



INSTITUTIONAL POLICY FRAMEWORK FOR IMPLEMENTATION OF THE NATIONAL EDUCATION POLICY (NEP) - 2020

Aligned with the Gujarat State Common Curriculum and Credit Framework, UGC Curriculum and Credit Framework for Undergraduate Programmes (CCFUP), and the Standard Operating Procedure (SOP) issued by the Education Department, Government of Gujarat

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SANKALCHAND PATEL UNIVERSITY, VISNAGAR

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Preamble and Institutional Commitment

Sankalchand Patel University (SPU), Visnagar, a private university established under the Gujarat Private Universities Act, 2009 (as amended in 2016), reaffirms its commitment to implementing the National Education Policy (NEP) 2020 in letter and spirit. This policy framework draws upon the National Education Policy 2020 (Ministry of Education, Government of India, July 2020), the Standard Operating Procedure for Implementation of NEP-2020 issued by the Knowledge Consortium of Gujarat (KCG) on behalf of the Education Department, Government of Gujarat, the UGC Curriculum and Credit Framework for Undergraduate Programmes (CCFUP), and the Common Curriculum and Credit Framework notified for all State and Private Universities of Gujarat.

This document consolidates SPU's policy position across eighteen thematic domains of NEP-2020 implementation. It is intended to guide all constituent Faculties, Schools, Departments, and affiliated institutions in curriculum design, governance, student support, and quality assurance, while preserving the flexibility granted to Higher Education Institutions (HEIs) under the State framework.

Short Title, Commencement and Applicability

a. Short Title

This Policy shall be called the “**Sankalchand Patel University National Education Policy (NEP-2020) Implementation Policy.**”

b. Commencement

This Policy shall come into force from the date of its approval by the competent authority of the University and shall remain in effect until amended or revised.

c. Applicability

This Policy shall be applicable to all Constituent Faculties, Schools, Departments, Centres, Institutes, Research Units, Academic Support Units, and Affiliated Colleges/Institutions of Sankalchand Patel University. It shall be implemented in accordance with NEP-2020, UGC Regulations, Government of Gujarat Guidelines, National Credit Framework (NCrF), Academic Bank of Credits (ABC), and the regulations, norms, and guidelines issued by relevant Statutory and Regulatory Bodies from time to time.

In case of any inconsistency, the provisions of the applicable Central Government, State Government, UGC, Statutory Councils, and other competent Regulatory Authorities shall prevail.



Vision (Policy)

To transform Sankalchand Patel University into a multidisciplinary, learner-centric, research-driven, innovative, inclusive, and globally engaged institution in alignment with the objectives of NEP-2020.

Mission (Policy)

To implement NEP-2020 through academic flexibility, multidisciplinary education, research and innovation, skill development, digital transformation, inclusivity, quality assurance, and stakeholder engagement across the University ecosystem.

Objectives of the Policy

- Facilitate multidisciplinary and holistic education.
- Implement flexible curriculum, Major-Minor framework, and Multiple Entry-Exit options.
- Enable Academic Bank of Credits (ABC) and student mobility.
- Strengthen Outcome-Based Education (OBE).
- Promote research, innovation, entrepreneurship, and employability.
- Integrate Indian Knowledge Systems and value-based education.
- Enhance digital learning and technology integration.
- Ensure equity, inclusion, accessibility, and student well-being.
- Strengthen quality assurance, governance, and continuous improvement.
- Promote sustainability, social responsibility, and global engagement.

Guiding Principles

- Student-Centric Learning
- Multidisciplinary and Holistic Education
- Academic Flexibility and Mobility
- Outcome-Based Education
- Research, Innovation and Entrepreneurship
- Skill Development and Employability
- Equity, Inclusion and Accessibility
- Indian Knowledge Systems and Values
- Digital Transformation and Technology Integration
- Quality, Excellence and Continuous Improvement
- Sustainability and Social Responsibility
- Good Governance, Transparency and Accountability
- Global Engagement and Internationalization
- Lifelong Learning and Continuous Development



These guiding principles shall underpin all academic, research, administrative, and student support initiatives undertaken by the University under NEP-2020.

1. Multidisciplinary and Holistic Education

In line with NEP-2020's vision of moving away from rigid disciplinary silos, SPU shall offer all undergraduate programmes under a Major-Minor structure that enables students to combine core disciplinary study with Minor disciplines, Multidisciplinary/Interdisciplinary/Allied courses, Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), and Value-Added Courses (VAC) including Indian Knowledge Systems (IKS), as per the Gujarat Common Curriculum and Credit Framework.

- Every UG programme shall follow the State-notified credit structure: 132 credits for the Three-Year Bachelor's Degree and 176 credits for the Four-Year Bachelor's Degree (Honours / Honours with Research), inclusive of a 10% variation permitted over UGC norms.
- Each Faculty/School shall offer a pool of Minor disciplines (generic and discipline-specific) so that students from one Faculty may opt for Minors offered by another Faculty (e.g., a B.Sc. student opting for a Minor in Commerce, Management, or Computer Applications).
- The University shall create a Multidisciplinary Course Basket reviewed and updated annually by the Board of Studies (BoS) of each programme.
- Holistic development shall be supported through co-curricular credit avenues under VAC (Yoga, NSS/NCC, Fine and Performing Arts, Sports and Fitness, Community Engagement).
- Deans of Faculties will provide Curating Major-Minor combinations and inter-faculty course baskets.
- Board of Studies / Academic Council: Approval of multidisciplinary course pools each academic year.

2. Curriculum Flexibility and Academic Choice

SPU continues the Choice-Based Credit System (CBCS) introduced under earlier UGC notifications and extends it under the NEP-2020 Curriculum and Credit Framework, providing flexible pathways, open electives, and credit transfer mechanisms through the Academic Bank of Credits (ABC).

2.1 Credit Distribution (As per Gujarat State Common Framework)

The following category-wise credit distribution shall apply uniformly across all UG programmes of SPU, in conformity with the Gujarat State Common Curriculum and Credit Framework:



Category of Course	3-Year UG (Credits)	4-Year UG Honours (Credits)	4-Year UG Honours with Research (Credits)
Major (Core) Courses (incl. Internship)	68	92	92
Minor (Minor) Courses	24	32	32
Multidisciplinary / Interdisciplinary / Allied Courses	12	12	12
Ability Enhancement Courses (AEC)	10	10	10
Skill Enhancement Courses (SEC)	10	10	10
Value Added Courses (VAC) incl. IKS	08	08	08
Dissertation / Research Project / OJT	-	12 (OJT)	12 (Research Project)
Total Credits	132	176	176

- Each course (subject) within Major/Minor/Multidisciplinary categories shall carry 4 credits, consistent with the Gujarat framework.
- AEC (10 credits) shall focus on competency in a Modern Indian Language and English, offered from an institution-wide pool managed by the Department of Languages.
- SEC (10 credits) shall be aligned to NSQF-defined skill modules and embedded internships.
- Students opting for a Single Major shall secure a minimum of 50% of total programme credits (66 credits for a 3-year degree) from Major discipline courses.
- Online/SWAYAM courses may constitute up to 40% of the syllabus (excluding additional SWAYAM add-on credits), subject to BoS approval and UGC regulations.
- All courses follow the credit pattern above, fixed by the Gujarat State framework.
- Examination Section uploads credits to students' ABC accounts.

Credit Transfer Mechanism

Credit transfer between SPU and other registered HEIs shall be processed exclusively through the Academic Bank of Credits (ABC) via the National Academic Depository (NAD).

3. Multiple Entry and Exit (MEE)

SPU shall implement the Multiple Entry and Exit (MEE) framework prescribed under NEP-2020 and the Gujarat State Common Curriculum and Credit Framework, enabling students to exit with a UG Certificate, UG Diploma, Bachelor's Degree, or Bachelor's Degree with Honours/Honours with Research, and to re-enter at a later stage to continue their academic journey, subject to the NCrF (National Credit Framework) credit levels.



3.1 Exit Points and Credit Levels

NCrF Level	Qualification on Exit	Cumulative Credits	Year / Semesters
4.5	UG Certificate (Major course, with 4 additional credits of Summer Internship in an NSQF-defined core course/skill course)	44	Year 1 / Semesters I-II
5.0	UG Diploma (Major course, with 4 additional credits of Summer Internship/skill course)	88	Year 2 / Semesters III-IV
5.5	Three-Year Bachelor's Degree (Major course with Internship in core discipline)	132	Year 3 / Semesters V-VI
6.0	Four-Year Bachelor's Degree Honours (with On-the-Job Training)	176	Year 4 / Semesters VII-VIII
6.0	Four-Year Bachelor's Degree Honours with Research (with 12-credit Research Project)	176	Year 4 / Semesters VII-VIII

- Admission to the Four-Year UG Degree Programme (FYUGP) is open to all students from Academic Year 2023-24 onwards; opting for the fourth year is not mandatory for students admitted under FYUGP, in line with the Gujarat SOP.
- The Fourth-Year Honours / Honours with Research Programme (NCrF Level 6.0) shall be offered with defined quality standards as per State guidelines, effective from Academic Year 2026-27.
- Eligibility for the Research Project/Dissertation route (12 credits, Honours with Research) requires a minimum aggregate of 75% marks in the first six semesters, plus additional standards specified by the University in the detailed SOP for each programme, and shall further be subject to the guidelines issued by UGC, AICTE, NCTE, PCI, BCI, CoA, and other relevant statutory/regulatory councils, as amended from time to time.
- Honours students not opting for a Research Project shall complete either On-the-Job Training (OJT) in Semesters VII and VIII, or three additional Major/Minor courses (12 credits) in lieu of the Research Project.
- Re-entry: Students exiting at the Certificate or Diploma stage may re-enter the programme within the maximum permissible duration (twice the minimum programme duration), subject to seat availability and credit verification through ABC.
- Controller of Examinations: Issuance of exit-stage certificates/diplomas/degrees and maintenance of records via ABC/NAD.



4. Academic Bank of Credits (ABC)

ABC is a digital, online service established by the University Grants Commission (UGC) functioning in a manner similar to the National Academic Depository (NAD). It enables students to hold individual academic accounts for the recognition, accumulation, transfer, and redemption of academic credits, supporting seamless mobility within and across Higher Education Institutions (HEIs).

1. SPU shall register as a degree-awarding HEI under ABC via the NAD platform, in compliance with UGC requirements.
2. All students admitted to UG/PG programmes shall be mandatorily registered for an ABC ID at the time of admission, generated through Digi Locker.
3. Students shall provide their ABC ID to the University for credit recognition, accumulation, transfer, and redemption.
4. For regular mode programmes, students must earn a minimum of 50% of mandated credits from SPU (as the degree-awarding HEI) to be eligible for certificates, diplomas, and degrees.
5. The Examination Section shall ensure that earned course credits are uploaded and credited to students' Academic Bank of Credits (ABC) accounts at the end of each semester.

5. Outcome-Based Education (OBE)

Aligned with the National Higher Education Qualifications Framework (NHEQF), SPU shall adopt Outcome-Based Education across all programmes, defining Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) for every course of study.

- Every BoS shall define POs and PSOs for each programme and COs for each course, with explicit CO-PO-PSO mapping matrices included in programme handbooks.
- Course syllabi shall state Course Objectives and Course Outcomes (as already practised in restructured syllabi such as B.Sc. Honours Physics under NEP-2020).
- Continuous and Comprehensive Evaluation (CCE) and Semester-End Evaluation (SEE) instruments shall be designed to assess attainment of the stated COs.
- Each Faculty shall conduct an annual CO/PO attainment analysis as part of the IQAC academic audit cycle. Board of Studies / Heads of Department define and update POs, PSOs and COs.

6. Research, Innovation and Entrepreneurship

NEP-2020 envisions research as integral to undergraduate education and emphasizes the establishment of an innovation ecosystem within HEIs, including incubation and start-up support and protection of Intellectual Property Rights (IPR).



6.1 Undergraduate Research

- Students with a minimum aggregate of 75% marks in the first six semesters and meeting additional eligibility criteria specified by the University may opt for the Research Project/Dissertation route (12 credits) in the Major discipline during Semesters VII-VIII, leading to the 'Honours with Research' degree.
- Students may select IKS-related themes for their Research Project/OJT in Semesters VII/VIII, as encouraged under the IKS guidelines.

6.2 Faculty Research Promotion

- SPU shall encourage University-Industry collaborative research, ensuring outcomes have practical application, in line with NEP-2020's emphasis on research partnerships.
- Seed grants, sabbatical research leave, and conference travel support shall be administered through the Research and Development Cell.

6.3 Innovation Ecosystem and Incubation

- SPU shall maintain/strengthen an Entrepreneurship-Incubation Centre to support student-led and faculty-led start-ups, leveraging national schemes such as the Atal Innovation Mission (AIM) and Skill India.
- Multidisciplinary entrepreneurship electives shall be made available through the VAC/SEC/Multidisciplinary course baskets.

6.4 Intellectual Property Rights (IPR)

- An IPR Cell shall facilitate patent filing, copyright, and trademark registration support for innovations emerging from student and faculty projects.
- IPR awareness modules shall be integrated into SEC/VAC courses across disciplines.
- Entrepreneurship-Incubation Centre supports student/faculty start-ups (links to AIM, Skill India).
- CRI Cell helps with patents, copyrights, trademarks; IPR awareness included in courses.

7. Skill Development and Employability

NEP-2020 mandates the integration of vocational education and skill development into mainstream higher education, with a national goal of equipping at least 50% of learners with employable skills. The Gujarat framework operationalizes this through Skill Enhancement Courses (SEC, 10 credits), vocational Minor courses (12 credits / 3 courses), and mandatory internships.

- Vocational Education and Training shall be integral to the UG programme: each student may choose three courses (12 credits) from the Minor category aligned with the National Skills Qualification Framework (NSQF), related to their Major or Minor discipline.



- Students may select up to 50% of total Minor courses (4 out of 8 courses) from interdisciplinary vocational courses.
- SEC (10 credits) shall include practical skills, embedded internships, hands-on training, soft skills, and life skills, drawing on the pool of HEI-approved courses including approved online courses.
- Internship/Apprenticeship corresponding to the Major-specific NSQF-defined course shall be mandatory for students exiting after Year 1 or Year 2 (Certificate/Diploma stage).
- Internship in Semester VI shall be counted under the Major (Core) course category, as per the Gujarat credit framework (4 credits added to Major).
- Students are encouraged to take NSQF/SWAYAM/MOOC certifications (within the 40% online limit).
- Training & Placement Cell tracks internships and placement outcomes.

8. Experiential and Community-Based Learning

NEP-2020 emphasizes experiential learning, community engagement, and service-learning as integral to value-based education, alongside National Service Scheme (NSS) and National Cadet Corps (NCC) participation.

- Field Projects / Community Engagement and Service activities corresponding to the Major subject shall be offered in the first and second years, coordinated through MoUs with recognized training centres and community organizations.
- Value Added Courses (VAC, 8 credits) shall include Environment Science, Public Health, Renewable Energy and Energy Harvesting, Yoga Education, Sports and Fitness, Cultural Activities, NSS/NCC, and Fine/Applied/Visual/Performing Arts/IKS.
- Rural immersion programmes and social responsibility initiatives shall be coordinated by the NSS Cell and the Community Outreach Cell, with credit recognition under VAC/SEC where applicable.
- Each Faculty may establish at least one Field Project/Community Engagement Avenue per Major discipline, recorded through MoUs with training centres.
- NSS/NCC Coordinators and Community Outreach Cell may plan these activities.
- Deans approve subject-linked field project plans.

9. Digital Education and Technology Integration

NEP-2020 promotes digital learning and equity through educational technology, online platforms, blended learning models, and the National Digital University. The UGC Curriculum and Credit Framework permits institutions to deliver up to 40% of credit/learning through approved online courses.



9.1 Online and Hybrid Learning

- Up to 40% of the syllabus (excluding SWAYAM courses) may be delivered through online mode, with the remaining 60% delivered offline; evaluation for both modes in regular studies shall be conducted offline.
- Additional SWAYAM courses beyond the 40% limit shall be treated as add-on credits, reflected on the mark sheet/separate certificate, but excluded from SGPA/CGPA computation; SWAYAM examinations shall be conducted online.
- Students opting for SWAYAM/MOOC courses must register through the SWAYAM platform and share details with their Department; the University shall designate a Single Point of Contact (SPOC) Mentor for each cohort opting for online courses.
- The University shall ensure SWAYAM-MOOC examination schedules do not overlap with internal or external university examinations.

9.2 Blended Learning Environment

- Each Department shall design at least one blended-mode course per programme combining: (i) online activities -- e-resources, digital libraries, MOOCs, recorded lectures, LMS-based assignments, virtual labs, online internships; and (ii) face-to-face activities -- doubt-resolution sessions, group work, field visits, physical labs, hackathons, OJT, and semester-end evaluations on campus.

9.3 Digital Infrastructure

- ICT-enabled classrooms, computer laboratories, and a Learning Management System (LMS) shall be maintained across all Faculties.
- Access to Open Educational Resources (OER) shall be provided, including NPTEL, the National Digital Library (NDL), and resources under the National Mission on Education through ICT (NMEICT).

9.4 AI and Emerging Technologies

- Departments of Computer Science/IT shall lead pilot integration of AI-based learning tools, plagiarism detection, and adaptive assessment systems, with institution-wide rollout reviewed annually by the IT/MIS Cell.

9.5 Open and Distance Learning (ODL) / Online Programmes

Where SPU offers programmes in ODL or Online mode, the following provisions of the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 shall apply:

- ODL/Online programmes shall be offered only by eligible, UGC-recognized institutions/programmes, and shall maintain the same total credits and minimum programme duration as the corresponding regular-mode programme.
- Minimum duration: 3/4 years for UG Degree/Honours; maximum duration: twice the minimum duration.



- Self-Learning Materials (SLM) and E-Learning materials shall be prepared for each ODL/Online course, with precise assessment mechanisms for formative and summative evaluation.
- Examination centres for ODL/Online evaluation shall be equipped with CCTV recording and biometric attendance systems (or videography where CCTV is unavailable), with records retained and submitted to the University.
- Records of Aadhaar/Government-approved ID (Indian students) or Passport (international students) shall be maintained for a minimum of five years for ODL admissions.

10. Faculty Development and Academic Excellence

Successful implementation of NEP-2020 depends on continuous capacity-building of faculty in curriculum design, outcome-based pedagogy, IKS integration, blended learning, and research methodology.

- Each faculty member shall undergo at least one Continuous Professional Development (CPD) programme per academic year, covering NEP-2020 pedagogy, OBE design, IKS integration, and ICT tools.
- Faculty Development Programmes (FDPs) on Multidisciplinary Curriculum Design, Vedic Mathematics/Ayurveda-related IKS modules (subject-specific), and Skill Enhancement Course delivery shall be organized by the Internal Quality Assurance Cell (IQAC) in coordination with the NEP-2020 Cell.
- Industry exposure programmes/internships for faculty shall be facilitated through MoUs with industry partners, particularly for SEC and vocational Minor courses.
- Teaching-learning innovation (case-based learning, flipped classrooms, project-based assessment) shall be incentivized through the Faculty Appraisal and Career Advancement Scheme (CAS) framework.
- IQAC and HR/Establishment Section: Scheduling and recording CPD participation.
- Deans/HoDs: Identification of discipline-specific FDP needs.

11. Equity, Inclusion and Accessibility

NEP-2020 emphasizes equal educational opportunities for all learners irrespective of caste, gender, and ability, including Persons with Disabilities (Divyangjan), and calls for the creation of an inclusive education system catering to both visible and invisible disabilities.

SPU Implementation Provisions



- Fee waivers and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, and Persons with Disabilities (PwD) categories shall be implemented in accordance with instructions/orders of the Central Government and the Government of Gujarat.
- SPU shall constitute an 'Equal Opportunity Cell' (EOC), as directed by UGC, to facilitate inclusive education for all students including PwD students.
- ODL and Online modes of learning shall be promoted in Special Education Zones and for PwD students to enhance access.
- The University recognizes the 21 categories of disability specified under the Rights of Persons with Disabilities (RPwD) Act, 2016 (e.g., Blindness, Low Vision, Hearing Impairment, Locomotor Disabilities, Autism Spectrum Disorder, Specific Learning Disabilities, Speech and Language Disability, among others), and shall ensure barrier-free access, assistive technology, and examination accommodations for students with such disabilities.
- Pre-admission counselling shall be provided to prospective learners, including information on programme structure, Minor/Major options, and support services.
- Single-window help desk for student queries with Mechanism of Student support cell.
- Self-learning material provided for ODL students.

12. Indian Knowledge Systems (IKS)

The Indian Knowledge System (IKS) is an initiative of the Ministry of Education, Government of India, for preserving, promoting, and integrating India's traditional knowledge - spanning science, mathematics, medicine, arts, humanities, and philosophy into the modern educational framework, fostering culturally rooted research and value-based education.

- A credit weightage of at least 5% of mandated credits is suggested for IKS.
- 50% of IKS-assigned credits (minimum 4 credits) should relate to Major disciplines within IKS (e.g., Vedic Mathematics within a Mathematics Major, Vedic foundations of Ayurveda within Health Sciences).
- The remaining 50% (minimum 4 credits) shall be included as part of mandated Multidisciplinary courses.
- Each Faculty/Department shall redesign relevant Major and Multidisciplinary course curricula to incorporate IKS content spanning ancient to twentieth/twenty-first century developments, in line with UGC guideline (C).
- Where curriculum redesign is not immediately feasible, Departments shall offer dedicated Major-specific or Multidisciplinary IKS minor courses to fulfil mandated IKS credits.
- Students enrolled in Sanskrit or Indian Language UG programmes shall additionally take:
(a) a two-semester Foundational Course presenting an overview of all IKS streams, and (b)



a two-semester multidisciplinary course on IKS and Contemporary Knowledge in selected disciplines.

- Experiential sessions on Yoga, Meditation, Ayurveda, Classical Music, Tradition, and Indian Craft shall be organized for students as part of the IKS experiential component.
- Students may opt for Internship/Apprenticeship in IKS-related disciplines/topics, and may select IKS-related themes for Research Projects/OJT in Semesters VII/VIII.
- Establishment of University IKS Centre for curriculum integration, training, and grievance handling.
- IQAC + IKS Centre jointly run IKS training for faculty.

12.1 Value-Based Education and Constitutional Values

Consistent with NEP-2020's emphasis on humanistic, ethical and universal human values (satya, dharma, shanti, prem, ahimsa, and scientific temper), the Life Skills (Jeevan Kaushal) curriculum under Section 7 shall integrate constitutional values, environmental consciousness, and professional ethics across all programmes.

13. Internationalization of Education

NEP-2020 envisions internationalization of higher education through cross-border collaboration, academic exchange, global enrolment, intercultural curricula, and credit mobility across global institutions, to produce globally competent graduates.

Conditions for Collaboration with Foreign Institutions

Before entering into any collaboration with a foreign institution, SPU shall ensure compliance with the following conditions prescribed under the Gujarat SOP:

1. Approval from concerned authorities (UGC / State Government) and adherence to norms prescribed by the Government of India.
2. Collaborating institutions shall be accredited by NAAC or an equivalent agency with a minimum score of 3.01 on a 4-point scale.
3. A written Memorandum of Understanding (MoU) shall be executed between SPU and the foreign institution.
4. The programme of study shall not hinder the national security or territorial integrity of India.
5. SPU shall maintain a dedicated Office of International Affairs to manage such collaborations.
6. Programmes under such collaboration shall not be offered in Online or ODL mode, and no franchise model/study centre shall be permitted.
7. All such collaborations shall be monitored through mandatory public disclosure on the University website.



13.1 Modes of Collaboration

Collaboration Type	Key Features	Credit Norms
Twinning Programmes	Students study partly in India and partly at a foreign HEI; degree awarded by SPU only	Foreign-HEI credits shall not exceed 30% of total programme credits; equal weightage to credits from either institution
Joint Degree Programmes	Curriculum jointly designed by SPU and the foreign HEI; single joint degree certificate awarded	Minimum 30% of total credits to be earned from each of SPU and the foreign HEI
Dual Degree Programmes	Same discipline and level of courses, jointly offered; separate degrees conferred by each institution; separate admission required	Minimum 30% of total credits to be earned from SPU

- Student/faculty exchange programmes shall be pursued with international partner institutions through the Office of International Affairs, ensuring exit/re-entry pathways and avoidance of overlapping course content between Indian and foreign curricula.
- A dedicated International Student Support Cell shall provide visa, accommodation, and academic onboarding support to inbound international students.
- Global benchmarking of programme curricula shall be undertaken periodically by Boards of Studies to align with international academic standards.
- All collaborations are publicly listed on the university website.
- Office of International Affairs runs exchange programmes and supports incoming international students. And Boards of Studies periodically benchmark courses against global standards.

14. Quality Assurance and Accreditation

SPU shall maintain robust quality assurance mechanisms through its Internal Quality Assurance Cell (IQAC), ensuring compliance with NAAC/NBA accreditation standards and continuous programme review aligned with NEP-2020 reforms.

- IQAC shall coordinate annual academic audits of all Departments, covering curriculum delivery, CO-PO-PSO attainment, evaluation reform compliance, and NEP-2020 implementation status.
- Programme review mechanisms shall include periodic Board of Studies review (at least annually) and external peer review for Honours/Honours-with-Research programmes prior to their roll-out from Academic Year 2026-27.



- NAAC accreditation status shall be a precondition for entering into international collaborations (minimum 3.01/4 score, per Section 13).
- A continuous improvement framework shall be operated through IQAC's Plan-Do-Check-Act (PDCA) cycle, with feedback loops from students, faculty, alumni, and employers.

15. Governance and Institutional Autonomy

NEP-2020 implementation requires transparent governance, decentralized administration, and data-driven decision-making, supported by a dedicated NEP-2020 implementation cell, as recommended in the Gujarat Implementation Roadmap and adopted by other Gujarat universities (e.g., the NEP Taskforce and NEP Cell model at Central University of Gujarat).

- SPU shall constitute an NEP-2020 Implementation Cell (NEP Cell), comprising senior faculty, administrators, and subject-matter experts, reporting to the Academic Council and Vice-Chancellor, responsible for coordinating NEP-2020 rollout across all domains in this framework.
- An NEP committee or committee formed by committee shall periodically review the Institutional Development Plan (IDP) against NEP-2020 milestones and the State Implementation Roadmap timelines.
- Decentralized administration: Deans and HoDs shall be empowered to approve Minor/Multidisciplinary course offerings within the State-notified credit framework, subject to Academic Council ratification.
- Stakeholder participation: Student representatives, industry advisors, and alumni shall be included in relevant Boards of Studies and the IQAC, consistent with participatory governance principles under NEP-2020.
- Data-driven decision-making shall be supported through the ERP/MIS system tracking enrolment, credit completion, ABC transactions, placement, and research output.
- Academic Head of the university arrange reviews the Institutional Development Plan annually.

16. Student Support System

NEP-2020's holistic vision requires institutional mechanisms for mentoring, career guidance, counselling, health and wellness, and grievance redressal to support student well-being throughout the academic journey.

- A formal Mentor-Mentee system shall be operational in every Department, with each faculty mentor assigned a defined group of students for academic and personal guidance throughout the programme.



- A Career Guidance and Training & Placement Cell shall provide career counselling, aptitude assessment, and placement preparation, integrated with the Skill Development provisions of Section 7.
- Professional counselling services (academic and psychological) shall be available to all students through a dedicated Student Counselling Centre.
- Health and wellness initiatives, including the experiential Yoga/Ayurveda sessions under the IKS framework (Section 12), shall be organized regularly.
- A Student Grievance Redressal Committee, along with the Equal Opportunity Cell (Section 11) and IKS-specific grievance mechanisms (Section 12), shall ensure timely resolution of academic and non-academic concerns, including those relating to ABC, evaluation, and ODL/online courses.

17. Sustainability and Social Responsibility

NEP-2020's value-based education component, and the broader national commitment to Sustainable Development Goals (SDGs), require HEIs to embed environmental consciousness and social responsibility into both curriculum and campus operations.

- Environment Science shall continue as a component of the Value-Added Course (VAC) basket, as specified under the Gujarat credit framework (Section 2).
- Green Campus initiatives -- including waste management, energy conservation, water harvesting, and plastic-free campus measures -- shall be coordinated by an Environment and Sustainability Committee.
- SDG alignment shall be reflected in research themes, community engagement projects (Section 8), and IKS-linked sustainable agriculture/renewable energy innovation projects (Section 6).
- Community outreach programmes under NSS/NCC and Field Projects shall be designed to address local social and environmental needs, reinforcing responsible resource utilization.
- Track campus sustainability metrics and number of SDG-aligned projects/outreach activities.

18. Monitoring and Evaluation Framework

Effective implementation of NEP-2020 at SPU shall be tracked through a consolidated set of Key Performance Indicators (KPIs), reviewed periodically by the NEP-2020 Cell, IQAC and Academic Council, and reported to the Governing Body/Board of Management.

SPU Implementation Provisions

- Progress is tracked through Key Performance Indicators (KPIs), reviewed by the NEP Cell, IQAC, and Academic Council, and reported to the Governing Body.



- Each semester, HoDs submit department-level KPI data to IQAC.
- NEP Cell compiles a yearly University-wide NEP-2020 Implementation Report for the Academic Council and Governing Body.
- This report updates the Institutional Development Plan and informs policy revisions.
- This policy is reviewed at least once a year by the NEP Cell with the Academic Council, to reflect updates from UGC, Ministry of Education, and Gujarat Education Department.

Review and Amendment of Policy

This policy framework shall be reviewed and updated as and when required by the NEP-2020 Cell, in consultation with the Academic Council, to incorporate amendments, guidelines, and notifications issued by the UGC, the Ministry of Education, and the Education Department, Government of Gujarat, including revisions to the NEP Portal of Gujarat, the Common Curriculum and Credit Framework (CCCF), and ABC/NAD regulations).

Review Mechanism

- Annual NEP-2020 Implementation Review by the SPU NEP committee /University.
- Periodic monitoring through IQAC and designated University Committees.
- Submission of compliance reports by Faculties, Schools, Departments, and Affiliated Colleges.
- Continuous improvement based on stakeholder feedback, regulatory requirements, and best practices.

Interpretation and Removal of Difficulties

Any question relating to the interpretation of this Policy or any difficulty arising in its implementation shall be referred to the Provost of Sankalchand Patel University, whose decision shall be final, subject to applicable UGC Regulations, Government of Gujarat Guidelines, and Statutory Council norms. The Provost may issue necessary directions to remove such difficulties and facilitate effective implementation of the Policy.

Repeal and Saving Clause

All existing University provisions, guidelines, and procedures inconsistent with this Policy shall stand modified to the extent of such inconsistency. However, any action taken, decision made, approval granted, or academic process completed before the commencement of this Policy shall remain valid and unaffected.

References

1. National Education Policy 2020, Ministry of Human Resource Development / Ministry of Education, Government of India, July 2020.
2. Standard Operating Procedure (SOP) for Implementation of National Education Policy-2020, Gujarat State, Education Department, Government of Gujarat / Knowledge Consortium of Gujarat (KCG), July 2023.
3. A Brief Guide to NEP-2020, Education Department, Government of Gujarat / Knowledge Consortium of Gujarat (KCG).
4. Implementation Roadmap of National Education Policy-2020 (Higher and Technical Education) for the State of Gujarat, Education Department, Government of Gujarat.
5. UGC Curriculum and Credit Framework for Undergraduate Programmes (CCFUP).
6. UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 (Notification CG-DL-E-05092020-221580 dated 4 September 2020).
7. National Education Policy (NEP) Portal of Gujarat -- nep.gujgov.edu.in (State Guidelines, IKS Book, University Dashboard).

