

## **CRITERION - I**

### **CURRICULAR ASPECTS**

#### **1.1 Curriculum Design and Development**

##### **1.1.1. How is the institutional vision and mission reflected in the academic programs of the university?**

The academic programs of Gujarat Vidyapith have been based on the goals of Vidyapith that were laid down at the time of its inception. Hence they are by and large consistent with the vision and the mission of the University. Character building, skill development and classroom subject content constitute the academic programs. Living together and learning from community living is emphasized for character building. Efforts have been made to bring in the elements of Gandhian thought in different subjects. The effort is to continue to integrate Gandhian Thoughts in as many subjects as possible. The entire world now accepts this in terms of *Nai Talim*, environmental concern, decentralized economy, self-reliance which are taught at Gujarat Vidyapith since last several decades.

##### **1.1.2. Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).**

Yes, there is a Board of Studies (BoS) for each department consisting of all the teachers of the subject in the department at post graduate and undergraduate levels, and experts from other universities. The Board of Studies also includes members of the industry and social organizations. The BoS meets periodically to review the curriculum and suggest changes to keep pace with the changing times and paradigm in knowledge.

#### **Curriculum Design**

Gujarat Vidyapith introduced semester system from the academic year 2010-2011. Ideally CBCS permits the students to choose courses from among the variety of courses and if so desire adopt an inter-disciplinary approach to learning. However, at Gujarat Vidyapith the choices are still limited, but far better than many conventional universities. At undergraduate level students have the choice to select courses of their interest and there is fair degree of interdisciplinary elements in a number of courses that are offered. The curriculum design is such that students can learn interdisciplinary approach and the co-curricular activities are also very well planned to prepare the youth of today for entering into society with the value and vision of Gandhian Philosophy.

In recent years, some programmes have been revised substantially and the university is making modest efforts to improve the semester system and going towards CBCS with more options and room to choose courses in modules. This may come from 2016 onwards. Apart from the feedback, the Board of Studies also analyses the current trends in the discipline and suggest changes in the curricula accordingly. The curriculum which is prepared by the Board of Studies is presented to the Academic Council of the University which has members from diverse disciplinary background.

The Academic Council goes through the curriculum and gives its own feedback which is incorporated by the Board of Studies. (Further details are available on website)

**Table: Course Structures for UG and PG Programs Offered**

Program	Minimum Credits Required			Total Credits Required	Remarks
<b>3 years UG</b>					
B.A. Gujarati	28+26=54	28+26=54	28+26=54	54+54+54=162	
B.A. Hindi	28+26=54	28+26=54	28+26=54	54+54+54=162	
B.A. History	28+26=54	28+26=54	28+26=54	54+54+54=162	
B.A. Sociology	28+26=54	28+26=54	28+26=54	54+54+54=162	
B.A. Economics	28+26=54	28+26=54	28+26=54	54+54+54=162	
B.A. Rural Development	28+26=54	28+26=54	28+26=54	54+54+54=162	
B.A. Home Science	28+26=54	28+26=54	28+26=54	54+54+54=162	
B.Sc Microbiology	28+26=54	28+26=54	28+26=54	54+54+54=162	
B.P.E.	28+26=54	28+26=54	28+26=54	54+54+54=162	
<b>2 Years PG</b>					
M.A. Gujarati	32+30=62	32+30=62	-	62+62=124	
M.A. Hindi	24+22=46	24+26=50	-	46+50=96	
M.A. Sociology	24+22=46	24+22=46	-	46+46=92	
M.A. Economics	24+22=46	24+22=46	-	46+46=92	
M.S.W.	27+21=48	22+24=46	-	48+46=94	
M.A. History	24+22=46	24+22=46	-	46+46=92	
M.A. Journalism	20+18=38	20+18=38	-	38+38=76	
M.A. Gandhian Thought and Social Science	500 marks	600 marks	-	1100 Marks	
M.A. Buddhism	500marks	600marks	-	1100 marks	
M.A. Jain Studies	500marks	600marks	-	1100 marks	
M Lib. Sc.	20+18=38	20+18=38	-	38+38=76	
M.C.A.	29+37=66	27+35=62	28+30=58	66+62+58=186	
M. Ed.	22+22=44	24+16=40	-	44+40=84 practical =32	
M.A. H.R.D.	24+24=48	18+20=38	-	48+38=86	
M.B.A. Rural Management	34+32=66	32+30=62	-	66+62=128	
M.Sc.-Microbiology	34+30=64	32+18=50	-	64+50=114	
M. P. Ed.	29+34=63	34+28=62	-	63+62=125	
<b>1 year UG</b>					
B. Ed	30+30=60	12+60=72 practical credit	-	60+72=132	
B. Ed -Hindi	60	72	-	132	
B. P. Ed.	32+36=68	38+36=74	-	68+74=142	
<b>1 year PG</b>					
P G D C A	30+37=67	-	-	67	
PG-Diploma-Audio Visual production	20+14=34	-	-	34	
PG Diploma-PGDCHN	22+24=46	-	-	46	
PG Diploma-Yoga	16+16=32	-	-	32	

### **1.1.3. How are the following aspects ensured through curriculum design and development?**

#### **\* (Employability, Innovation, and Research)**

Students from Vidyapith both at the graduate and post graduate level develop well-rounded personalities. This gives them an edge over others while seeking jobs. They are willing to work with their hands, and have respect for manual work. They may not boast of high pay packages but have high employability.

Gujarat Vidyapith academic programs have components of skill work and community living. Almost every student also goes through NSS and exposure trips to learn from nature and other development and educational institutions. The educational institutions that are selected by the departments follow to some extent the principles of *Nai Talim*.

The diploma and certificate courses in Hardware, Audio-Visual courses, and diploma in Computer Applications enhance the scope of employment.

Higher employment trend is seen in our several courses due to overall training and the Graduates and Post Graduates are known for their quality, social concern, field work and experience in whatever courses they are being trained. The students are capable of handling so many important aspects of life starting from simple inexpensive living, good food habit, managing their finance, sanitation, water usage and recycling, energy conservation and use of non-renewable energy, etc.

There is scope for innovation in the courses that are taught in *Udyog*. However, innovation is not very much emphasized yet. The rural exposure visits provide good opportunities to students to select research areas. Vidyapith is one of the few universities where the many post graduate departments offer dissertation as a paper. This happens to be the beginning of research for students. Those who continue to pursue M.Phil. and Ph.D. courses have found identification of research areas easy. Teachers too, find the camps and exposure visits useful for identifying research areas. (Further details can be availed from website)

The postgraduate departments are front runner in many research areas of languages, education, physical education, social science, rural management, and microbiology and computer science as evident from the number of Ph.D. scholars working at Gujarat Vidyapith.

### **1.1.4. To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?**

The University follows completely the guidelines provided by different regulatory bodies such as UGC, AICTE, NCTE, etc. The programs are designed according to the framework suggested by these statutory bodies in appropriate field. Besides these the University is also guided by its own vision, mission and constitution. All programs of

Gujarat Vidyapith are focused towards preparing students in multiple ways and diverse co-curricular and life learning activities.

Yes, we have been instrumental in leading curricular reforms that has created a national impact. E.g. very recently Gujarat Vidyapith experimented with two years B. Ed. Course successfully for five years. It was one of the pilot projects that were pioneered by Gujarat Vidyapith. From the academic year 2015 two years B.Ed., course is now introduced all over the country by NCTE. Rich experience and contribution of Gujarat Vidyapith is noteworthy.

**1.1.5. Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?**

Yes, Vidyapith does interact with all the stakeholders but very specifically the stakeholders are not only industry and Gujarat Vidyapith has 90 years long experience of continuous interaction with the Civil Society and also research bodies. Several activities, linkages and connectivity are stemmed from the interactions. The contributions of Gujarat Vidyapith in devising national policy for higher education in decades of 1970 and 1980 are well recognized. Even currently the shared experience at Gujarat Vidyapith has culminated into several state and central government policies. (e.g. Vocational Training, Tribal Research, Organic Farming, Hindi Language Propagation, Gandhian Tradition in education and *Nai Talim* based institutes, Adult Education, etc.)

The Masters, M. Phil and Ph.D. students are working closely with research bodies like TISS, National Innovation Foundation etc.

Since Vidyapith was founded for nation building through rural reconstruction, its engagement with civil society organizations is fairly good. Programs we offer in Masters in Social Work (MSW), Masters in Rural Management, Master in Sociology, Microbiology, Physical Education and a few others are designed in close and continuous interaction with civil society organizations.

**1.1.6. Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.**

As there is no affiliated colleges but through Board of Studies and Academic Council new courses are introduced or amended from time to time for our constituent colleges.

**1.1.7. Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).**

Yes, though the university is unitary in nature, many skill oriented programmes relevant to rural society at large are taken up at constituent college and university level.

## 1.2 Academic Flexibility

### 1.2.1 Furnish the inventory for the following:

#### \* Programmes taught on campus.

Gujarat Vidyapith is spread over three campuses. The main campus is in the city of Ahmedabad. The two rural campuses Sadra and Randheja are in Gandhinagar district. Across the three campuses, the university runs 20 Ph.D. programmes, 21 M.Phil. programmes, 17 Post-Graduation programmes, 12 Under-Graduate programmes, 1 International Course, 3 Post-Graduate Diploma programmes, 2 Diploma programmes, 7 Certificate courses, and 4 Training programmes. Following is the detailed list of the subjects covered under different programmes:

#### PhD Programmes

Sr. No.	Subject	Sr. No.	Subject
1	Adult Education	11	Journalism and Mass Communication
2	Buddhist Thought	12	Microbiology
3	Computer Science	13	Peace Research
4	Economics	14	Physical Education
5	Education	15	Population Studies
6	Gandhian Thought	16	Rural Management
7	Gujarati Language and Literature	17	Science and Non-Violence
8	Hindi Language and Literature	18	Social Work
9	History	19	Sociology
10	Jain Studies	20	Tribal Studies

#### M.Phil Programmes

Sr. No.	Subject	Sr. No.	Subject
1	Adult Education	12	Journalism and Mass Communication
2	Buddhist Thought	13	Library and Information Science
3	Chemistry	14	Microbiology
4	Computer Science	15	Peace studies and Conflict Resolution
5	Economics	16	Physical Education
6	Education	17	Population Studies
7	Gandhian Thought	18	Physics
8	Gujarati Language and Literature	19	Rural Management
9	Hindi Language and Literature	20	Social Work
10	History	21	Sociology
11	Jain Studies		

### Post-Graduation Programmes

Sr. No.	Subject	Sr. No.	Subject
1	Rural Management	11	Library and Information Science
2	Master of Computer Applications	12	Microbiology
3	Economics	13	Peace studies and Conflict Resolution
4	Education	14	Physical Education
5	Gandhian Thought	15	Translation Studies
6	Gujarati Language and Literature	16	Social Work
7	Hindi Language and Literature	17	Sociology
8	History		
9	Human Resource Development and Management		
10	Journalism and Mass Communication		

### Under-Graduation Programmes

Sr. No.	Subject	Sr. No.	Subject
1	Education	7	Rural Development
2	Gujarati Language and Literature	8	Economics
3	Hindi Language and Literature	9	Sociology
4	History	10	Hindi-Education
5	Home Science	11	Physical Education(BPE)
6	Microbiology	12	Physical Education(BPS)

### International Course

1	Gandhian Nonviolence: Theory and Application
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### Post-Graduate Diploma Programmes

Sr. No.	Subject	Sr. No.	Subject
1	Computer Applications	3	Yoga
2	Audio-Visual Production for Television		

### Diploma Programmes

Sr. No.	Subject	Sr. No.	Subject
1	Instrumentation	2	Computer Hardware and Networking

### Certificate Courses

Sr. No.	Subject	Sr. No.	Subject
1	Computer Hardware and Networking Technology	5	SPSS
2	Yoga	6	Vegetable and Block Printing
3	Jain Studies	7	Music
4	Bandhni and Batik		

## Training Programmes

Sr. No.	Subject	Sr. No.	Subject
1	Cisco Certified Network Administrator (CCNA)	4	Microsoft Certified System Engineer (MCSE)
2	Computer Assembling	5	NSS Programme Officer's Training Programme
3	General Electronics		

## 2 credit courses for students' enrichment

Sr. No.	Subject	Sr. No.	Subject
1	Creative Writing	3	Spoken English I
2	Drama	4	Spoken English II

### \* Overseas programmes offered on campus

For International students interested in Gandhian Studies, a course for short term is run and several students have taken benefit of this from different countries in last five years.

### \* Programmes available for colleges to choose from

Not Applicable

## 1.2.2 Give details on the following provisions with reference to academic flexibility

### a. Core / Elective options

Gujarat Vidyapith adopted at undergraduate level core and elective option for students. Sixteen core courses offered to undergraduate students, which inculcates values in students. Moreover they can elect different subjects at graduation level like Gujarat, Hind, Sociology, Economics etc.

### b. Enrichment courses

The Courses in Gujarat Vidyapith are taught in Gujarati - the mother tongue of most of the students who have studied in Gujarati medium. Therefore we have introduced spoken English as an enrichment course. Many other enrichment programmes run at Gujarat Vidyapith are mentioned elsewhere.

### c. Courses offered in modular form (for foreign students)

On an experimental basis Vidyapith offers M.A. in Gandhian Thought in modular form. Few students from different part of world are admitted in such course. The demand is on a rising trend. Students from different countries took advantage of the course during 2011-12

### d. Credit accumulation and transfer facility

Presently Vidyapith offers no accumulation and transfer facility of credits. However, it has initiated the process to do so from academic year commencing from 2016.

**e. Lateral and vertical mobility within and across programmes, courses and disciplines**

The University has started a process to provide lateral or vertical mobility within and across programmes. The Department of Computer Science is planning to provide for vertical mobility from the academic year 2016 on experimental basis.

Many courses are of interdisciplinary in nature and we are in a process to have similar kind of arrangement to encourage the students.

**1.2.3 Does the university have an explicit policy and strategy for attracting international students?**

Gujarat Vidyapith is known for its Gandhian Study which attracts many. Gujarat Vidyapith has a special centre for studying Gandhian Thought and Peace Studies with community life and skill acquisition. Vidyapith has developed a policy to attract international students for learning the above subjects. Our strategy is to begin with short duration diploma programme and then attract students for longer duration degree programmes.

**1.2.4 Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.**

Yes. The University has designed two programmes which attracts international students. These are:

International Course on Gandhian Nonviolence: Theory and Practice Masters' in Gandhian Thoughts (Self-Study Mode)

The international course is a four month long programme where the University provides free food, accommodation, and inland transportation undertaken for exposure and learning. The program since 2011 attracted students from Germany, South Sudan, Kenya, Nepal, Argentina, Mexico, The United States of America, Brazil, Canada, Australia and France. Till now, five batches have participated in the programmes.

The list is as under:

No	Name	Nationality	Registration No.
<b>Year 2011-12</b>			
1	Mr. Morales Andreau Pablo Martin	Argentina	IGUJARAT VIDYAPITH /GN/11-12/01
2	Mr. Alfanso Hernander Gomez	Mexican	IGUJARAT VIDYAPITH /GN/11-12/02
3	Mr. Logan James Fleeer	American	IGUJARAT VIDYAPITH /GN/11-12/03
4	Ms. Alma Partricia Glower Avila	Mexican	IGUJARAT VIDYAPITH /GN/11-12/04
5	Mr. Loga Abel Mbarago	Sudan	IGUJARAT VIDYAPITH /GN/11-



			12/05
6	Ms. Clara Elisabeth Bauer	Germany	IGUJARAT VIDYAPITH /GN/11-12/06
7	Ms. Annika Julia Reicheredes	Germany	IGUJARAT VIDYAPITH /GN/11-12/07
8	Ms. Rahmika Pudel	Nepal	IGUJARAT VIDYAPITH /GN/11-12/08
9	Mr. Kame Gerado Gonzalez Grandos	Mexico	IGUJARAT VIDYAPITH /GN/11-12/09
10	Ms. Parivash	Mexico	IGUJARAT VIDYAPITH /GN/11-12/10
<b>2012-13</b>			
11	Ms. Marie Behr	Germany	IGUJARAT VIDYAPITH /GN/12-13/11
12	Ms. Pauline Findewirth	Germany	IGUJARAT VIDYAPITH /GN/12-13/12
13	Mr. Mike Wessel	USA	IGUJARAT VIDYAPITH /GN/12-13/13
14	Ms. Daniela Atencio Leonelli	Argentina	IGUJARAT VIDYAPITH /GN/12-13/14
15	Mr. Sanjay Panthi	Nepal	IGUJARAT VIDYAPITH /GN/12-13/15
16	Ms. Anelli Castellanos Herrera	Mexico	IGUJARAT VIDYAPITH /GN/12-13/16
17	Ms. Gabriela Fuentes	Mexico	IGUJARAT VIDYAPITH /GN/12-13/17
18	Mr. Matawure Benson Ali	South Sudan	IGUJARAT VIDYAPITH /GN/12-13/18
<b>2013-14</b>			
19	Mr. Killion Martin	South Sudan	IGUJARAT VIDYAPITH /GN/13-14/19
20	Mr. Peter Ginaba Clement	South Sudan	IGUJARAT VIDYAPITH /GN/13-14/20
21	Mr. Henry John Henry	South Sudan	IGUJARAT VIDYAPITH /GN/13-14/21
22	Mr. Leandro Uchoas	Brasil	IGUJARAT VIDYAPITH /GN/13-14/22
23	Mr. Andrew Romolo Lujan Orsini II	Guhan	IGUJARAT VIDYAPITH /GN/13-14/23
24	Ms. Annika Katja Boll	Germany	IGUJARAT VIDYAPITH /GN/13-14/24
25	Mr. Israel Arturo Medina	Mexico	IGUJARAT VIDYAPITH /GN/13-14/25
26	Ms. Navanitha Suppiah	Australia	IGUJARAT VIDYAPITH /GN/13-14/26

27	Ms. Emam Luisa Gonzalez medel	Mexico	IGUJARAT VIDYAPITH /GN/13-14/27
28	Mr. Antoine Perrin	France	IGUJARAT VIDYAPITH /GN/13-14/28
29	Ms. Solymar Ball	USA	IGUJARAT VIDYAPITH /GN/13-14/29
30	Ms. Judith Hanekopf	Germany	IGUJARAT VIDYAPITH /GN/13-14/30
31	Ms. Helah Kristy Milroy	Australia	IGUJARAT VIDYAPITH /GN/13-14/31
32	Mr. Anastacia Sibirstiva	Germany	IGUJARAT VIDYAPITH /GN/13-14/32
33	Ms. Schlothane Lisa	Germany	IGUJARAT VIDYAPITH /GN/13-14/33
<b>2014-15</b>			
34	Mr. Lawson Gadri Awudi	Ghana	IGUJARAT VIDYAPITH /GN/14-15/34
35	Mr. Raman Poudel	Nepal	IGUJARAT VIDYAPITH /GN/14-15/35
36	Ms. Diana Denisse Ortiz Flores	Mexico	IGUJARAT VIDYAPITH /GN/14-15/36
37	Mr. Kaushal Bhatt	Canada	IGUJARAT VIDYAPITH /GN/14-15/37
38	Mr. Eak Raj Bastola	Nepal	IGUJARAT VIDYAPITH /GN/14-15/38
39	Ms. Sahishnu poudyal	Nepal	IGUJARAT VIDYAPITH /GN/14-15/39
40	Ms. Jasmin Rahani	Germany	IGUJARAT VIDYAPITH /GN/14-15/40
<b>2015-16</b>			
41	Kemal Lukovac	USA	IGUJARAT VIDYAPITH /GN/15-16/41
42	Deborah Bettiana Haurat	Mexico	IGUJARAT VIDYAPITH /GN/15-16/42
43	Maria Guadalupe Ramirez Bernal	Mexico	IGUJARAT VIDYAPITH /GN/15-16/43
44	Meyling Cheng Vazquez	Mexico	IGUJARAT VIDYAPITH /GN/15-16/44

The M.A. programme in Gandhian Thoughts has been designed in such a way that an international student can learn in his/her own mother tongue. The programme is offered in self-study mode and Modular form. The students are required to take the final examination in the international language English. One student from Japan and three from Mexico have already passed of this course.

Apart from that international students are given admissions in programmes where the medium of instruction is English. International students can pursue M.Phil. and Ph.D.

programmes in Physical Education, Microbiology, Gandhian Studies and Peace Studies. A Thai-Canadian in Peace research and an Iranian in Physical Education have taken Ph.D. courses and have completed.

The diploma course has been modestly successful. There have not been any serious impediments. For M.A. Course, more efforts are needed. The only difficulty or impediment that has been identified is that the students from developing countries are unable to finance for travel cost that they need to incur.

New programmes before centenary celebrations of Gujarat Vidyapith are underway on Gandhian study and philosophy.

**1.2.5 Does the university facilitate dual degree and twinning programmes? If yes, give details.**

Not yet.

**1.2.6 Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?**

All programmes run by Gujarat Vidyapith follows its original mandate and therefore self-financed courses are not principally agreed upon.

**1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.**

Yes, many interdisciplinary courses blended with Gandhian approach as focal point are taught. Community services and its linkages with society is another important area where Gujarat Vidyapith has performed experience of several decades and which is being continued with necessary amendment, alteration and change with time.

**1.2.8 Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?**

Gujarat Vidyapith has introduced semester programme since 2010. It is for all Under Graduate and Post Graduate courses. After running it successfully for five years, the Gujarat Vidyapith is heading towards CBCS in selected programmes from 2016.

**1.2.9 What percentage of programmes offered by the university follows?**

* Annual system:	02
* Semester system :	98
* Trimester system:	Nil

### **1.2.10 How does the university promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.**

From 2011 onwards Vidyapith's undergraduate programmes are interdisciplinary in nature. The main objective of undergraduate course is to train the student in understanding problems of rural area and build capability to be a good rural reconstruction volunteer. *Each student besides doing core courses in rural economics, sociology, social work, rural management, graduates in one of the subjects from humanity, social science or science. It is early to make any assessment of the programme.*

The Vidyapith also has several programmes at Ph.D, and M.Phil. levels which are inter-disciplinary in nature. These are: Microbiology, Computer Science, Social Work, Gandhian Thought, Peace Studies, Population Studies, Rural Management, Science and Non-Violence, Physical Education and Journalism and Mass Communication.

## **1.3 Curriculum Enrichment**

### **1.3.1 How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?**

The curriculum is usually revised through academic bodies at every 3-5 years of duration depending on changes in knowledge domain. In any case, every curriculum used to undergo revision after five years. The revision is done after taking into account new developments in the field of knowledge, new emerging requirements in the society and the employability of the students.

In recent past, many departments have been updating and changing the curriculum. At undergraduate level future introduction of CBCS has prompted curriculum revision and in some departments efforts to integrate Gandhian thought into the subject has led to change in curriculum. Department of Computer Applications and the College of Education, the curriculum is reviewed and revised constantly by the Board of Studies of the concerned subjects.

### **1.3.2 During the last four years, how many new programmes at UG and PG levels were introduced? Give details.**

During the last four years, the University has introduced following new programmes:

#### **Regular**

Bachelor of Social Sciences (Sociology)

Bachelor of Social Sciences (Rural Economics)

#### **Inter-disciplinary**

Bachelor of Social Sciences (Rural Development)

#### **Programmes in emerging areas**

The Gujarat Vidyapith intends to start several new post graduate programmes from 2016-2017 and the due process for framing curriculum is underway.

They are in environmental science, green chemistry, Botany, Law, Political Science, Agriculture, health science etc.

### **1.3.3 What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?**

Many departments have incorporated new papers/courses in their existing programmes in the last five years to keep up with the emerging areas of knowledge. For instance, the department of Sociology has begun teaching courses in Environment Sociology, Social Problems, Urban Sociology, Human Resource Management, Sociology of Development, Sociology of Education,

Women and Society, Industrial Sociology etc. Department of Economics, Department of Gujarati, Department of History and Department of Social Work have revised their curriculum and added new and optional subjects. Department of Education have added two papers in the existing curriculum, *JivanVidya* at *Visharad* (B.Ed.) level, whereas Educational Audio Visual Material Development at *Parangat* (M.Ed.) level.

The number of courses at UG and PG level which have either been modified or newly introduced or change in syllabi has occurred is quite high.

### **1.3.4 What are the value-added courses offered by the university and how does the university ensure that all students have access to them?**

All programmes of PG/M.Phil have compulsory dissertation which adds value to all courses offered at Gujarat Vidyapith and it is being a special feature of Gujarat Vidyapith. Project work is highly encouraged at Under Graduate level also.

Different departments and colleges of the Vidyapith offer following value-added courses:

- Post-Graduate Diploma Programme in Computer Hardware and Networking
- Diploma Programme in Audio-Visual Production for Television
- Diploma Programme in Computer Applications
- Diploma Programme in Instrumentation
- Certificate Course in *Bandhni* and Batik
- Certificate Course in Computer Hardware and Networking Technology
- Certificate Course in SPSS
- Certificate Course in Vegetable and Block Printing
- 2-Credit Course in Creative Writing

These courses are offered at different campuses of the University and all students are free to undertake these courses.

### **1.3.5 Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?**

*Nai Talim* Education which was promoted by Mahatma Gandhi in 1937 is the starting point of all skill development efforts after independence. It was mandatory for Gujarat Vidyapith to run several courses which respect both labor and skill in the education of youth. Some of the value added courses like foundation courses and advance

certificate courses are run for fourteen Indian languages, six foreign languages officially declared by UNO and also German and Japanese are run at “*Bharatiya Bhasha Sanskriti Sansthan*”. The students can also avail benefit of certificate course of Gandhian Studies and also certificate course of our national language i.e. Hindi.

Vidyapith need not have waited all these years for introducing skill development among students. As stated earlier *udyog* is an integral part of learning in Vidyapith. Skill formation is offered in the following areas with due credits assigned to them.

- Spinning, Weaving, Sewing, Candle making, Door mat making, Making and repairing electrical equipment, Electrical wiring in homes, LED battery, Soap and detergent making, Paper packaging and Paper bowl, File making, Book binding, Maintenance and preservation of books, Blow glass techniques, Preparing different food items such as sweets, snacks, Preparing preservatives such as pickles, juices, jams, Preparing herbal powder and tea, Kitchen gardening, Medicinal plant gardening, Preparing cloth packages and pouches, Computer hardware assembling
- Computer networking and allied skill development
- Disaster management training
- First-Aid training and health worker
- Use of open source literature and e-resources.

Some are average supportive skills and others are high grade skills have good potential for self-employment. Among the above skills, spinning, weaving, and electrical wiring are taught at all the departments of the University and are a part of daily routine of the students and teachers. Other skills are taught at many departments of the University. Some of these skills are imparted in collaboration with Gujarat Gram Technology Institute, Gandhinagar, with *Krishi Vigyan Kendra* and other similar agriculture based organization, ITIs, USIC etc.

The Gujarat Vidyapith is currently approaching various governments, nongovernment and other agencies to have meaningful skill development training for their students with strong rural background.

## 1.4 Feedback System

### 1.4.1 Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Vidyapith has recently introduced formal feedback mechanism from the students. Prior to this, an informal system existed wherein the departing students assembled and teachers and *Gruhapati* and *Gruhamata* would obtain feedback. Different Colleges and departments of the University collect feedback from the students in their own way. Some colleges and departments prefer oral feedback from the students whereas some colleges and departments have a structured feedback form which takes into account curricular as well as co-curricular aspects. These feedbacks are collected at the end of every academic session. At the end of each academic year, structured feedback forms are filled up by the students covering different aspects such as curriculum, teacher evaluation and overall experience in the University.

The feedbacks thus collected are analyzed by the concerned teachers and Head of Departments (HoDs). Thereafter, they are discussed in the general staff meeting of the departments and colleges in the presence of the HoDs and Coordinators. Whenever a major issue is detected in the feedback, it is conveyed to the Board of Studies of concerned subjects and Academic Council of the University.

The feedback is also discussed at the highest level of Gujarat Vidyapith for further action and improvement. The feedback is also used to upgrade the curriculum or the introduction of new tools or techniques in the main course work. It is also used to introduce new courses on students' demand. For instance, in their annual feedback, undergraduate students of Rural Economics and Sociology indicated their interest in learning new statistical tools for data analysis. Based on this feedback, the department of Rural Economics at the Sadra campus of the University started offering certificate courses in SPSS which became very popular among the students.

**1.4.2 Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and its impact.**

The Gujarat Vidyapith formally and informally invites experts and seeks their opinion from time to time. Several workshops and seminars were arranged by the Chancellor every year for brain storming with faculty.

**1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.**

Gujarat Vidyapith does not have any affiliated institute.

**1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?**

Since 2014 Gujarat Vidyapith has entered IQAC System. The Gujarat Vidyapith and its constituent colleges and their respective departments have always played proactive role in maintaining the quality parameters. The long history of Gujarat Vidyapith and its role in higher education is very well documented.

In order to ensure the quality maintenance and its continuous enhancement, Vidyapith uses various strategies such as engaging experts from different institutions and fields during the formative stages of the curricula. For instance, the department of Computer Science keeps on upgrading its curricula based on the latest technologies presently in practice. It seeks help from experts in Information Technology for providing feedback on the curricula. In the same way, other departments such as Journalism and Mass Communication, Economics, Social Work, Education and others also analyze the current trends and design their syllabus accordingly. Department of Microbiology is engaged in large-scale practical work of renewable energy. They monitor the outcome of their research projects and after discussion with experts they modify their curricula based on their research conclusions.

Apart from the above-mentioned process, different departments look at the curricula of different universities in the country to keep track of changes going on in academia and in this way, they get valuable feedback which is used while designing the curricula. Even after the curricula is finalized and implemented, the departments strive to keep it up-to-date by discussing it with different faculties from all over the world visiting the departments from time to time. These faculties give their opinion on the course content as well as pedagogy which allows the departments to improve their curricula considerably.

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