Indian,** not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby creating a truly global citizen.

2.1 Transformational Goals for Higher Education

The overall objective of NEP 2020 is the establishment of Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System.

The policy has several transformational goals for higher education to achieve this objective.

These goals are mentioned below[6] :

SN	GOALS	NEP REFERENCE SECTION
1	Institutional Restructuring and Consolidation	10
2	Towards a More Holistic and Multidisciplinary Education	11
3	Optimal Learning Environments and Support for Students	12
4	Motivated, Energized and Capable Faculty	13
5	Equity and Inclusion in Higher Education	14
6	Teacher Education	15
7	Re-imagining Vocational Education	16
8	Catalyzing Quality Academic Research in all Fields through a New National Research Foundation	17
9	Transforming the Regulatory System of Higher Education	18
10	Effective Governance	19

Each of the goals has several guidelines/ indicators related to it, as summarized below:

Goal 1 - Institutional Restructuring and Consolidation

1.

Three types of multidisciplinary institutions (by 2030)- Multi-disciplinary Universities (MUs), Degree Awarding Autonomous Colleges (ACs), Higher Education Institution (HEI) Clusters.

2.

Large HEI's (3000+ by 2040) and empowered with autonomy HEI clusters education in local language/ bilingual

3.

Minimum one university in each district

4.

Single stream colleges and affiliated colleges to phase out (in 15 years) or evolve into MUs/ constituent colleges in HEI clusters

5.

Deemed/ affiliating/ affiliating -technical /unitary nomenclatures to be removed

6.

GER of 50% by 2035

7.

Public funding based on accreditation parameters

8.

In-class plus equivalent and similar quality standards Open Distance Learning (ODL)/Online Learning (OL)/ blended learning if accredited for the same

Goal 2 - Towards a More Holistic and Multidisciplinary Education

1.

To provide holistic education with elements of Science, Arts, and Humanities, human values, community service, environment, soft skills, vocational skills for all

2.

Flexible curricular structure with multiple entry and exit points

3.

Increased faculty and institutional autonomy in setting curricula

4.

Pedagogy using communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking

5.

Choice Based Credit System (CBCS) with credits in bachelor's degree programmes for ODL courses if the same are not offered in the HEI

6.

Establishment of an Academic Bank of Credit (ABC)

7.

Undergraduate (UG) program over 3-4 years (4 years preferred)- certificate (1 year), diploma (2 years), degree (3 years), Honors degree / degree with research (4 years)

8.

Master's/ Postgraduate (PG) over 1 year (for 4-year UG or UG with Research) or 2 years (for 3 years UG), in the 2 years masters- second year can be research, integrated UG/PG degree over 5 years, PhD after Master's or 4 year UG degree with Research. (Discontinuation of M. Phil. Program)

9.

MERUs (Multidisciplinary Education and Research Universities) to be set up

10.

Competitions, incubation centres, research centres, partnerships with industries and research organisations

Goal 3 - Optimal Learning Environments and Support for Students

1.

Learning environments that cater to psycho-social well-being

2.

Autonomy to HEI's on curriculum, pedagogy and assessment within broad framework of curriculum across HEI's and modes

3.

Continuous assessment by HEI through development and implementation of Institutional Development Plans (IDPs)

4.

Faculty as teachers, mentors and guides

5.

Support centres for students from socio-economically disadvantaged backgrounds for financial, physical, career, professional/ emotional, and academic counseling support

6.

Globalization to attract international students to HEI's in India and plan visits, study programmes, transfer of credits and research exchanges programmes

7.

India to aim to restore its role as Vishwaguru- global study destination providing premium education at affordable costs, International Students Offices to be launched at each HEI

8.

MOUs with global/international institutions

9.

High performing Indian universities will be encouraged to set up campuses abroad, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated through legislative framework, special

dispensation regarding regulatory, governance, and content norms at par with other autonomous institutions of India

10.

Financial assistance to Socially & Economically Disadvantaged Groups (SEDG's)- the national scholarship portal will be expanded to support, expedite, and track the progress of students receiving scholarships; Private HEI's will be encouraged to offer larger numbers of freeships and scholarships to their students

Goal 4 - Motivated, Energized and Capable Faculty

1.

Classrooms will have access to the latest educational technology

2.

Faculty members will be given the freedom to design their own curricular and pedagogical approaches, including reading materials, assignments, assessments, innovative teaching and research

3.

Faculty rewards, promotions, recognitions, and movement into institutional leadership and faculty not delivering basic norms will be held accountable, system for confirmation of probation, promotion, salary increases, recognitions, fast tracking, etc. including peer and student reviews,

innovations in teaching and pedagogy, quality and impact of research, professional development activities, etc. under IDP

4.

Overlapping time period during transitions in leadership and succession planning

Goal 5 - Equity and Inclusion in Higher Education

1.

Government to earmark funds for SEDGs (Socially and Economically Disadvantaged Groups), targets for GER etc.

2.

Ensure all buildings and facilities are wheelchair-accessible, pro physically challenged and disabled-friendly; develop bridge courses for students from disadvantaged educational backgrounds etc.

Goal 6 - Teacher Education

1.

All multidisciplinary universities and colleges will aim to establish, education departments with a cutting-edge in research and various aspects of education along with B. Ed. courses, HEI will have a network of government and private schools to work closely with, where potential teachers will teach students along with participation in other activities such as community service, adult and vocational education, etc.

2.

Admission to B. Ed. through subject and aptitude tests by the National Testing Agency

3.

PhD will include courses in teaching/ education/pedagogy/writing and minimum number of hours of actual teaching experience.

4.

A National Mission for mentoring/ professional support to university/ college teachers

Goal 7 - Re-imagining Vocational Education

1.

Integration of vocational education programmes into mainstream education every student shall learn at least one vocation and get exposed to several more including involving /Indian arts and artisanship

2.

By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education by 2030

3.

Institutions of Higher Education will offer vocational education either on their own or in collaboration with industry and NGOs to all course students, vocational program to be continued, HEI's may conduct short-term certificate courses in various skills including soft skills, 'Lok Vidya'-

vocational knowledge developed in India, the possibility of offering vocational courses through ODL mode to be explored

4.

Vocational education will be integrated into all HEI's by 2030. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE) consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry.

5.

Different models of vocational education, and apprenticeships, will also be tried out by HEI's. Incubation centres will be set up in partnership with industries.

Goal 8 - Catalyzing Quality Academic Research in all Fields through a New National Research Foundation

1. National Research Foundation (NRF) to be established to fund, facilitate, recognise, connect with industry and coordinate for synergy across research agencies like DST, DAE, DBT, ICAR, ICHR, private and philanthropic organizations. The NRF will be governed independently, by a rotating Board of Governors

consisting of the very best researchers and innovators.

Goal 9 - Transforming the Regulatory System of Higher Education

1.

Distinct and empowered bodies for regulation, accreditation, funding, and academic standards under four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI)

a.

National Higher Education Regulatory Council (NHERC)- for all types of education excluding medical and legal education. Regulate in a 'light but tight' and facilitative manner- financial probity, good governance, and the full online and offline public self-disclosure of all finances, audits, procedures, infrastructure, faculty/staff, courses, and educational outcomes (on their websites and on a public website maintained by NHERC). Any complaints or grievances shall be adjudicated by NHERC. Feedback from randomly selected students including differently-abled students at each HEI will be solicited online to ensure valuable input at regular intervals.

b.

National Accreditation Council (NAC) which will work through accrediting institutions on quality, self-governance, and autonomy.

HEI's through their IDPs attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process.

c.

Higher Education Grants Council (HEGC)- funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made, scholarships and developmental funds, quality programme.

d.

General Education Council (GEC)- to frame learning outcomes including 'graduate attributes', A **National Higher Education Qualification Framework**

(NHEQF) will be formulated by the GEC and it shall be in sync with the **National**

Skills Qualifications Framework (NSQF) to integrate vocational education into higher education. HEI qualifications shall be described by the NHEQF in terms of learning outcomes. GEC shall set up facilitative norms for issues, such as credit transfer, equivalence, etc., through the NHEQF. The GEC will be mandated to identify specific skills that students must acquire during their academic programmes with the aim of preparing well-rounded learners with 21st century skills.

2.

The professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act as Professional Standard Setting Bodies (PSSBs) as members of the GEC to draw the curricula, lay down academic standards and coordinate between teaching, research without any regulatory role.

3.

A faceless and transparent regulatory system using technology.

4.

All HEI's - public and private - shall be treated on par within this regulatory regime on Good Governance, Financial Stability & Security, Educational Outcomes, and Transparency of Disclosures.

5.

Private HEI's will have a progressive regime of fees determination with an upper limit, for different types of institutions depending on their accreditation.

Goal 10 - Effective Governance

1.

Through a suitable system of graded accreditation and graded autonomy, over a period of 15 years, all HEI's in India will aim to become independent self-governing institutions with a Board of Governors (BoG), Institute head appointments by Eminent Expert Committee (EEC) constituted by the BoG with overlap in tenures

2.

HEI's to have engagement with their local communities

2.2 Potential Approaches to Overcome Challenges

The implementation of NEP 2020 would entail some challenges, which the state government and other stakeholders would need to overcome collaboratively.

Some of these challenges and their potential response strategies are mentioned below:

1.

Several HEI's in India have an urban - rural divide: In urban area HEI's, the student density per classroom and other facilities is too high making it a less learner centric environment for students. At the same time, HEI's in non-urban areas experience low student density per classroom and other facilities, making it again less

conducive for learning. With NEP's goal of creating large multi-disciplinary universities and HEI clusters, this situation may deepen with students opting for larger, urban HEI's if growth and development of other HEI's is not planned carefully. The situation in Gujarat is no different. This challenge may, however, be overcome if high quality MUs and MERUs could be created in non-urban areas and the new MUs created in each district are able to attract students.

2.

Pupil Teacher Ratio in the higher education sector in India: With a shortage of faculty across levels, geographies and disciplines, albeit with a rural: urban difference like in case of student density mentioned above. It is estimated that addition of disciplines, extending the duration of degree courses from 3 years in several disciplines to 4 years, internationalization and need for faculty time for participating in faculty development programs; the pupil: teacher ratio is likely to be adversely impacted. This could, however, be overcome by effective sharing of resources and leveraging digital learning resources among other initiatives.

3.

In the National Education Policy 2020, education in mother tongue has also been included. This would be a challenge since there is already an unfavorable pupil to teacher ratio and finding competent teachers in large numbers, who can teach in other languages may be difficult. However, this may be overcome by advancement in teacher training, use of technology for translations, use of online and offline study material in different languages among other measures.

4.

According to the NEP 2020, students willing to complete their graduation have to study for four years while they can complete their diploma degree in two years. This might encourage students to leave the degree course midway. However, this may be overcome through effective communication and counseling to students on relative importance of diploma and degree programs.

5.

According to NEP 2020, students at private schools will be introduced to English at a much earlier age than the students at the government schools. The academic syllabus will be taught in the respective regional languages to the government school students. Further, higher education may also be provided in mother tongue. This may increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies while also limiting their job opportunities in international markets as well as in leading organisations in India where language of work may be English. This may be addressed by

provisioning special courses in English communication, both online and offline.

6.

One of the major challenges in the implementation of NEP 2020 would be with regards to de-affiliation of standalone colleges. Many of the colleges have been able to admit students because they were affiliated to well-known government universities.

With the end of affiliation regime, they would need to become a large multi-disciplinary university themselves, or degree awarding multi-disciplinary autonomous colleges (smaller than a university) or be a constituent part of a university and join a HEI cluster.

The challenge would arise when the standalone colleges move into any of the three structures. There might be an apprehension in the minds of owners/ trustees and leaders of these colleges regarding attracting students without the name of the university they were affiliated to hitherto. However, this challenge can be overcome if the standalone colleges are provided support by their affiliating university and the state government in being able to enhance their quality of education and other activities over the next 10 years which will help them create their own reputation to attract students.

7.

There are also challenges with respect to private standalone colleges becoming a constituent part of a university and joining HEI clusters. The working modalities of how these clusters would operate since they may be under different trusts/ societies structures are being evolved. The apprehensions of private educational colleges may however be overcome by creating a university for the cluster with a cluster level BOG with representation from constituent college, ensuring appropriate co-ordination, contribution of resources and investments for the university and safeguarding the interests of constituent colleges.

8.

The quantum of financial resources required for the state in implementing NEP 2020 is expected to be substantial. The policy refers to taking education sector expenditure to 6% of GDP. In the implementation period over the next 10 years, an expenditure at levels higher than the steady state level may be required. This would need to come both from the government as well as non-government sources especially for privately owned HEI's. This challenge can however be overcome by government funding state universities through additional allocations, setting up new universities (in unserved/ underserved districts) by finding additional financial resources for the same and by arranging/ offering loans to privately owned HEI's.[7]

 [7] Source: National Education Policy 2020, Ministry of Human Resource Development, Government of India

ROLE OF THE DEPARTMENT OF EDUCATION AND HIGHER EDUCATION INSTITUTES

3.0

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ROLE OF THE DEPARTMENT OF EDUCATION AND HIGHER EDUCATION INSTITUTES

For the National Education Policy 2020 to be implemented successfully, central government agencies, the state governments and HEI's will need to play significant roles. Besides, among the HEI's, the affiliating universities would need to support and handhold affiliated colleges.

All the key stakeholders - central government agencies, state governments, affiliating universities, other universities and colleges will need to work collaboratively on several areas related to policy implementation.

This chapter outlines the roles of the State Governments and HEI's on major areas for successful and timely implementation of NEP 2020[8].

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[8] The activities are indicative only and will be updated as further progress is made in implementation of NEP 2020

3.1 Large Multidisciplinary Universities, Multidisciplinary Degree Awarding Autonomous Colleges and Constituent Colleges of an HEI Cluster

ROLE OF THE STATE GOVERNMENT	ROLE OF THE HEI's
• Promote Multidisciplinary holistic education and identify potential MERUs	• Focus on achieving the aspirations of HEI's as per the NEP- MERUs, MUs, AC or Cluster/ University constituents
• Strive to transform single stream institutions to multidisciplinary institutions	• Set up Academic Internal Audit Team and cross-functional Institutional level Committee for different aspects of NEP Implementation
• Bring together several institutions in the state to transform them to large multidisciplinary institutions/ universities/ HEI clusters	• Develop Institutional Development Plan (IDP) assessing current and required human resources, financial resources, infrastructural and ICT facilities etc. for expansion/ upgradation
• Help establish education departments in state universities	• Establish departments/ centres in additional disciplines including Indian languages, comparative literature, creative writings, arts, music, philosophy, vocational learning, research, entrepreneurship, Indian Knowledge System (IKS), cultures & values etc. to ensure holistic and multidisciplinary education
• Help consolidate higher education system into small number of institutions to increase resource efficiency, multidisciplinary capacity and quality	• Erstwhile affiliating universities and affiliated colleges to collaborate with each other and the state to implement ACAUTP.
• Create a framework for baselining each HEI and their potential transformation under the policy	
• Create a mechanism for discontinuation of affiliation with necessary regulatory changes, communication to students and parents, movement of the college to any of the new models of HEI's and support to the hitherto affiliating university. (Affiliated Colleges and Affiliating University Transition Plan, ACAUTP).	

3.2 Increasing Gross Enrolment Ratio

ROLE OF THE STATE GOVERNMENT	ROLE OF THE HEI's
• Create a framework for universities and autonomous colleges to offer open, distance learning, virtual learning and blended learning programs upon meeting the requisite criteria and with prior approval	• Explore capacity addition to enhance enrolment and disciplines/ areas in select fields
• Create universities in the districts that don't have any universities	• Develop plans for applying for open, distance learning, virtual learning and blended learning programs and implement the same once approved
• Encourage HEI to admit through common admissions and organize centralized information portal where seats and vacancy data is available - this will enable more students to find HEI's and courses	• Align with the common admission tests for student convenience
• Create guidelines and support for offering technical courses in areas like Engineering in Gujarati which will benefit a large number of students.	• Participate in state government initiatives in offering technical courses in Gujarati.

3.3 Accreditation, Governance & Regulation

ROLE OF THE STATE GOVERNMENT	ROLE OF THE HEI's
• Support and facilitate HEI's under state jurisdiction in their accreditation efforts	• Constitute Board of Governor (BOG) and leadership succession plans and identify participants for the same
• Mentor colleges through state level bodies such as State Level Quality Assurance Cell (SLQAC), State Assessment and Accreditation Centre (SAAC), State Council of Higher Education (SCHE) to achieve standards of accreditation	• Accreditation under the framework established at the state and the central level.
• Create regulatory and administrative changes to grant autonomy to HEI's	
• Create a broad framework for HEI governance that the HEI's could adopt	
• Create and implement programmes in board member development and institute leadership development which will serve as the stimulant for the functionaries to improve their capabilities, performance, institutional profile and reputation.	

3.4 Motivated, Energized & Capable Faculty

ROLE OF THE STATE GOVERNMENT	ROLE OF THE HEI's
• Facilitate development of academic administrator and faculty development programs including inputs on NEP, new approaches to teaching-learning and assessment, use of tools, skills and technology, online and digital education, etc.	• Fill up of vacant faculty position on priority to achieve and maintain optimal pupil teacher ratio in order to ensure quality education
• Monitor implementation of the programs at HEI's.	• Implement academic administrator and faculty development programs, provide resource persons (facilitators) and facilitate participation of institute personnel.

3.5 Flexible Higher Education with Multiple Entry and Exit Points

ROLE OF THE STATE GOVERNMENT	ROLE OF THE HEI's
• Create framework for creating model curricula for courses that enable multiple entry and exits	• Implement frameworks being developed at the state level in course structures, credit systems and join Academic Bank of Credit (ABC)
• Create a credits framework based on a standard credit system aligned to national level frameworks for in campus, online, distance learning, open learning and hybrid programs	• Create mechanism for and encourage students to register with Academic Bank of Credit (ABC)
• Create structure for including external courses and online courses	• Create teams of academic advisors for guiding the students on any aspects of multi-disciplinary courses, certificate and diploma programs and in selecting modules based on credit structures from different categories.
• Facilitate HEI's in joining an Academic Bank of Credit (ABC)	
• Create eligibility for PhD program as per the policy	
• Discontinue M. Phil program	

3.6 Include Indian Knowledge System (IKS)

ROLE OF THE STATE GOVERNMENT	ROLE OF THE HEI's
• Create guidelines, approaches, and resources for enhancing focus on Indian Knowledge System (IKS).	• Implement Indian Knowledge System interventions in their institutes.

3.7 Global Outreach/ Internationalization

ROLE OF THE STATE GOVERNMENT	ROLE OF THE HEI's
• Establish office for international affairs to act as one stop office for all activities related to internationalization including catering to the needs/ complaints of foreign students	• Actively engage with alumni of foreign origins, alumni based abroad and alumni who are NRIs to promote brand building of their respective institutions
• Set up offices for international students in major catchment areas with a network of counsellors. Local Indian embassies would also need to play a facilitating role.	• HEI's to get their institutes ready for accepting foreign students including international level residential and other facilities
	• Update websites to appeal to international students; update admission details in advance
	• Identify strategic educational institutes abroad and enter into MoUs for capacity building of faculty and their exchange to promote international teaching standards
	• Conduct cultural sensitization trainings for both international students as well as for Indian students.

3.8 Institutional Framework

ROLE OF THE STATE GOVERNMENT	ROLE OF THE HEI's
• Constitute area wise implementation committee of experts in consultation with stakeholder agencies	• Support the State Government efforts and participate whole heartedly in NEP implementation initiatives
• Undertake periodic joint review of the progress of implementation and communicate the same to CABE (Central Advisory Board of Education)	• Create robust internal plan along with milestones to meet the NEP goals at respective institution level
• Create a support mechanism for HEI's implementing NEP 2020	• Participate actively as mentors and/ or mentees
• Create mentor-mentee HEI's partnerships	

3.9 Transformational Goals for Higher Education

While NEP 2020 is a **turning point in the history of Indian education** especially Indian higher education and calls for several changes, there are some areas that the stakeholders need to focus on even otherwise. Further, NEP implementation would require, even a greater focus on these improvement areas.

These goals are mentioned below[6]

ROLE OF THE STATE GOVERNMENT	ROLE OF THE HEI's
• Help HEI's create programs that offer apprenticeship embedded degree programme as provided for in the UGC guidelines to promote employability	• Create a collaborative culture for research and innovation among their students and faculty
• Help facilitate state level partnerships for promoting activities like ideathons, hackathon, etc.	• Promote local need-based research and also create research facilities, create research partnerships and set-up start-up incubation centres and technology development centres
• Create forums for joint research across HEI's, knowledge exchanges, learning and other resources sharing mechanisms (best practices, online journals, faculty, digital learning modules etc., start-up incubators, centres of excellence)	• Create vocational education centres, engage with local craft persons and identify locally relevant skills
• Provide financial support for the HEI's on above areas	• Set up high-quality student support centres and career counseling cell to ensure their mental, academic and professional wellbeing
• Set up council of experts to guide faculty and students in research & innovation	
• Support HEI's in setting up student support centres	
• Evaluate setting up of HEI's in specific contexts of educationally backward regions, for underrepresented groups and in geographically disadvantaged areas and identify Special Education Zones (SEZ) - areas which will need to be targeted for specific focus	
• Create frameworks for HEI facilities for persons with disabilities	
• Identify skill gaps at the state and regional levels for informing the vocational education modules in the HEI's	

ROADMAP FOR IMPLEMENTATION

4.0

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ROADMAP FOR IMPLEMENTATION

Gujarat has already embarked on the journey of realizing the objectives of NEP 2020 with major initiatives in the education space.

This section presents a comprehensive implementation roadmap formulated by the Education Department to achieve the NEP goals in a time frame of ten years in consultation with the stakeholders[9]

The NEP 2020 Implementation Plan is presented in two parts: (1) High Priority preparatory steps to be taken by the State and (2) Overall Implementation Plan.

While some of the goals will be achieved in the time frame of 10 years, Gujarat Government has already started working on them to ensure their timely realization. The phase wise division only indicates the focus and timeline for fulfillment of the goals.

The NEP framework will be revised/ re-looked as development takes place in the education space in consultation with the stakeholders.

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[9] Refer Annexure 5 for Suggestions from NEP Task Force Sub-Committees and Annexure 6 for Stakeholder Consultation details

4.1 High Priority Preparatory Steps

SN	AREA	TASKS TO BE UNDERTAKEN
1	Institutional Restructuring and Consolidation	• Preparation of baseline data on current HEI's in the state for potential transition to MUs, ACs or institutes in the cluster. Aspiring MUs to develop plans for augmenting their student strength to 3,000 and more • Capacity building in developing Institutional Development Plans (IDPs) by HEI's. • Each institution should develop its own Institutional Development Plan (IDP) based on their strengths, weaknesses, and aspirations. Each institution will make a strategic IDP based on its mandate, existing position (SWOT), well defined short term (1-3 years)/ medium term (4-6 years) and long term (7-10 Years) objectives with action plan • Establishment of an online 'Gujarat Universities Network for Institutional Association' (GUNI) for cluster creation, resources & best practices sharing, collaborative research projects, coordination, and mentor- mentee handholding among institutes
2	Towards a more Holistic and Multidisciplinary Education	• Institute-level readiness assessment to offer additional disciplines, manage increased student strength, constitute Board of Governance (BOG), joint clusters among others. • 4-year multidisciplinary undergraduate programme to be introduced/ restructured with multiple entry and exit options in all universities • Government of Gujarat to initiate the process for identification, selection and classification of existing universities/academic institutions into Research-intensive University or Teaching-intensive Universities • Handholding of institutes towards gaining NAAC accreditation.

3	Internationalization, Optimal Learning Environment and Support for Students	• Institute-level readiness assessment to admit international and national students and to make financial investments to build a more equitable platform. A single website/ platform 'Gujarat Universities Network for Institutional Association' (GUNI) to be developed for showcasing capabilities of all universities/ HEI's of Gujarat and their achievements to the global community.
4	Motivated, Energized and Capable Faculty	• Analysis of faculty development requirements and programmes • Institute leadership development program, leadership for academicians' programmes and succession planning programmes at institute leadership and academic leadership levels • Faculty performance management system
5	Equity and Inclusion in Higher Education	• Institute level baseline data for SEDG students and GER target setting at state/ district and institute level. • Review of gender parity in institutions; formulating strategy to improve it as needed • Making education more accessible and inclusive by bridging the digital divide and through other tech interventions like online courses
6	Teacher Education	• Institute-level readiness assessment to offer B.Ed. program and for re-orientation of PhD programs to include courses in teaching/ education/ pedagogy/ writing with teaching experience.
7	Re-imagining Vocational Education	• Institute level readiness assessment to offer vocational education • Skill gap analysis to identify need for vocational skills at regional/ local level
8	Effective Governance	• Universities to have a uniform and digitally enabled system of administrative and academic governance in the form of Board of Governors (BOG) • Communication and capacity building in constituting BoGs by HEI's and monitoring progress at HEI's. • Preparation of guidelines to promote uniform governance across HEI's

4.2 Implementation in Phases

The overall implementation plan is organized around three phases: short term, medium term and long term spread over a period of 10 years.

While each of the components of NEP 2020 will have tasks undertaken across several phases / time frames (as described in the specific and detailed implementation roadmap later), the following chart provides a general sequencing roadmap for implementation of the policy over the next ten years and identification of time frames where significant achievements will be made with respect to the initiatives across the policy area. Several initiatives, irrespective of the timeframe have already been initiated by the Education Department for Higher and Technical Education ecosystem.

In terms of scheduling of the initiatives over the next ten years, the initiatives may be shown as below:

TIMEFRAME	INITIATIVES
Short Term (1-3 years)	• Research-intensive University or Teaching-intensive University • Institutional Development Plan (IDP) • Integration of Vocational & Academic Education • Improving Research & Innovation • Promotion of Indian Knowledge Systems • Internationalization • Academic Bank of Credit • Blended Learning mode with Seamless 'Ed-tech' Integration • Multiple Entry and Exit System • Multidisciplinary programs in HEI's & Credit based courses • Making academic resources available through common facilities and collaboration • Student Assistance and Support
Medium Term (4-6 years)	• Multidisciplinary Education & Research Universities (MERUs), Multidisciplinary Universities • Enhancement in GER • Accreditation and Graded Autonomy • Examination Reforms • Excellence in faculty recruitment, promotion and capacity building
Long Term (7-10 years)	• Autonomous Degree-granting College (AC) • De-affiliation of Colleges • Amendment to University Act on Governance

SN	INITIATIVES	SHORT TERM			MEDIUM TERM			LONG TERM			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
1	Multidisciplinary Education & Research Universities (MERUs), Multidisciplinary Universities		■	■	■	■	■	■	■	■	■
2	Enhancement in GER		■	■	■	■	■	■	■	■	■
3	Research-intensive University or Teaching-intensive University		■	■	■	■	■				
4	Autonomous Degree-granting College (AC)		■	■	■	■	■	■	■	■	■
5	De-affiliation of Colleges			■	■	■	■	■	■	■	■
6	Amendment to University Act on governance				■	■	■				
7	Institutional Development Plan (IDP)		■	■	■	■	■				
8	Integration of Vocational & Academic Education		■	■	■						
9	Improving Research & Innovation	■	■	■	■	■	■	■	■	■	■
10	Promotion of Indian Knowledge Systems	■	■	■	■	■	■	■	■	■	■
11	Internationalization	■	■	■	■	■	■	■	■	■	■
12	Academic Bank of Credit		■	■	■						
13	Blended learning mode with seamless 'Ed-tech' Integration		■	■	■						
14	Multiple Entry and Exit System		■	■	■						
15	Accreditation and Graded Autonomy		■	■	■	■	■				
16	Multi-disciplinary programs in HEI's & Credit based courses		■	■	■						
17	Making Academic Resources available through Common facilities and Collaboration		■	■	■	■					
18	Examination reforms		■	■	■						
19	Student assistance and support		■	■	■						
20	Excellence in Faculty Recruitment, Promotion and Capacity Building		■	■	■	■	■	■	■			

Note- The years referred to in this table are academic years, for example Year 1, 2020-21 is the period from July 2020 to June 2021.

Based on the above implementation roadmap, it is estimated that 60% of the NEP policy initiatives (i.e., 12 initiatives) would be underway in the short term and another 25% (i.e., 5 initiatives) in the medium term and remaining 15% (i.e. 3 initiatives) in the long term. Therefore, 85% of the initiatives would be at different stages of implementation in the state in the first six years itself.

4.3 Detailed Implementation Roadmap

GOAL - 01

Multidisciplinary Education & Research Universities (MERUs), Multidisciplinary Institutions

KPIs:
1. Number of MERUs created
2. Number of Multidisciplinary Universities Created

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- State Government to create norms and guidelines for universities/ HEI's to evolve into MERUs and Multidisciplinary universities as per UGC norms
- Identification of at least two universities/HEI's in each geographical region for transforming into a MERU
- State Government to provide financial and other institutional support to identified universities/ HEI's
- Handholding support to the universities/ HEI's to transform into MERUs/ Multidisciplinary Universities
- Universities/ HEI's to develop their IDPs that include initiatives and timelines for transforming into MERU/ Multidisciplinary Universities

MEDIUM TERM
- New courses to be added gradually in the existing interdisciplinary units
- State Government to create Mentoring framework for mentoring by MERUs to Multidisciplinary Universities and other HEI's in their transformation efforts
- Participating universities/ HEI's in the mentoring framework to dedicate resources/ teams for coordination as mentors/ mentees
- State Government to set-up a monitoring mechanism for progress made by different universities/ MERUs in their journey to becoming MERUs/ Multidisciplinary universities
- Financial Modelling and planning at the HEI's considering investments required, operating expenses and higher fee etc.

- Cross-listing of courses across disciplines, departments and colleges with pre-requisites for courses according to credit structure

LONG TERM
- Establishment of new departments by universities or revamping of existing departments so that they can offer multidisciplinary education and vocational education.
- Enhance physical infrastructure, digital infrastructure and faculty teams to be able to meet requirements of the MERUs/ Multidisciplinary universities
- Continuous monitoring by the State Government of the MERUs/ Multidisciplinary universities to ensure that they continue to maintain the MERUs/ Multidisciplinary University norms and are able to improve on them
- Recognition for MERUs/ Multidisciplinary universities and sharing of their best practices with other HEI's

GOAL - 02

Enhancement in GER

KPIs:
1. Annual Overall GER
2. GER Increments by Gender and Regions

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- State Government to create norms and guidelines for universities/ HEI's to evolve into MERUs and Multidisciplinary universities as per UGC norms
- Identification of at least two universities/HEI's in each geographical region for transforming into a MERU State Government to provide financial and other institutional support to identified universities/ HEI's
- Handholding support to the universities/ HEI's to transform into MERUs/ Multidisciplinary Universities
- Universities/ HEI's to develop their IDPs that include initiatives and timelines for transforming into MERU/ Multidisciplinary Universities

MEDIUM TERM
- Declaration of regions with large populations from educationally disadvantaged SEDGs as Special Education Zones (SEZs) where all the schemes and policies are implemented through additional concerted efforts, in order to truly change their educational landscape.
- State to create centralized repository of open access e-resources and incentivize HEI's to get accredited for online/ ODL programmes.
- HEI's to get ODL course accredited, to create extension centres and examination framework and to offer these courses.
- Build awareness about higher education and the enabling/ supporting initiatives for students among SEDGs including SC/STs, women, rural areas
- Create a higher education helpline for providing information and guidance

LONG TERM

- Creating enabling mechanism including hostels. Transport support etc. for enhancing access to students especially in backward regions
- State Government to create a mechanism for providing GER data as and when required for better monitoring and decision making
- State Government to identification districts and regions that have fewer HEI's and create enabling policies for setting up of the same
- Create linkages/ connects from the school system to HEI's so that students see a clear pathway as they leave school system
- Establishment of one Multidisciplinary University (MU) in each district that does not have a university.

(These initiatives along with creation of online & blended programs, creating opportunities for SCs/ STs and other disadvantaged groups and women, financial support to students & making education affordable, enhancing safety in HEI's, including skill development and increasing job-orientation of courses and programs, making education flexible, addition of disciplines to existing Higher Education Institutions, Technical Programme in Gujarati and multiple entry and multiple exist options are likely to significantly enhance GER in the state)

GOAL - 03

Research-Intensive University or Teaching-Intensive University

KPIs:
1. Notification of RI/ TI University Norms and Excellence standards
2. Percentage of Universities Classified as RI/Tis

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM

- Building awareness among universities about the concept of Research-Intensive (RI) or Teaching-intensive (TI) Universities and implications of being either for universities
- Notification of parameters for identification of universities as Research-intensive (RI) or Teaching-intensive (TI) Universities as per UGC guidelines.
- Development of Research Excellence and Teaching Excellence Scores framework for universities
- Development of collaboration frameworks and knowledge and resources frameworks for use for universities
- Universities to identify and declare their strategic goals to be either a RI or a TI University and incorporate their action plans in their IDPs

MEDIUM TERM

- Annual classification of universities into Research-intensive University or Teaching-intensive University.

- Provision of support including financial support to universities to become a RI or TI universities
- Government to create common shared facilities, assets and infrastructure for use by Research Intensive Universities and for teaching Intensive Universities
- Government to create collaboration mechanisms between RI universities and TI universities
- Universities to participate in and benefit from Government initiatives in establishing the Universities as either Research-Intensive or Teaching- Intensive Universities

GOAL - 04

Autonomous degree-Granting College (AC)

KPIs:
1. Percentage of Colleges/ standalone institutions which are reconstituted as Autonomous degree-Granting Colleges (ACs)
2. Percentage Enrolment change among colleges/ standalone institutions post reconstitution as ACs

INITIATIVES/ ACTIONABLE TASKS

MEDIUM TERM
- State government to lay down guidelines for Colleges/ standalone institutions to reconstitute themselves as Autonomous degree awarding Colleges (ACs)
- State Government to assist Colleges/ standalone institutions

in their gradual and phased transition into ACs through training of Board of Governors, Principals and HODs; through financial assistance; assistance on branding and attracting students, etc.
- Colleges/ standalone institutions to develop their pathways and plans to reconstitute themselves as ACs including preparatory initiatives, timelines and management of transition as a part of their IDPs
- Colleges/ standalone institutions to build additional administrative and academic capabilities required to function as Autonomous degree awarding Colleges (ACs)
- Colleges/ standalone institutions to monitor their progress on identified parameters as they transition into ACs

LONG TERM
- State Government to create a monitoring mechanism for colleges/ standalone institutions and their transitions into ACs
- State Government to provide special assistance to colleges/ standalone institutions in tribal/ backward/ rural areas to enable them to develop into ACs
- State Government to create common/ shared facilities/ resource pool for colleges/ standalone institutions and for newly constituted ACs
- State to create mentoring program and framework aligned to UGC's Paramarsh scheme, encourage HEI's to apply for the scheme (as mentor HEI's and mentee HEI's)
- Mentor institutions and mentee institutions to participate in the mentoring program

GOAL - 05

De-affiliation of Colleges

KPIs:
1. Percentage of affiliated colleges de-affiliated
2. Percentage Enrolment change among colleges post de-affiliation
3. Number of IACs created

INITIATIVES/ ACTIONABLE TASKS

MEDIUM TERM
- Government to lay down mechanism and support schemes (for affiliating universities and affiliated colleges) for college de-affiliation
- State government to lay down guidelines for de-affiliated colleges and standalone colleges to form academic clusters through Institutional Academic Consortia (IACs)
- Universities to stop any new affiliation for colleges
- Colleges and standalone institutions to create their strategic pathways under their IDPs to convert into multidisciplinary universities/ degree awarding colleges/ constituent colleges of academic clusters through Institutional Academic Consortia (IACs)Government to support pilot initiatives on de-affiliating colleges to build support for the transition and to build capacity for enabling large scale transformation
- Colleges to prepare themselves and/ or graduate into MUs or constituents of HEI clusters

LONG TERM
- Government to support clustering of existing Unitary Universities/ Colleges/ Standalone Institutions into Multidisciplinary Institutional Clusters through a collaborative process of resource sharing and Governance through IACs
- De-affiliated colleges and standalone colleges to implement the government guidelines and leverage government support in identifying clusters they could be part of
- Government to support affiliating universities as their affiliated colleges are de-affiliated
- Affiliating universities to support large scale roll-out on de-affiliation for their affiliated colleges
- Colleges/ standalone institutions to work on establishing their independent reputation and credentials as ACs post de-affiliation.

GOAL - 06

Amendment to University Act on Governance

KPIs
1. Establishment of Academic Governance guidelines for HEI's in Gujarat by the Government
2. Percentage of HEI's where model governance guidelines have been implemented

INITIATIVES/ ACTIONABLE TASKS

MEDIUM TERM
- State Government through legislative amendments to modify Governance Structure of

universities and deemed to be universities in Gujarat

- Gujarat Government to establish an online Gujarat Universities Network for Institutional Association (GUNI) for cluster creation, resources & best practices sharing, collaborative research, projects, coordination, and mentor-mentee handholding among institutes
- Uniform Academic Governance guidelines for HEI's in Gujarat to establish Board of Governors (BOG) - from models available on combining or segregating strategic and executive committees.
- Government to create board procedures & protocols, structure of Advisory Council, Eminent Expert Committees etc.
- Government to build awareness about the guidelines among HEI's through workshops, training programmes and publication of Governance Guides

LONG TERM
- Government to provide advisory support through a pool of experts for the HEI's to implement the Governance Structures
- Government to build capacity among HEI's boards through training of BOGs
- HEI's to implement the governance guidelines.
- Government to monitor the implementation of Governance guidelines among HEI's
- State Government to create platforms for sharing of learnings and best practices on governance among HEI's in the state

GOAL - 07

Institutional Development Plan (IDP)

KPIs
1. Establishment of guidelines for developing and implementing IDPs for HEI's in Gujarat by the Government
2. Percentage of HEI's where IDPs have been developed
3. Percentage of HEI's where IDPs have been implemented

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- State Government to establish guidelines for HEI's for preparing IDPs
- Government to build awareness about the guidelines among HEI's through workshops, training programmes and publication of Governance Guides
- Government to provide advisory support through a pool of experts for the HEI's to develop their IDPs
- Government to build capacity among HEI's management and boards through training on developing and implementing IDPs
- HEI's to prepare their IDPs based on their strengths, weaknesses, and aspirations. Each institution will make a strategic IDP based on its mandate, existing position (SWOT), well defined short term (1-3 years)/ medium term (4-6 years) and long term (7-10 Years) objectives with action plan

- Government to monitor IDP development and implementation among HEI's

GOAL - 08

Integration of Vocational and Academic Education

KPIs:
1. Number of skill development courses developed for adoption by HEI's
2. Percentage of HEI's offering Skill development courses
3. Percentage of students in HEI's taking up Skill development courses
4. Percentage of students certified in skill development courses

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- State government to conduct sector specific skill gap assessment studies and help in development of courses as a shared resource in close coordination with the industry
- All skill development courses to be aligned to Qualification Packs (QP) and NOS (National Occupation Standards) developed by Ministry of Skill Development and Entrepreneurship, NSDC and other agencies under NSQF/ NHEQF.
- For development of courses and certification of students, the Education Department to collaborate with Department of Labor & Employment, Government of Gujarat, National Skill Development Corporation and other agencies working in the field of skill development including National Committee for the Integration of Vocational Education (NCIVE) and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE)
- Framework to be developed by the government for constant engagement of HEI's with the industry-government interface to be made more interactive and continuous
- Government to create a pool of experts for skill development which could be leveraged by the HEI's

MEDIUM TERM
- State Government to create collaboration frameworks for HEI's with agencies in skill development. HEI's to leverage the same at institution level.
- State Government to create mechanism for HEI's to engage outstanding local craft persons, writers, artists and other experts as Master Instructors or Guest faculty or Artists-in-Residence in related subjects. HEI's to implement the same
- State government to run state-wide campaigns to build awareness and importance of skill development and skill-based careers
- HEI to run institution level campaigns on skill development and skill-based careers
- HEI's to encourage their students to take up skill development courses
- Government to monitor adoption of skill development courses by students in HEI's

GOAL - 09

Improving Research & Innovation

KPIs:
1. Number of patents granted to students in the HEI's
2. Revenue of HEI's through commercialization of research
3. Number of PhDs awarded at HEI's
4. State innovation Ranking

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- Government to establish research funding program through public/ private/ philanthropic/ PPP/ industry linkages with robust processes and rigorous accountability and monitoring mechanism.
- Govt to launch program for promotion of research at HEI's.
- Government to establish State-wide awards for innovations to build an ecosystem of innovation.
- State government to enable initiatives that promote research including PhD research work being allowed to continue at other organizations following a due procedure; Designing research programs for 4th year in degree programmes, Allocation of resources based on faculty members' research & innovation initiatives etc.
- State to identify foundational courses such as research methodology, critical thinking, design thinking, academic writing and develop curriculum and content for use by HEI's

MEDIUM TERM
- The State Government to create faculty research grants program, research funds (similar to SSIP) to boost research in HEI's
- Government to create co-ordination and partnerships for promoting research (among research agencies and government bodies like GUJCOST, HEI's etc.)
- Institution of State-wide awards for innovations in pedagogy to build an ecosystem of innovation in education
- State Government may set up State Research Foundation (SRF) on the lines of NRF
- State to set-aside a pre-committed funds (as a fixed % of budget every year) and work towards improving state innovation ranking
- State to create guidelines for a robust Institutional level Research Policy including research, teaching, mixed tracks, research sabbatical, partnerships, HEI level Entrepreneurship Cell, financial support and faculty promotion and tracking mechanism of research outputs. HEI's to implement the same
- HEI's to set up Offices of Teaching, Research, Multi-disciplinarity and Inter-disciplinarity (OTRMI).

LONG TERM
- Government to create a centralized industry sponsored research program with pooling of resources among HEI's with UG final year & PG students co-opted
- Government to create of 'Inter-University Center of Excellence' for multi/ inter-disciplinary research with centralized facilities, sharing of resources among state HEI's, continuous monitoring, time adherence on release of

funds, monitoring outcome of research projects and facilitation of patent filing with appropriate recognition/ financial incentives.
- All HEI's to include research plans in their HEI's
- Government to monitor research activities and outcomes at HEI's

GOAL - 10

Promotion of Indian Knowledge Systems (IKS)

KPIs:
1. Number of IKS based courses developed for adoption by HEI's
2. Percentage of HEI's offering IKS based courses
3. Percentage of students in HEI's taking up IKS based courses

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- State Government to develop programs on IKS for being offered at HEI's
- State Government to build capacity of the HEI's in offering IKS programs through training to resource persons, provision of resource persons and of resource materials
- State Government to create a pool of IKS experts and resource persons that may be leveraged by the HEI's
- State Government to create support program for HEI's to undertake research into the Indian Knowledge Systems
- HEI's to include provision of IKS programs in their IDPs

- HEI's to offer IKS programs and leverage the support provided by the government
- Government to monitor adoption of IKS by the HEI's
- Government to create knowledge sharing platforms for HEI's to share their learnings and best practices on offering IKS based programs

GOAL - 11

Internationalization

KPIs:
1. Number of international students enrolled in HEI's in Gujarat
2. Number of HEI's with at least 20 international students
3. Percentage of HEI's fee from international students
4. Number of campuses abroad of the universities in the state
5. Number of students and faculty in exchange programs from the state HEI's (Outbound and Inbound)
6. Number of joint research programs undertaken by state HEI's with institutions abroad

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- State Government to establish a centralized facilitation and admission process for HEI's meeting the criteria for international admissions.
- State Government to enhance the reach of Study in Gujarat program for students abroad
- State Government to establish guidelines for HEI's to admit international students
- State Government to set up a centralized support and

grievance redressal mechanism for international students
- HEI's to include internationalization agenda in their IDPs

LONG TERM
- Implementation of internationalization programs at HEI's.
- HEI's to enhance their infrastructure facilities, pedagogy and other aspects to be able to enroll international students and achieve excellence in education to international students
- State Government to monitor international students' enrolment and quality of their experience at HEI's
- State Government to provide support and assistance to HEI's with potential for and with demonstrated excellence in education for international students
- HEI's to establish exchange programs and joint research programs with institutions abroad and implement the exchange programs and joint research programs for faculty and students
- State Government to assist qualifying universities in setting up campuses abroad
- Qualifying universities from the state to set up campuses abroad

GOAL - 12

Academic Bank of Credit

KPIs:
1. Percentage of courses offered in the state HEI's that are credit based
2. Percentage of HEI's participating in ABC
3. % of HEI students registered with ABC

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- Academic Bank of Credit (ABC) established on the lines of "National Academic Depository" as a Special Purpose Vehicle (SPV) with services including credit verification, credit accumulation and credit transfer/redemption in alignment with national level approach and UGC guidelines
- State Government to create guidelines for HEI's for credit-based course designs, credit transfer and for joining ABC based on UGC guidelines
- State Government to encourage HEI's in the state to collaborate and create common course designs and credit mechanism to build inter-operability of credit system
- State Government to encourage HEI's to adopt common credit-based courses
- Dissemination of information about the ABC in the state

LONG TERM
- HEI's to offer credit-based courses based on common course design with MEES options and register with ABC.
- State Government to monitor HEI's participation and student registration in ABC
- State Government to provide support and assistance to HEI's adopting Credit based programs and participating in ABC
- State Government to establish a knowledge exchange platform for HEI's to share learnings challenges and best practices regarding Credit based programs and ABC

- State Government to recognize and reward HEI's for their excellence in implementing Credit based programs and for participation in ABC

GOAL - 13

Blended Learning Mode with Seamless 'Ed-Tech' Integration

KPIs:
1. Number of blended learning modules developed by HEI's
2. Percentage of HEI's using blended learning pedagogy
3. Percentage of courses delivered in the state HEI's using blended learning mode

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- State Government to issue guidelines on offering ODL and adopting blended learning mode in HEI's
- State Government to create financing schemes and common facilities for application of and promotion of EdTech in HEI's for teaching and learning, research and faculty development
- GSHEC to establish a Gujarat Educational Technology Forum (GETF) to provide end to end technological support and integration
- State Government to create collaboration platform among HEI's for developing credit-based online learning modules, AR/VR modules, LMS etc.
- State Government to build capacity among HEI's through training on adopting EdTech and blended learning mode
- State Government to create a pool of experts and service providers for HEI's to leverage for EdTech and blended learning mode
- State Government to also create capacity building programs in online resource creation and provide support of instructional designers and e-content development agencies/ resources. AR/ VR based content development support may also be made available
- State Government to set up a monitoring mechanism for HEI's on EdTech and blended learning mode
- HEI's to participate in, comply with and support government initiatives and adopt EdTech.
- HEI's to adopt EdTech solutions including personalized adaptive learning, assessments, remote delivery of learning, gamification etc.

GOAL - 14

Multiple Entry and Exit System (MEES)

KPIs:
1. Percentage of courses offered in the state HEI's that have MEES features
2. Percentage of HEI's will at least 50% UG/ PG courses with MEES features
3. Percentage of HEI students who have used MEES features in the year

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM

- State Government to develop regulations for Multiple Entry and Exit System. [10]
- State Government to launch multiple entry & exit system on a pilot basis in some state universities
- State Government to provide guidelines for and HEI's to restructure programs such that they include independent certificate and diploma level modules and provide admissions to the same in addition to full courses.
- State Government to encourage HEI's in the state to collaborate and create common course designs with MEES features and credit mechanism
- State Government to encourage HEI's to adopt common course curriculum
- Dissemination of information about the MEES in the state

LONG TERM

- HEI's to redesign/ adopt courses to implement multiple entry and exit system.
- HEI's to offer courses based on common course design with MEES options
- State Government to monitor HEI's adoption of courses with MEES features at HEI level and use of MEES features at student level
- State Government to provide support and assistance to HEI's adopting courses with MEES features
- State Government to establish a knowledge exchange platform for HEI's to share learnings challenges and best practices regarding MEES features in courses
- State Government to recognize and reward HEI's for their

excellence in implementing programs with MEES features

GOAL - 15

Accreditation and Graded Autonomy

KPIs:
1. Percentage of HEI in different categories in accreditation system
2. Percentage of HEI's which have been offered autonomy at different grades
3. Improvement in Performance of HEI's on key measures post grant of autonomy

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM

- State Government to establish uniform accreditation system for HEI's and set-up a single accreditation agency
- HEI's to undertake pre-accreditation exercise based on guidance from accreditation council
- State Government guidelines to be issued for graded autonomy based on accreditation
- Government to support HEI in their accreditation efforts and in operating as a HEI with greater autonomy
- HEI's to set-up Quality Assurance Cells.
- Government to monitor HEI's with respect to their accreditation status and performance with greater autonomy
- HEI's to include accreditation agenda in their IDPs
- HEI's to build preparedness to operate as autonomous institutions

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GOAL - 16

Multidisciplinary Programmes in HEI's and Credit Based Courses

KPIs:
1. Number of HEI's offering multidisciplinary programs in the state
2. Percentage of students in multidisciplinary programs
3. Number of universities that have set up Departments of Education and have started offering B. Ed program

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- State government to launch funding scheme for building multidisciplinary programs in HEI's
- State government to issue guidelines for credit-based courses development in HEI's with disciplinary and non-disciplinary components
- State government guidelines for HEI's to create community service programs including setting up of Adult Education Centres
- State government to set up Centre for Advancement of Learning (for developing new pedagogy, training of faculty and for helping institutions implement new teaching & learning programme) and provide guidelines for setting of similar HEI's level centres at institutions
- State Government to create guidelines for developing programs, projects and initiatives at HEI's that address state level and local community level challenges and needs

including programs that address nutrition, healthcare, agriculture productivity, food wastage, environment degradation, pollution, unemployment etc. This and other interventions under the policy towards improving quality of education will enhance higher education contribution to achieving Sustainable development Goals (SDGs) especially the ones on good health and well-being, quality education, decent work and economic growth; industry, innovation and infrastructure, reduced inequality etc.

- State Government to create guidelines for setting up departments of education and B. Ed programs in universities. Universities to set up the programs (including 4-year integrated, 2-year and 1-year B. Ed. programmes) with subject and pedagogy modules, tie-ups with schools in neighborhoods for teaching sessions etc.
- State Government to set up institutes for translation and interpretation and facilitate their collaboration with HEI's and other agencies. HEI's to leverage services provided by such institutes
- HEI's to encourage community projects including adult literacy projects for immediate communities and forge partnerships with government and other stakeholders to address local challenges and leverage local opportunities. HEI's to also assist government in setting up Adult Education Centres.
- State Government to create guidelines for setting up departments of education and B. Ed programs in universities. Universities to set up the programs (including 4-year

integrated, 2-year and 1-year B. Ed. programmes) with subject and pedagogy modules, tie-ups with schools in neighborhoods for teaching sessions etc.

- State Government to set up institutes for translation and interpretation and facilitate their collaboration with HEI's and other agencies. HEI's to leverage services provided by such institutes

- HEI's to encourage community projects including adult literacy projects for immediate communities and forge partnerships with government and other stakeholders to address local challenges and leverage local opportunities. HEI's to also assist government in setting up Adult Education Centres.

- Government and HEI's to earmark financial resources for experimenting with new pedagogy, design of multidisciplinary curriculum, large scale training of existing faculty, and hiring of new faculty who are trained in multidisciplinary learning

GOAL - 17

Making Academic Resources available through Common Facilities and Collaboration

KPIs:
1. Value of common facilities available in the state
2. Percentage of HEI's leveraging common facilities or participating in collaborative efforts

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM

- State Government to establish a state-of-the-art library network with a central repository of resources like online resources, databases, eBooks, journals etc.
- State Government to bring more facilities including research, sports facilities etc. into the common facilities fold
- State Government to build awareness among HEI's on value creation through common facilities and collaboration
- State Government to create schemes that encourage resource sharing among HEI's
- HEI's to make digital infrastructure available to faculty based on recommendations of NETF.

LONG TERM

- HEI's to leverage government schemes and central resources.
- HEI's to contribute to common facilities pool and also continually use common facilities
- HEI's to participate in collaborative efforts with other HEI's
- State to monitor use of common facilities by HEI's
- State Government to recognize efforts and initiatives of HEI's in enhancing collaboration among HEI's

GOAL - 18

Examination Reforms

KPIs:
1. Percentage of HEI's adopting at different levels examination reforms strategy of the state
2. Percentage of assessment in state HEI's that has moved away from theory based, information based, pen and paper, end- of- the- semester/ year high- stakes examination

3. Percentage of assessment in the state HEI's that is application based

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- State Government build strategic plan on examination reforms with focus on formative and continuous assessment, application and project-based assessments, online and physical assessment, assessment of learning and assessment as a learning tool etc.
- State Government to disseminate its examination reforms strategy among HEI boards and management
- State Government to provide tools, frameworks and solutions to HEI's to adopt examination reforms
- State Government to undertake capacity building programs in alternative methods of assessment.
- State Government to undertake examination reforms on a pilot basis
- HEI's to participate in pilot programs on adoption of examination reforms

LONG TERM
- HEI's to include examination reforms agenda in their IDPs, implement it and track its implementation
- HEI's to support government initiatives by encouraging participation of their faculty members in examination reforms initiatives.
- HEI's to leverage common resources and tools provided by the government for adopting examination reforms

- State Government to monitor adoption of examination reforms in HEI's
- State Government to recognize efforts and initiatives of HEI's in adopting examination reforms

GOAL - 19

Student Assistance and Support

KPIs:
1. Setting up of common support center in the state for higher education
2. Percentage of HEI's with a specific student support plan
3. Student satisfaction and engagement score

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- State Government to create additional scholarships, fellowships, fee-waivers and educational loans schemes for students
- HEI's to include student support agenda (psychological support, career guidance support, grievance redressal support and financial support) in their IDPs and implement the same
- State Government to issue guidelines on 'Earn While You Learn' and 'co-op' models at HEI's and pilot in state universities
- HEI's to participate in and support government initiatives.
- State Government to create a common support center in the state to address all aspects of higher education and to also assess student satisfaction and engagement levels in HEI's

GOAL - 20

Excellence in Faculty Recruitment, Promotion and Capacity Building

KPIs:
1. Faculty shortage
2. Faculty: Student ratio
3. Number of faculty members covered by faculty development programs
4. Percentage satisfaction/engagement score among faculty members
5. Number of faculty members that entered higher education in the year

INITIATIVES/ ACTIONABLE TASKS

SHORT TERM
- State Government to establish guidelines on pupil teacher ratio for teaching and research and guidelines for faculty recruitment, promotions, etc.
- State Government to create support plan for HEI's in building collaborations with national and international level academic institutes on faculty capacity building
- State Government and HEI's to offer capacity building programs for faculty in curriculum development with special focus on multidisciplinary curriculum development and integrated academic and vocational curriculum development.
- State Government to create a pool of faculty that HEI's could leverage
- State Government to address shortage of faculty through multiple initiatives like encouraging students to consider teaching career options, bringing

professionals into teaching profession on part time/ full time basis etc.

MEDIUM TERM
- State Government to institutionalize period faculty requirement and faculty development needs analysis
- State Government to create faculty development programs and financing schemes for supporting faculty development (in academic areas, research areas, administrative areas and in leadership areas)
- HEI's to include teaching pedagogy and research writing programs in PhD programs
- State Government to create guidelines on undertaking research including PhD programs in 'AI+ X' areas and on societal priorities. HEI's to implement the same
- HEI's to encourage faculty members to leverage online resources under SWAYAM/ DIKSHA for continuous professional development.

LONG TERM
- HEI's to participate in, comply with and support government initiatives.
- State Government to create guidelines for performance evaluation including model KRAs for faculty across teaching, research and administrative areas. These could provide inputs to development initiatives, rewards, recognition, promotions etc. HEI's to implement the same. HEI's to establish HR/ People enablement and facilitation departments. HEI's may also institute systems of stakeholder feedback including student feedback, peer faculty feedback and eventually 360-degree feedback systems

- System of Teaching Assistants may be created for reducing load on faculty members, for personalized attention to students and for developing students' capabilities through teaching assistant roles through senior year students with exemplary academic records, Master's degree students and PhD students

- State Government to create exchange forums for HEI's to share learnings and best practices in faculty recruitment, promotion and capacity building
- State Government to recognize HEI's for excellence in faculty recruitment, promotion and capacity building

4.4 Proposed Phased and Gradual Stages in Implementation of some of the Key Aspects of the Policy

As has been mentioned earlier, the universities and colleges will evolve into HEI's envisaged under NEP 2020 in a gradual manner. The anticipated change in status of the current colleges and universities to the ones envisaged in NEP 2020 may happen in stages. The following schematic depicts the possible journeys the current set of state government universities, and private universities and colleges in the state may take in next 10-20 years.

The following figure considers state government universities and private universities in the state. Also considered are standalone and affiliated colleges in the state.

STATE UNIVERSITY

STAND ALONE COLLEGE

MERU	MERU
MU	MU
CONSTITUENT COLLEGE IN A HEI CLUSTER	CONSTITUENT COLLEGE IN A HEI CLUSTER
DEGREE AWARDING AUTONOMOUS COLLEGES	DEGREE AWARDING AUTONOMOUS COLLEGES
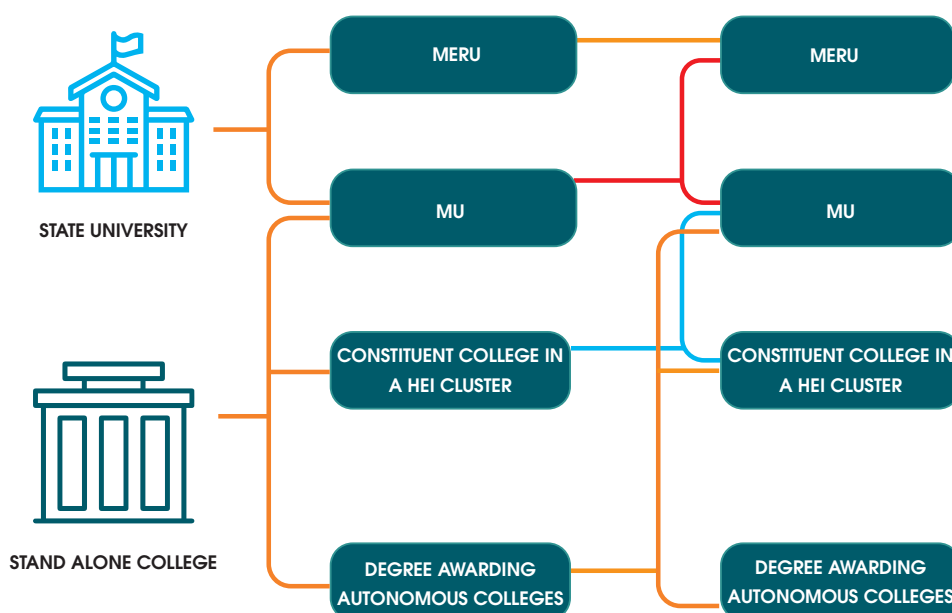
The following table presents an estimate of likely scenario by 2035:

PRESENT SCENARIO	LIKELY SCENARIO			
Present Type of HEI in Gujarat	Type of HEI	2025	2030	2035
1. State universities (16)	MERUs with constituent colleges	6-8	8-10	10-12
2. Private universities (52)	MUs (State Govt MUs and Private MUs including new universities)	30-40	40-50	50-60
	Autonomous degree awarding Colleges (ACs)	75-100	300-500	500-1200
3. Self-financed and standalone institutions (2,179)	HEI clusters with constituent colleges (with 5-15 colleges each)	25-50	50-100	100-200

Note - For the above analysis, institutes of national importance in the state, the central universities, the State Open University and Gram Vidyapiths in Gujarat have not been included.

4.5 Detailed Plan for Select Thematic Areas

The NEP implementation has several thematic areas, two of the most prominent ones are (1)transformation of HEI's to MERUs/ MUs/ IAC constituents/ ACs and Multiple Entry & Multiple Exit System (MEES) and (2) the Choice Based Credit System (CBCS) that MEES requires for its operation. The following table considers these two thematic areas and details a comprehensive plan for HEI's in Gujarat.

INDICATIVE IMPLEMENTATION PLAN FOR TWO SELECT AREAS

SN	BROAD AREA	IMPLEMENTATION ACTIONS	RESPONSIBILITY	RESOURCES REQUIRED (Human, Knowledge, Physical, Digital, others)	KPI
1	Transformation of HEI's to MERU/ MU/ IAC constituents/ AC	1. Analysis of current HEI's for their potential for transformation and development of roadmaps and IDPs and Planning for transformation	HEI's, GoG	• Guidance and Technical assistance	• Transformation strategy and IDP approved by the BOG
		2. Implementation of the Plan	HEI's, GoG, Affiliating University if any	• Additional resources, faculty members, learning and physical infrastructure, curriculum and content resources	• Achieving of financing, enrolment, multi discipline, content and knowledge resources, infrastructure/ technology upgradation parameters
		3. Approval as a transformed institution	HEI's	• Quality assurance, application, monitoring and evaluation support	• Accreditation for appropriate level
2	Choice Based Credit System (CBCS) and Multiple Entry & Multiple Exit System (MEES)	1. Creation of state level norms for CBCS/ MEES in alignment with the national norms	GoG	• Technical support for research and stakeholder consultation	• Norms for CBCS and MEES
		2. Allocation of credits to modules and realignment of courses to make them Credit-based as per the norms and restructuring of Courses to create certificate, diploma, degree programs	HEI's	• Technical support for course, curriculum & Content development, teacher training, marketing/ admissions/ documentation changes	• Courses based on CBCS with MEES

Note: The implementation roadmap for NEP 2020 for the state of Gujarat is an initial plan. This would be implemented post due approval processes of the state government and on allocation of budgets wherever required. As the implementation progresses over the next few years, it is highly likely that there would be a need to revisit the plan on the basis of status and speed of implementation, guidelines from central government and its agencies, resources available, etc. The implementation plan would therefore need continuous monitoring and evaluation and periodic strategic review and fine tuning. **Guidelines and SOPs will be prepared**

OUTCOMES AND IMPACT

5.0

5.0

OUTCOMES AND IMPACT

A large part of the National Education Policy will get implemented by 2030. As Gujarat is moving forward with speed and excellence to implement the policy in its state and private universities, a pertinent question which may arise in the minds of the stakeholders is 'How will the implementation of NEP benefit the state of Gujarat?' Effective and timely implementation of NEP will undoubtedly bring in many positive outcomes and impact on the State's Education system.

According to the Policy, an Academic Bank of Credit (ABC) will be established. The credits earned by the students can be stored in the digital account allocated to the individual student and can be counted when needed.

This will make higher education flexible, student centric and rewarding to students. Further, multiple entry and multiple exit scheme, blended learning and open distance learning will bring more students into the ambit of education. MUs and MERUs with their multi-disciplinary and research-oriented approach, shall provide equal opportunity to students and researchers aspiring to gain knowledge in diverse fields. Academic education synchronized with the Indian Knowledge System, skill-based employability training and 21st century life

skills will be highly beneficial to the students and make them industry ready and inculcate in them the virtues of collaborative learning. All the above factors will lead towards a rise in GER of Higher Education and prepare students better for life after education and create a culture of lifelong learning.

Multidisciplinary Education and Research Universities like the IITs and IIMs envisaged to be set up in the state, will enhance the quality of education making it at par with the world class universities and attract local as well as foreign students.

NEP will bring parity among the academic institutions in the state since the same set of accreditation and regulation rules will be used for guiding both the public and private academic institutions.

Formation of Autonomous colleges and reformation of affiliation structure will reduce the regulation load on the universities and bring in autonomy for colleges.

As per the modifications proposed in the policy for Teacher Education, a mandatory and minimum four-year B.Ed. degree course will be offered to the aspiring teachers by the MUs which will produce a group of dedicated and learned teachers and thereby enhance the quality of school education.

Following are some of the benefits that the implementation of the New Education Policy would offer to India in general and the state of Gujarat in particular:

Benefit to Students

Increasing Employability: According to several reports, a large percentage of graduates are not able to get employment as they are not practically equipped to play their role in the industry.

The NEP will play a crucial role to overcome this biggest challenge faced by today's youth. Skill based employability training emphasized in the NEP will help the students to become industry- ready, self-reliant and 'AatmaNirbhar', leading to an increase in Employment ratio.

Vocational Training to Nurture Creativity: The policy's insistence on developing vocational skills will build the critical cognitive abilities of the students. Such skills will become helpful later in developing a creative personality.

Holistic Education: Practical learning has attained a new and improved status in the education policy. Education is all set to become scientific, keeping the fun elements for students intact at the same time.

Unique ideas proposed in NEP 2020 will help in inculcating a natural interest in students to learn new things.

Inclusion of crafts like carpentry and arts, sports, Indian Knowledge System and multi-disciplinary subjects along with more experiential learning as part of the curriculum, will further help in creating learned, self-disciplined, global citizens having a scientific and modern temperament but simultaneously rooted in their own culture.

Quality Education

Expanding Education: One of the primary benefits of the NEP 2020 is that it emphasizes on democratizing quality education for the benefit of each and every citizen of the country. No student of this country will be deprived from getting quality education and all students irrespective of their socio-economic status or gender can avail the benefit of higher education. Thus, the policy aims at meeting the government's goal of improvement in GER.

National Growth

Gains for the Corporate Sector: The NEP 2020 does not only look towards the enhancement of the status of the Indian Education Sector but it also aims at creating a

positive impact on the Indian corporate sector. NEP envisions to provide skilled and highly employable youth to the corporate, industries and service sectors and thereby catalyze the state and national economic growth.

Realization of Sustainable Development Goals: Meeting the goals of NEP 2020 would directly and indirectly contribute to achieving the SDGs. To begin with, it directly addresses the targets set in SDG 4 on Quality Education, specifically those related to Equal Access to Affordable Technical and Vocational Education, increase in the number of people with relevant skills for financial success, elimination of discrimination in education and universal literacy and numeracy.

The ethos of NEP 2020 of providing quality education and creating lifelong opportunities for all, leading to employment and decent work, is directly linked to SDG. Besides addressing SDG 4, NEP 2020 will contribute to other critical goals as well such as SDG 1 (No Poverty), SDG 2 (Zero Hunger) SDG 5 (Gender Equality), SDG 8 (Decent work and Economic Growth), SDG 10 (Reduced Inequalities), among others.

Implementation of NEP 2020 will not only ensure development of a holistic education ecosystem but go beyond it to uplift the

society as a whole and promote shared prosperity.

Fueling Growth in the State of Gujarat

For Gujarat, comprehensive higher education reforms will bring in several gains, namely:

1. High quality leadership will become available to the entrepreneurial set-ups in Gujarat from amongst the trained, skilled and educated youth;

2. Lower dependence on agricultural/ traditional/ ancestral businesses/ economic activities as work-ready student will find employment in corporates;

3. Enhanced ability of the state in attracting investments because of the availability of skilled and capable human resources in the State;

4. Increase in start-ups which will translate to employment generation for the state youth;

5. Higher share of jobs to state youth in both industrial and services sector such as gems & jewelry, energy, petrochemicals, pharmaceutical, textile, and chemical sectors will lead towards increase in Employment ratio;

6. With Gujarat being an educational hub for students from within India and abroad and talent hub for corporate sectors, implementation of NEP will expand the size of corporate operations in the state in several sectors like education, hospitality, reality, entertainment and tourism;

7. Emphasis on Holistic Education will contribute to social development and better equity, gender parity, and environment consciousness in the state.

All the above factors shall augment investment, economic development, higher per capital income, employment generation, poverty alleviation which will lead towards Human Development index for Gujarat.

It can be concluded that NEP 2020 is a strategy to set up global standards in education, acquisition and dissemination of knowledge and scientific discoveries which will undoubtedly make Gujarat a knowledge hub and India a 'Vishva Guru' (knowledge superpower) of the 21st century.

THE
WAY FORWARD

6.0

6.0

THE WAY FORWARD

Effective implementation of National Education Policy 2020 envisages to catapult India into a reputed global centre of learning, at par with the ancient universities of Takshashila and Nalanda.

National Education Policy 2020 is a milestone in the Indian Educational System. Due to its versatility and multidisciplinary approach, the education sector shall metamorphose into a liberal system granting flexibility to the learner with potentiality to benefit all segments. For its efficacious execution, all agencies namely Central and State Governments, Universities and Colleges , Primary, Secondary and Higher Education sectors need to work in unison. At the same time, fruitful collaboration should be encouraged with industries and public and private sectors.

GOVERNMENT OF GUJARAT IS AMONGST THE FRONT RUNNER

STATES IN IMPLEMENTATION OF THE NEP 2020.

The role of the state Government and HEI's has been elaborated in the road map, focusing on diverse areas across several phases. However, the essence of an effective implementation will be based on few core management segments.

Key measures to be adopted for its successful execution :

1. Phased Implementation:

It is important to implement the NEP initiatives in a phased manner. Each aspect has several undertakings with many inter-linked tasks. Phase wise execution is critical as it lays the foundation and simultaneously catalyzes the next stage of application. It also ensures better integrity towards the implementation endeavors and encourages prioritization. Phase wise implementation can ensure a methodical approach and coordination amongst team

members so that they are not overwhelmed by the task at hand.

2. Holistic Approach:

While the policy has multiple components and sections, it is important to understand its spirit, comprehensive intent and purpose in toto and the same approach must guide its implementation. Comprehensiveness in implementation would translate to addressing the entire education system as a whole in an integrated manner. A piecemeal approach to taking up components of the policy may hinder its success.

3. Building on Existing Structures when Possible:

The focal point should be to strengthen, revive and invigorate the existing structures rather than discard and replace them completely. When necessary, the foundation of new elements should be in synchronization with the existing framework. The proper and efficacious implementation of any new policy depends on the correct conversion of 'as-is' to 'to-be' for the due adaptation and evolution of the existing institutions. The implementation of this policy, therefore, needs to prioritize on strengthening what already exists.

4. Collaborative Approach:

Education being a concurrent subject, NEP needs joint monitoring and cohesive implementation by the Center, State Governments and HEI's. Hence regular monitoring and coordinated implementation is the key for its success.

5. Mobilization of Resources:

For the effective, time bound and satisfactory execution of this policy, it is necessary to mobilize requisite resources such as human, infrastructural and financial.

In a nutshell, in order to implement the road map effectively, we need to rely on tech-enabled monitoring and evaluation; state government leadership and support, compliance to national level regulations and guidelines in addition to creation of state level directives

It can be concluded that efficacious, successful and timely implementation of NEP in the coming years would include fortification of the existing novel initiatives, multi stakeholders' consultative approach, gradual designing of pilot and roll out stages, providing platform for knowledge and experience sharing, periodic review and adaptations of pedagogy as well as due recognition of the outstanding contribution of HEI's and individuals for the growth of the institute and students in particular and the education sector in general.

ANNEXURES

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ANNEXURES

ANNEXURE 1: ABBREVIATIONS

AC	Autonomous degree-granting College
ABC	Academic Bank of Credit
AICTE	All India Council for Technical Education
AIU	Association of Indian Universities
BoG	Board of Governors
CBCS	Choice Based Credit System
CSR	Corporate Social Responsibility
DGE&T	Directorate General of Employment & Training
EEC	Eminent Expert Committee
ERP	Enterprise Resource Planning
GDP	Gross Domestic Product
GEC	General Education Council
GER	Gross Enrolment Ratio
GIA	Grand in Aid
GoI	Government of India
GSHEC	Gujarat State Higher Education Council
GSIRF	Gujarat State Institutional Rating Framework
GTERS	Gujarat Technical Educational Research Society
GUJCOST	Gujarat Council of Science and Technology
GUNI	Global University Network for Innovation

HECI	Higher Education Commission of India
HEGC	Higher Education Grants Council
HEI	Higher Education Institutions
HR	Human Resources
IAC	Institutional Academic Consortiums
IDP	Institutional Development Plan
IGNOU	Indira Gandhi National Open University
IKS	Indian Knowledge System
KCG	Knowledge Consortium of Gujarat
KPI	Key Performance Indicator
MERU	Multidisciplinary Education and Research Universities
MHRD	Ministry of Human Resource Development
MoE	Ministry of Education
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
MUs	Multidisciplinary Universities
NAAC	National Assessment and Accreditation Council
NBA	National Board of Accreditation
NCIVE	National Committee for the Integration of Vocational Education
NCTE	National Council for Technical Education
NEMC	National Education Ministers' Council
NEP 2020	National Education Policy 2020
NETF	National Education Technology Forum
NHEQF	National Higher Education Qualification Framework
NIRF	National Institutional Ranking Framework
NOS	National Open School
NRF	National Research Foundation

NSDC	National Skill Development Corporation
NSQF	National Skills Qualifications Framework
OBC	Other Backward Classes
ODL	Open Distance Learning
PG	Post-Graduate
PSBS	Professional Standard Setting Bodies
PTR	Pupil Teacher Ratio
PwD	Persons with Disabilities
RUs	Research-intensive Universities
SAAC	State Assessment and Accreditation Center
SC	Scheduled Caste
SEDGs	Socially and Economically Disadvantaged Groups
SEZ	Special Economic Zone
SIRF	State Institutional Ranking Framework
SLQAC	State Level Quality Assurance Cell
SQAC	State Quality Assurance Center
SRF	State Research Foundation
ST	Scheduled Tribe
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TU	Teaching-intensive Universities
UGC	University Grants Commission
VCSC	Vice Chancellors Standing Committee
VET	Vocational Education & Training

ANNEXURE 2:
TASK FORCE COMMITTEES

SN	MEMBERS OF TASK FORCE COMMITTEE
1	Hon'ble Education Minister, Gujarat
2	Hon'ble Minister of State (Education)
3	Principal Secretary (Higher & Technical)
4	Director, Higher Education & CEO, Knowledge Consortium of Gujarat
5	Advisor, Knowledge Consortium of Gujarat
6	Vice Chancellor, Gujarat University
7	Vice Chancellor, Gujarat Technological University
8	Director IIT- Gandhinagar
9	Provost, Ahmedabad University
10	President, Marwadi University
11	Vice-President, Nirma University
12	Former Vice Chancellor, Saurashtra University
13	Principal, Kotak Science College, Rajkot

MEMBERS OF SUB TASK FORCE COMMITTEE

SN	SUB-COMMITTEES	MEMBERS	NODAL OFFICER
1	Restructuring of University system and Governance	• Former Vice Chancellor, Saurashtra University • Vice Chancellor, Gujarat University	Principal Government commerce college, Talaja Dist. Bhavnagar
2	Restructuring of Colleges and Affiliation System	• Vice Chancellor, Gujarat Technological University. • Advisor, Knowledge Consortium of Gujarat. • Principal, Kotak Science College, Rajkot.	Officer on Special Duty (Finishing School), Knowledge Consortium of Gujarat
3	Strategy and Restructuring of Courses, Curriculum, Pedagogy and Examination	• Vice Chancellor, Ahmedabad University • President, Marwadi University	Principal, Govt. Arts and Commerce College, Meghraj-Aravalli
4	Performance Outcomes and Deliverables	• Director, IIT Gandhinagar • Vice-President, Nirma University, Ahmedabad	Joint Commissioner, Office of Technical Director, Gandhinagar

• Acknowledgment to all Vice chancellors of State and Private universities and stakeholders for their contribution.
• Team of Professors for their contribution as Subject Experts

1. Principal, Government Arts College, Maninagar, Ahmedabad
2. Associate Professor of English, Government Arts and Commerce College, Gambhoi
3. Associate Professor of English, Government Science College, Idar

• Overall Compilation and Coordination by, Advisor, Knowledge Consortium of Gujarat and Consultant Team

ANNEXURE 3:

LIST OF UNIVERSITIES IN STATE

SN	NAME OF UNIVERSITY	TYPE OF UNIVERSITY
1	Bhakta Kavi Narsinh Mehta University	State University
2	Children's University	State University
3	Dr. Babasaheb Ambedkar Open University	State University
4	Gujarat Technological University	State University
5	Gujarat University	State University
6	Hemchandracharya North Gujarat University	State University
7	Indian Institute of Teacher Education	State University
8	Krantiguru Shyamji Krishna Verma Kachchh University	State University
9	Maharaja Krishnakumarsinhji Bhavnagar University	State University
10	Sardar Patel University	State University
11	Saurashtra University	State University
12	Shree Somnath Sanskrit University	State University
13	Shri Govind Guru University	State University
14	The Maharaja Sayajirao University of Baroda	State University
15	Veer Narmad South Gujarat University	State University
16	Institute of Infrastructure Technology Research and Management (IITRAM)	State University
17	Anand Agricultural University	Sectorial University
18	Birsa Munda Tribal University	Sectorial University
19	Gujarat Ayurved University	Sectorial University
20	Gujarat University of Transplantation Sciences	Sectorial University

21	Junagadh Agricultural University	Sectorial University
22	Kamdhenu University	Sectorial University
23	Navsari Agricultural University	Sectorial University
24	Sardarkrushinagar Dantiwada Agricultural University	Sectorial University
25	Swarnim Gujarat Sports University	Sectorial University
26	Gujarat Organic Agriculture University	Sectorial University
27	Gujarat Biotechnology University	Sectorial University
28	Ahmedabad University	Private University
29	Anant National University	Private University
30	Atmiya University	Private University
31	AURO University	Private University
32	Bhagvan Mahavir University	Private University
33	Bhaikaka University	Private University
34	C. U. Shah University	Private University
35	CEPT University (Centre for Environment Planning & Technology)	Private University
36	Charotar University of Science and Technology (CHARUSAT)	Private University
37	Dharmsinh Desai University	Private University
38	Dhirubhai Ambani Institute of Information & Communication Technology (DA-IICT)	Private University
39	Ganpat University	Private University
40	GLS University	Private University
41	Gokul Global University	Private University
42	GSFC University	Private University
43	Gujarat Maritime University	Private University
44	Indian Institute of Public Health, Gandhinagar	Private University

45	Indrashil University	Private University
46	Indus University	Private University
47	IAR - Institute of Advanced Research, Gandhinagar	Private University
48	ITM (SLS) Baroda University, Vadodara	Private University
49	ITM Vocational University, Vadodara	Private University
50	JG University	Private University
51	Kadi Sarva Vishwavidyalaya	Private University
52	Karnavati University	Private University
53	Lakulish Yoga University	Private University
54	Lok Jagruti Kendra (LJK)	Private University
55	Marwadi University	Private University
56	Navrachana University	Private University
57	Nirma University	Private University
58	P P Savani University	Private University
59	Pandit Deendayal Energy University (PDEU)	Private University
60	Parul University	Private University
61	Plastindia International University	Private University
62	Rai University	Private University
63	RK University	Private University
64	Sabarmati University	Private University
65	Sankalchand Patel University	Private University
66	Shreyarth University	Private University
67	Silver Oak University	Private University
68	Sumandeep Vidyapeeth	Private University

69	Swarnim Startup & Innovation University	Private University
70	TeamLease Skills University	Private University
71	CVM University (The Charutar Vidhya Mandal)	Private University
72	Uka Tarsadia University	Private University
73	Sarvajanik University	Private University
74	Vanita Vishram Women's University	Private University
75	Dr. Kiran and Pallavi Global University, Vadodara	Private University
76	Surendranagar University	Private University
77	UPL University of Sustainable Technology	Private University
78	Darshan University	Private University
79	Monark University	Private University
80	Central University of Gujarat	Central University
81	National Forensic Sciences University	Central- National Importance
82	Rashtriya Raksha University (RRU)	Central- National Importance
83	Indian Institute of Information Technology, Surat	Central- National Importance
84	Indian Institute of Information Technology, Vadodara	Central- National Importance
85	Indian Institute of Management, Ahmedabad	Central- National Importance
86	Indian Institute of Technology, Gandhinagar	Central- National Importance
87	National Institute of Design	Central- National Importance
88	Sardar Vallabhbhai National Institute of Technology, SVNIT	Central- National Importance
89	Gujarat National Law University	Central- National Importance
90	Gujarat Vidyapith	Central - Deemed
91	National Rail and Transportation Institute (NRTI)	Central - Deemed

ANNEXURE 4: INSTITUTIONAL FRAMEWORK OF HIGHER EDUCATION IN THE STATE

National Level Agencies

MINISTRY OF EDUCATION

HIGHER EDUCATION COMMISSION OF INDIA (HECI)

- National Higher Education Regulatory Council (NHERC)
- National Research Foundation (NRF)
- General Education Council (GEC)
- National Education Technology Forum (NETF)
- National Committee for the Integration of Vocational Education (NCIVE)
- Higher Education Grants Council (HEGC)
- Professional Standard Setting Bodies (PSSBs)
- Existing agencies: CABE, UGC, NTA, AICTE, NAAC, AIU, NAC, PSSCIVE, NBA, NEMC, NCTE

State Level Agencies in Gujarat

DEPARTMENT OF HIGHER & TECHNICAL EDUCATION

- Gujarat State Higher Education Council (GSHEC)
- State Assessment and Accreditation Centre (SAAC)
- State Quality Assurance Cell (SQAC)
- Knowledge Consortium of Gujarat (KCG)
- Gujarat Technical Education Research Society (GTERS)
- Gujarat Student Startup and Innovation Hub (iHub)
- Society for Creation of Opportunity through Proficiency in English (SCOPE)
- Gujarat Knowledge Society (GKS)

HIGHER EDUCATION INSTITUTIONS IN GUJARAT

ANNEXURE 5: SUGGESTIONS FROM NEP TASK FORCE SUB-COMMITTEES

Government of Gujarat, in the last several months, constituted four Task Force sub-committees to suggest implementation plan across specific areas of the policy. The sub-committees were focused on re-organization, co-ordination, and changes in the governance of universities and colleges; changes in courses, programmes and curriculum; and quality and result-oriented education.

This Annexure presents a comprehensive set of suggestions from these sub-committees. The suggestions are organized around areas of focus in the policy.

1.Multi-Disciplinary Education and Research Universities (MERUs) and MU

- Government of Gujarat may consider initiating the process of identification and transformation of at least one university in each geographical region of Gujarat to be promoted as Multidisciplinary Education and Research University (MERU)

- Every district should have at least one Multidisciplinary university (MU)

- Clustering of existing unitary universities/ academic institutions and transforming them into multidisciplinary institutional clusters through a collaborative process of resource sharing and governance through Institutional Academic Consortium (IAC)

- A wide range of papers may be offered by universities and colleges for different courses from where students can accrue 60% credits in major (core) subjects from the same institute or institute with equal ranking, 20% program electives & 20% open electives (minors) in sciences/ humanities/ linguistics/ arts/ music etc. from same or other departments/ neighboring universities/colleges through offline/ online mode promoting multidisciplinary education

- 4-year multidisciplinary undergraduate programme to be introduced/ restructured with multiple entry and exit options in all universities. To make universities multidisciplinary, state should plan allotment of funds and other resources required for the action to be taken particularly for public/ government institutes. New

courses should be added gradually in the existing units, rather than creating a whole new unit of multidisciplinary courses

- Multidisciplinary curriculum should be harmonious and interesting. It is important to include more of the vocational and professional courses

- Multi-disciplinary institutes after the implementation of NEP-2020 should have systematic support for their individual growth

- Gujarat State Higher Education Council (GSHEC) in coordination with Government of Gujarat can initiate and coordinate the process for identification, selection and classification of existing universities/academic institutions into Research-intensive University or Teaching-intensive Universities

- GSHEC to establish an online 'Gujarat Universities Network for Institutional Association' (GUNI) for cluster creation, resources & best practices sharing, collaborative research projects, coordination, and mentor- mentee handholding among institutes

- Standalone institutions should align with or convert into multidisciplinary institutions, but as per present norms government and GIA colleges cannot do it. The norms need to be reframed by the government to enable the same

- Open University like BAOU (Dr. Babasaheb Ambedkar Open University) can play a vital role in offering variety of courses.

2. Autonomous Degree Granting Colleges

- Criteria for identification of autonomous degree granting colleges needs to be finalised. It should include key areas like governance, physical and academic infrastructure, faculty, availability of UG, PG, PhD programs in physical and blended/online mode; syllabi, curricula development/ examination and assessment mechanism; research and partnerships, vocational education, planning and readiness for implementation of NEP etc.

- Government of Gujarat should initiate and coordinate the process for identification, selection and classification of existing academic institutions into Autonomous degree-granting College (AC) in a phased manner. This would involve identification of colleges, setting up of well laid down governance structure, resource mobilization, training of principals and faculty and setting up of accreditation standards and SOPs.

3. Uniform Academic Governance for all HEI's

- State Government, through necessary legislative amendments, may provide for modification in the governance structure of public funded/ private funded state universities and deemed to be universities in Gujarat

- All the universities of Gujarat should have a uniform and digitally enabled system of administrative and academic governance in the

form of Board of Governors (BOG). The University's Act should provide for flexibility in how statutes and ordinances can be changed to meet requirements. Additionally, inclusion of vocational courses, certificate, diploma and degree courses will require amendment in statutes and ordinances, till colleges are converted into degree awarding institutions.

- A single website/ platform 'Gujarat Universities Network for Institutional Association' (GUNI) may be developed for showcasing capabilities of all universities/ HEI's of Gujarat and their achievements to the global community. Study in India program needs to be popularized and State Govt may simplify admission process

- There is a need for common admission test for higher education.

4. Institutional Development Plan (IDPs)

- Each institution will need to be encouraged to develop their own Institutional Development Plan (IDP) based on their strengths, weaknesses, and aspirations. Each institution will make a strategic IDP based on its mandate, existing position (SWOT), well defined short term (1-3 years)/ medium term (4-6 years) and long term (7-10 Years) objectives with action plan

- Mentor HEI's can support mentee HEI's in reviewing the IDPs.

5. Integration of Vocational/ Skill-based Courses

- Departments of Education and Labour & Employment of the Government of Gujarat must work in close association with National Skill Development Corporation (NSDC) for including vocational programs in HEI's

- Integration of vocational and academic education and NOS (National Occupation Standards) levels be introduced and implemented by NHEQF (National Higher Education Qualifications Framework)

- A pool of experts/ teachers either retired or serving is to be created and maintained for development of quality academic/ vocational/ 21st century skills/ life skills content in Gujarati/ English, translation of digital content in Gujarati, developing indigenous pedagogies and imparting training to other teachers.

6. De-affiliation of Colleges

- Formulation of guidelines for the process of de-affiliation

- An independent autonomous degree awarding institution after its de-affiliation, will need to create links with other institutions at cluster/ state/ local/ national levels.

7. Accreditation

- Uniform accreditation system for HEI's, avoiding multiple accreditation agencies

- Besides mainstream courses, few more value-added courses are to be added and recognized by IQAC/NAAC. Mentoring departments may be provided financial and administrative assistance

- Graded autonomy should be granted based on accreditation status.

8. Academic Bank of Credit (ABC)

- Common credit system (Academic Bank of Credit) should be developed for the students to enable movement across universities

- ABC is a new concept and therefore the structure and guidelines will need to be developed. Government of Gujarat should develop standardized regulations and modalities for creation of ABC, digital storage, and transfer of the academic/ vocational/ professional credits within Gujarat. Each student should be allotted with one 'Student Identification Number' (SIN) across all HEI's. Credits earned shall be allocated in the individual ABC, which shall be considered for issuance of certificate, diploma, degree etc. accordingly.

9. Multiple Entry and Exit

- Standardized regulations for Multiple Entry and Exit System based on standard criteria for 3/4-year UG course (1st year: Certificate, 2nd year: Diploma, 3rd year: Degree and 4th year: Honours degree/

Degree with Research) should be developed

- Credibility of certificate and diploma courses should be established to make multiple entry & exit system effective.

10. Academic Resources (infrastructure, technology, financial and other)

- Government may establish a state-of-the-art library network with a central repository that will hold large electronic resources - databases, eBooks and other resources

- A close coordination among research grant providing agencies such as GUJCOST (Gujarat Council of Science and Technology) is desired and they would need to offer opportunities at frequent and regular intervals to faculty members and researchers. Else, Government could set aside a fund (similar to SSIP) to boost research in HEI's

- In order to encourage college and university teachers to undertake research, Young Faculty Career Research Grants may be provided against proposals

- Earmark financial resources for experimenting with new pedagogy, design of multidisciplinary curriculum, large scale training of existing faculty, and hiring of new faculty who are trained in multidisciplinary learning

- Gujarat State Higher Education Council (GSHEC) may establish a

Gujarat Educational Technology Forum (GETF) to provide end-to-end technological integration i.e., digital content development, suitable digital platform for teaching-learning, digital pedagogy, and assessment of digital teaching-learning process

- Government may set-up an ERP (Enterprise Resource Planning) for use by all government (or even private) universities to maintain consistency and efficiency.

- Government of Gujarat should create 'Inter-University Center of Excellence' for multi/ inter-disciplinary research with centralized instrumentation facilities, sharing of resources among state HEI's, accountable processes and continuous monitoring, time adherence on release of funds, outcome of research projects and facilitation of patent filing with appropriate recognition/ financial incentives.

11. Reforms in Examination System and Continuous Evaluation

- Examination reforms should be based on the concept of assessment of learning and assessment as learning

- Reform in examination system will require:

- Application based examinations;

- Ongoing assessments rather than high stakes examination,

1. Assessment of application rather than information,

2. Assessment that includes evaluating practical work, field work, group work,

3. viva, quizzes, presentations, community work, projects etc.,

4. MCQ based question bank by difficulty level, learning outcome etc.

- Use of modern digital technology to ensure transparency, ease of administration, randomization, integrity, etc.

12. Research

- Collaborative research, research in partnership with industry, research to solve real-world problems.

- Need to improve the quality of PhD Programme by ensuring that the quality of journals where work is published is credible.

- PhD research work can also be allowed to continue at other organizations following a due procedure.

- Designing research programs for 4th year in degree programmes.

- Allocate resources based on faculty members' research & innovation initiatives

13. Courses, Curriculum and Pedagogy

- Complete academic autonomy to institutions to implement changes in existing courses, curriculum, pedagogy and examinations

- HEI's will need to tie up with other HEI's for identifying and validating

40% courses offered by the latter

- Skill-based and practical-oriented subjects can be added into courses like Arts, Commerce, and Science etc. Subjects of Laws can also be included into the syllabus

- For skill development courses, MoUs with industries should be entered into by HEI's/ government

- Swayam platform and various MOOC courses can be utilized for taking online courses and earning associated credits. Option of MOOC courses can be offered while framing syllabus, examinations & evaluation

- Gujarat can also establish its own version of Swayam platform on which courses shall be imparted in Gujarati and English

- Recruitment of faculty members in the disciplines where such faculty are not available

- New in-demand and skill-based courses to be introduced. Industrial resource persons/ experts and master crafts persons can be appointed by university for training student

- More flexible ways of learning such as distance learning and e-learning could be offered to provide blended learning opportunities

- Rural attachment/ internship for the students of all the professional

courses may be made compulsory

- State government should establish a Centre for Advancement of Learning, a state level resource for developing new pedagogies, training of faculty, and helping institutions implement new teaching & learning programme. The center to be managed by a Board of Governors who are well known and respected academicians. Encourage institutions to setup a Centre for Teaching & Learning to support their teachers on new pedagogic experiments and for improvements of their teaching quality.

- Establish State-wide awards for innovations in pedagogy to build an ecosystem of innovation.

- Adequate pupil to teacher ratio should be maintained

14. Student Outcomes

- State Government in partnership with HEI's should promote scholarships, fellowships and waiver on educational loans and implement 'Earn While You Learn' schemes to support students.

ANNEXURE 6: STAKEHOLDER CONSULTATIONS

Details of Stakeholder Consultations held at Committee and Departmental level

	THEME-I: RESTRUCTURING OF UNIVERSITY SYSTEM AND GOVERNANCE	
SN	**DATE OF MEETING**	**STAKEHOLDERS**
1	19-10-20	Meeting with Experts of various Universities
2	27-10-20	Meeting with Deans of Various Universities
3	04-11-20	Meeting with Deans / Principals of Various Universities
4	05-11-20	Meeting with Deans / Vice Chancellor of Various Universities
5	11-11-20	Meeting with Deans / Professor of various Universities
6	25-11-20	Meeting with Principal of Various Universities
7	04-12-20	Meeting with Additional Secretary Task Force Sub-Committee members -01
8	05-12-20	Meeting with Principal Secretary of Higher Education Department, Director of Higher Education and CEO of KCG and members of Task Force Sub-Committee-1

	THEME- II: RESTRUCTURING OF COLLEGES AND AFFILIATION SYSTEM	
SN	**DATE OF MEETING**	**INVITEE AND THEIR DESIGNATION**
1	19-10-20	Meeting with VC (All State University)
2	12-11-20	Meeting with Various Association Members
3	24-11-20	Meeting with Registrar, Deans, Directors, Principals and HODs of VNSGU affiliated colleges
4	24-11-20	Meeting with Registrar, Deans, Directors, Principals and HODs of HNGU affiliated colleges
5	25-11-20	Meeting with Registrar, Deans, Directors, Principals and HODs of SU, MKBU, KSKV
6	26-11-20	Meeting with Registrar, Deans, Directors, Principals and HODs of GU, GTU, SPU, SGGU, BKNMU, IITRAM, MSU, CU, IITE
7	02-12-20	Meeting with Principal Secretary of Higher Education Department, Director of Higher Education and CEO of KCG and members of Task Force Sub-Committee-2
8	02-12-20	Offline Meeting of Task force sub- Committee-02 All members at KCG

THEME- III: STRATEGY AND RESTRUCTURING OF COURSES, CURRICULUM, PEDAGOGY AND EXAMINATION

SN	DATE OF MEETING	INVITEE AND THEIR DESIGNATION
1	02-10-20	Nodal officer & Task force Committee for further plan of actions
2	08-10-20	With 8 Dignitaries (VC Of Gujarat) by Members of Task Force sub-Committee-03
3	25-11-20	With Principal Secretary, Education Department by Members of Task Force sub-Committee-03
4	05-12-20	With Principal Secretary, Education Department by Members of Task Force sub-Committee-03

THEME-IV: PERFORMANCE OUTCOMES AND DELIVERABLES

SN	DATE OF MEETING	INVITEE AND THEIR DESIGNATION
1	08-09-20	Members of Task Force sub-Committee-04
2	05-12-20	with Principal Secretary, Education Department by Members of Task Force sub-Committee-04

MEETINGS AT DEPARTMENTAL LEVEL
MEETINGS HELD UNDER THE CHAIRMANSHIP OF FORMER EDUCATION MINISTER

SN	DATE OF MEETING	INVITEE AND THEIR DESIGNATION
1	04-06-21	At Nirma university under the Chairmanship of former Education Minister, TFC Members and officials of Education Department
2	22-06-21	An online meeting held under the Chairmanship of Governor of Gujarat with Vice-Chancellor of all state universities.
3	13-07-21	At Tapi Hall under the Chairmanship of Former Education Minister and Former Minister of State with officials of Education Department

MEETINGS HELD UNDER THE CHAIRMANSHIP OF PRESENT EDUCATION MINISTER, SHRI JITUBHAI VAGHANI

SN	DATE OF MEETING	INVITEE AND THEIR DESIGNATION
1	30-09-21	At Tapi Hall under the chairmanship of Hon. Education Minister and TFC members with officials of Education Department
2	14-10-21	At command and control center under the chairmanship of Hon. Education Minister with officials of Education Department
3	21-10-21	At Narmada Hall Swarnim Sankul-1 under the chairmanship of Hon. Education Minister and Hon. Minister of state with Vice Chancellors of State Universities Gujarat

MEETINGS OF NEW IMPLEMENTATION COMMITTEE MEMBERS

SN	DATE OF MEETING	INVITEE AND THEIR DESIGNATION
1	29-10-21	At KCG chaired by CEO KCG and Vice Chancellor, Gujarat Technological University with New TFC Members
2	10-11-21	At KCG chaired by Vice Chancellor, Gujarat Technological University with New TFC Members
3	18-11-21	At KCG chaired by Vice Chancellor, Gujarat Technological University with New TFC Members

ANNEXURE 7: MULTIPLE ENTRY - EXIT: AN ILLUSTRATION

ILLUSTRATION

EDUCATION	ENTRY	EDUCATION IN CREDITS	CUMULATIVE CREDITS	EXIT	LEVEL
UG- I year	Class XII	36-40	36-40	UG Certificate	5
UG- II year	UG Certificate	36-40	72-80	UG Diploma	6
UG- III year	UG Diploma	36-40	108-120	Bachelor's Degree	7
UG- IV year	Bachelor's Degree with 7.5 CGPA	36-40	144-160	Bachelor's degree (Honours/Research)	8
One-year/two-semester programme	Bachelor's degree (Honours/Research)	36-40	36-40	Master's degree	9
Two-year/4-semester programme- I year	Bachelor's degree	36-40	36-40	Post-Graduate Diploma	8
Two-year/4-semester programme- II year	Post-Graduate Diploma	36-40	72-80	Master's degree	9
One-year/two-semester PG diploma programme	Bachelor's degree	36-40	36-40	Post-Graduate Diploma	8
PhD	Master's Degree	Credits for course work, thesis & published work		PhD	10

Note: One credit means one hour of theory or one hour of tutorial or two hours of laboratory work, per week for a duration of a semester (13-15 weeks); and Credits for internship shall be one credit per week of internship, subject to a maximum of six credits.

Illustrative Credit Break-Up for a 4-year Degree program

As a principle, the credit structure could include 60% credits in major (core) subjects from the same institute or institute with equal ranking, 20% program electives & 20% open electives in sciences/ humanities/ linguistics/ arts/ music etc. from same or other departments/neighboring universities/ colleges through offline/ online mode promoting multidisciplinary education.

Note: This is an illustration on multiple entry and exit points. The multiple entry and exit points in the academic programmes offered at Higher Education Institutions (HEI's) would remove rigid boundaries and create new possibilities for students to choose and learn the subject(s) of their choice. In addition, it will pave the way for seamless student mobility, between or within degree granting HEI's through a formal system of credit recognition, credit accumulation, credit transfers, and credit redemption. This is based on "Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions" by UGC.

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