1.1.1	*Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes (COs) of the Programmes offered by the University*

Additional Information

Efforts towards Implementation of National Education Policy 2020

Atmiya University, Rajkot-Gujarat-India

ATMIYA University

Efforts towards Implementation of National Education Policy 2020

Efforts towards Implementation of National Education Policy 2020

Introduction

The National Education Policy (NEP) 2020, introduced by the Government of India, represents a transformative vision for the Indian educational landscape, aiming to revitalize the country's education system and align it with global standards. It is the first education policy of the 21st century, replacing the previous policy formulated in 1986, and emphasizes a more holistic, flexible, multidisciplinary, and inclusive approach to education. Designed with the intention of fostering critical thinking, creativity, and innovation, NEP 2020 addresses the entire educational structure from early childhood to higher education, aiming to nurture an individual's intellectual, ethical, and physical potential.

NEP 2020 brings several key reforms across various levels of education. For school education, it proposes a shift to a 5+3+3+4 structure, which includes foundational, preparatory, middle, and secondary stages, breaking away from the traditional 10+2 system. It emphasizes foundational literacy and numeracy, a no-detention policy up to grade 3, and the use of mother tongue as the medium of instruction up to grade 5 wherever possible. At the higher education level, the policy envisions the establishment of multidisciplinary universities and higher education institutions (HEIs), emphasizing flexibility in subject choice, holistic and broad-based learning, and the introduction of a four-year undergraduate program with multiple entry and exit options.

In the context of Higher Education Institutions (HEIs), NEP 2020 seeks to create a vibrant, multidisciplinary environment that nurtures critical thinking, creativity, and cross-disciplinary understanding. The policy envisions a shift from fragmented learning structures toward a more integrated approach, where HEIs become centers of excellence in research, innovation, and high-quality teaching. It advocates for a significant restructuring of the higher education system, with the goal of establishing large, multidisciplinary universities and colleges, each with a student capacity exceeding 3,000, that foster broad-based, liberal education alongside specialized knowledge. The policy promotes flexibility in curriculum, allowing students to tailor their education with options like a four-year undergraduate program featuring multiple entry and exit points, thus enabling a personalized academic journey aligned with individual interests and career aspirations.

NEP 2020 also emphasizes the importance of holistic, multidisciplinary learning with the integration of vocational training, encouraging students to acquire skills that are both professionally relevant and academically enriching. The policy proposes the creation of a Higher Education Commission of India (HECI) to oversee the quality of education, streamline regulatory functions, and foster a supportive ecosystem for HEIs to innovate and excel. Additionally, it stresses the need for internationalization, promoting collaborations with foreign universities, allowing HEIs to raise their global standards and make Indian education globally competitive. Through these comprehensive reforms, NEP 2020 aims to make Indian HEIs not only centers of academic rigor but also catalysts for social change and economic progress, nurturing a generation ready to tackle complex, real-world issues.

One of the core pillars of NEP 2020 is its focus on inclusion and equity, aiming to make quality education accessible to all, particularly underserved communities. It also stresses the importance of technology in education, promoting digital learning and making education resilient and adaptable to changing times. Moreover, the policy underscores the importance of teachers, advocating for their continuous professional development and empowerment.

By envisioning a shift from rote learning to experiential, learner-centered education, NEP 2020 aspires to make India a global knowledge superpower, nurturing the cognitive and creative capacities of its students and preparing them to tackle real-world challenges effectively.

NEP-2020 implementation at Atmiya University

Immediately after approval of NEP-2020 by the Union Cabinet of India in July 2020, a task force was constituted at Atmiya University to study the recommendations in NEP-2020 and its phase-wise implementation. The task force included mentoring team consisting of President of the University and members of leadership team along with external experts from academics, industries and alumni.

Holistic Mentoring		
President of University		
Strategic Mentoring • Secretary of Trust • Pro Chancellor • Vice Chancellor • Registrar	**Leadership Mentoring** • Deans • Principals	**External Mentoring** • Academicians • Industrialist • Alumni

Further, four sub-task forces were formed with specific work area to focus upon as mentioned below.

1. Sub-Task Force 1: Academic Restructuring
   - Curriculum restructuring (transdisciplinary)
   - Outcome based learning, assessment & evaluation
   - Digital learning system
   - Skill-based learning

2. Sub-Task Force 2: Research, Innovation, Entrepreneurship & Community Engagement
   - Academic, applied & transdisciplinary research & innovation
   - Ideation to product development, start-up and entrepreneurship
   - Community engagement & social immersions
   - Collaboration & influencing

3. Sub-Task Force 3: SDGs & UHV Integration
   - Understanding & integrating of SDGs
   - Integration of Indian knowledge system, culture & values
   - Integration of all the above into academics, research & innovation, business, life & community engagement

4. Sub-Task Force 4: TQM, Internationalization and Other Aspects
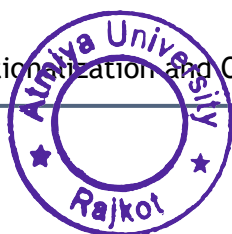
- IQAS
- National & global accreditation, ranking systems
- Student support & progression
- Internationalization
- Branding

Till date investment of around 25,000+ man hours would have been made on study, deliberations, trainings, strategic planning & implementation of NEP-2020.

Initiatives towards NEP-2020 at Atmiya University

Faculty Training on Focused Areas	Execution Mode	Beneficiaries Since Sept. 2020
Outcome Based Education Model	Workshop by External & Internal Experts (in 3 phases of 1 week each), Webinars & FDPs	All Faculty Members
Sustainable Development Goals	Training by External & Internal Experts, online courses/FDPs, webinar, conferences	97
Environment Conservation and Sustainable Development	Internal & External Experts, online courses	63
Indian Knowledge System	Online courses (IKS Division - AICTE), Internal & External Experts	27
Universal Human Values (Compulsory for all staff)	Residential *Shivirs*, FDP on UHV (AICTE)	85
Innovation & IPR	Training by External & Internal Experts	63

NEP-2020 Implementing Status & Further Road Map

1. Inclusiveness and Access of Higher Education

Best Practices

- Reservation Policy of the State of Gujarat in student admissions
- Financial help in the form of Full / Partial Fee Waivers and Scholarships extended on the basis of need and/or merit assessment
- Conduct periodic events to disseminate awareness about higher education opportunities and career options.
- Various cells active towards their purpose
  - Equal Opportunity Cell
  - Gender Sensitization Cell
  - Anti-Discrimination Cell
  - Anti-ragging Cell

2. Quality of Teachers and Capacity Building

Best Practices

- Seed Money Research Grant Scheme at University for faculty members to develop their research talents.
- Sharing Policy Scheme to enable the faculty members and staff to seek financial incentives based on their expertise and further develop competency.
- Regularly arrange FDP at the University by inviting experts from various fields
- Leave policy of University includes on-duty leave for participating in capacity building programs, pursuing higher studies and research.

3. Accreditation Reforms

Best Practices

- Exercise towards accreditation or ranking is an exercise towards total quality management at the University and University is committed to the same.
- Faculty members and staff are encouraged to participate in various awareness program on accreditation or ranking

4. Multiple Entry and Exit

Best Practices
- Adopted

5. Multidisciplinarities

Best Practices
- From AY 2021-22 adopted new curriculum framework promoting holistic and multidisciplinary education as per recommendations in NEP-2020.
- From AY 2021-22 adopted outcome-based education model in all programs further strengthen choice-based credit system.
- Regular curriculum review mechanism involving all stakeholders
- Monthly peer-sharing initiatives like Abhyuthan (faculty members) and Ignite (student) for trans-disciplinary interactions

6. Research and Innovation

Best Practices
- University Research Advisory Board (URAB) to define, promote and strengthen Research and innovation related activities.
- Strong research, innovation and startup ecosystem through policies and academic interventions
- Provision of fellowships and scholarships to attract good researchers.
- Teaching, research and mixed tracks for faculty promotion

7. Integration of Vocational & Academic Education

Best Practices
- Curriculum framework includes credit-based components focusing on skill and vocational training.
- Working towards design of vocational education and training programs based on empirical evidence.

8. Promotion of Indian Knowledge Systems (IKS)

Best Practices

- University has IKS Center and Center for Value Education through Consciousness Development (VECD)
- Focus areas currently identified
  - Holistic medicine and wellness
  - Sustainable agriculture
  - Universal Human Values
- University has introduced compulsory as well as elective credit course on topics related to IKS, UHV and SDGs.
- Minimum 1 week training on UHV compulsory for all staff members

9. Internationalization

Best Practices

- The early adoption of internationalization has boosted Atmiya University's global visibility, attracting interest from prospective students and academic partners worldwide. Through strategic outreach initiatives, AU is building a strong reputation for inclusivity, cultural exchange, and academic excellence on an international platform.

10. Academic Bank of Credit

Best Practices

- Atmiya University successfully registered with the Academic Bank of Credit (ABC) as an authorized institution, ensuring students' eligibility to accumulate, store, and transfer credits under the ABC framework.
- Approximately 5,660 ABC ID accounts were created for students.
- Developed policies that ensure transparency, equity, and accessibility, enabling all students to benefit from the ABC system.
- Established a dedicated support Credit Equivalence Committee to assist students with ABC-related queries, helping them understand their academic credit status and how it affects their academic progression.

11. ICT enabled Education

Best Practices

- Significant use of technology in every aspect including teaching learning process, examination, administration, library, services, etc.
- Significant portion of library budget dedicated towards e-resources
- Facilitate the creation of quality e-content for online courses
- Arrange awareness and training programs
- Promote MOOC courses through academic interventions and credit transfer

12. Student Assistance and Support

Best Practices

- Dedicated Center for students and customer initiatives.
- Holistic education focuses on intellectual, emotional, social and more importantly spiritual development
- Curriculum and pedagogy designed focusing on achieving learning outcomes
- Financial support enabling access to quality education for students.
- Simple and friendly administrative processes and procedures for students
- Mentor-Mentee system for guidance and counseling

13. Governance Reforms

Best Practices

- Transparent and supportive policies
- Emphasis on further strengthening Multidisciplinary nature of campus
- Due consideration to regional needs and locally relevant disciplines
- Emphasis on collaborations and networking for complementing the strengths and mutual benefits

14. Examination Reforms

Best Practices

- Extensive use of Technology for ease and transparency

- Promote continuous and comprehensive evaluation
- Preparation of Question banks for competency-based items that test higher order skills
- Capacity building of faculty members for practicing innovative assessment tools effective to measure actual learning outcomes

15. Academic Autonomy

Best Practices

- Academic autonomy to Department and Faculty to implement changes in existing courses, curriculum, pedagogy and examinations
- Committees at the University Curriculum Restructuring Committee (CRC), Board of Studies (BoS), Standing Committee on Academic Affairs (SCAA) and Academic Council (AC) play vital role in facilitating academic autonomy
- Faculty members have freedom to select specific teaching-learning methods

16. Apprentice/ Internship and Placement

Best Practices

- Well curated training programs focused on building actual competencies and employability skills
- Career Acceleration Program (CAP) - a unique training program on 21st century skills that spreads over five semesters, adopted as part of mandatory component in curriculum