Co-funded by the
Erasmus+ Programme
of the European Union

FRAMEWORK FOR EMBEDDING EMPLOYABILITY INTO UNIVERSITY OPERATIONS
POSSIBILITY FOR MAINSTREAMING ENTREPRENEURSHIP EDUCATION

DR. BABASAHEB AMBEDKAR MARATHWADA
UNIVERSITY, INDIA

Integrating Talent Development into Innovation Ecosystems in Higher Education

586227-EPP-1-2017-1-BG-EPP

INNOTAL

Table of Contents

Objectives of the strategy	2
Current inefficiencies and gaps	2
Feasible future improvements, measures and actions	3
Priority areas of study in which entrepreneurship courses should be introduced	7
Priority areas for research, innovation and outreach in which students could collaborate with external stakeholders	7
Available financial and organizational resources that could enable the implementation of the new actions	8
Available human resources that could enable the implementation of the new actions	9
Governance and management of the implementation of the proposed new actions	9
Leadership in the process of institutional change	9
Stakeholder analysis	10
Expected impact of the new actions	12
Risk analysis	12
Expected impact of the new actions on the affected stakeholders	12
SWOT analysis for the proposed actions	13
Logical framework	15
Expected impact of the new actions	18

The framework is a strategic document presenting the University plans and priorities for embedding employability across the key institutional activities – curriculum development and delivery, research and innovation and outreach. Its overall objective is to ensure that the University effectively promotes graduates' employability while contributing to national and regional developmental priorities.

The framework seeks to devise a feasible plan for including both external stakeholders (business, the citizen sector and the public sector) and students/recent graduates in employability strategies. It is focused on 'embedding' employability into various institutional activities rather than on devising ad hoc initiatives and measures for employability promotion.

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

OBJECTIVES OF THE STRATEGY

India is the second largest populous county in the world, with 600 million young brains seeking higher education and expecting better employability. Consequently, every university is having an uphill task of creating not just job seekers but job creators in abundant quantity. Our University has initiated several steps in this direction. Our Incubation Centre provides a platform for many incubatees who are enthusiastic to convert their ideas into successful start-ups that in all probabilities will generate jobs.

The task is herculean, especially for our University, as we are situated in a geographically, socially and economically challenged area in the State of Maharashtra. Nature, too, is biased towards our region, resulting in scanty rains, extreme heat and unproductive agricultural lands. In spite of all these adversities, agriculture has been adopted as the main occupation by the majority of this region's population.

CURRENT INEFFICIENCIES AND GAPS

Fighting against all odds, our University is striving hard to create right opportunities for students by developing state of the art infrastructure, unique academic ambience and competent teaching fraternity, both from traditional teaching community and also from Industrial Experts community. Despite honest efforts, there are many inefficiencies and gaps craving for immediate attention. These gaps are:

- Language problem and lack of soft skills amongst our students
- Widespread social and economic backwardness in the region
- Students' irregular attendance due to economic constraints in the families to fund their education expenses (hence, students are compelled to earn for their living and learning in cities)
- An inadequate number of experts are invited to train the students
- Lack of modern techno savvy students' community
- Less opportunities to undertake internship assignments as in the majority of disciplines internship is not a compulsory part of the courses
- Alarming gap between students-teacher *ratio* due to Government ban on the recruitment of teachers in Maharashtra since 2014
- Acute need for redesigning the majority of course contents, especially in the Faculties of Humanities, Interdisciplinary Studies and Basic Sciences by incorporating components to increase the employability of graduates
- Inactive Placement Cell

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Under-staffed Departments
- Need for effective setup for monitoring the career paths of our former students
- Need for more initiatives promoting the use of green energy
- Accommodation for students on demand in hostels is yet to be achieved
- The Alumni Association needs to be strengthened.

FEASIBLE FUTURE IMPROVEMENTS, MEASURES AND ACTIONS

It is well said that "Rome cannot be built overnight." Similarly, 100% employability cannot be embedded at the required pace without undertaking an overhaul of the existing traditional academic setup in the University. Our University has started modernization reforms a couple of years back as we were preparing for inspection and accreditation by the National Assessment and Accreditation Committee (NAAC) - the Governmental agency accreditation that is mandatory for every Government University in India. Based on our re-accredited Grade we get funding from Government. We are proud to declare that our University has retained its 'A' Grade and has registered improvement in Cumulative Grade Points Average (CGPA) from 3.07 in the last previous to 3.22 in the current one. This assessment is conducted once in five years. Apart from this, we are also submitting ourselves to annual assessment and accreditation by the National Institutional Ranking Framework (NIRF) since its inception, i.e., for the last three years. In the 1st and 2nd cycle, we were amongst the 100-150 ranked Universities in the country but in the current year our University was able to bag the rank of 85th at national level and join the 100 best Institutions in India. Some credit for this improvement goes also to the INNOTAL Project from which through collaboration we were able to pick up several positive suggestions for ensuring effective working of the Incubation Centre, creating a Co-Creation Lab, conducting a workshop with external stakeholders, equipping our IPR Cell, and insisting upon Board of Studies/Academic Council/Board of Deans to take up the task of revising the course contents in most of the Faculties and adding employability enhancing course curriculum. The reaction to these efforts at the University has been very positive.

Apart from the above, in order to address the inefficiencies and gaps listed earlier, our University will undertake the following initiatives:

To improve the conditions for talent development

- ✓ Centralized Language Lab is being set up wherein all students pursuing courses in different languages, including English, are accommodated. Further, several service courses, such as Communication Skills in English; Communication and Soft Skills; Language, Nature, Writings, Understanding Translations, Grammar, have been launched. They are open

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

to students from all Departments

- ✓ We will continue to strictly adhere to the Reservation Policy adopted at our University to fight against social backwardness. Students belonging to Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), Nomadic Tribes (NTs), Vimukta Jati and Nomadic Tribes (VJNT), etc., are given special privilege in admission, fees concession, food/ accommodation at subsidized rates. This practice is worth emulation by other Universities in the State. Further, from this academic year in our State 12% of the seats in all educational institutions are reserved for some of the backward sects in Maratha community
- ✓ To address economic backwardness, our University has a unique scheme of Earn and Learn, in which enrolled students from poor economic strata are provided work for four hours every working day and in return they get Rs. 2000/- per month. This Scheme is financed by deducting 10% of all employees' other income apart from salary, which every year amounts to approximately Rs. 70 to 80 lakhs. This scheme should be continued
- ✓ In addition, if drought is declared in the region, the University provides free food and accommodation for all the students for four months. Exam fees are also waived for all enrolled students in such situations. This practice should continue in order to enable the university to nurture talent among disadvantaged students
- ✓ For the last six years, the University has not increased any fees payable by students. This situation should be preserved
- ✓ To address the inadequate student/teacher ratio, our University has started taking steps to appoint qualified, competent and experienced candidates on contract basis in all the required Departments. This process should be over by end 2020. In order to cover the salaries of these teachers, our Management Council has already given approval to use funds from the University Corpus
- ✓ For secretarial assistance, more than 570 employees have been hired on contract basis and teachers' dearth is attempted to be addressed. Efforts towards this end should continue
- ✓ 100% rain water harvesting is already undertaken on Campus. We are proud to state that, in the entire city of Aurangabad, our Campus is declared as the richest oxygenated area with more than 40% green cover, including fruit plantation, vegetation, etc. We have completed our "Green Audit" and "Energy Audit". The suggestions made in the Audit Reports have been implemented. To cite a few such examples, we

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

have erected 200 KV Solar PV Plants on Campus, all Hostels and Guest Houses are equipped with Solar Water Heaters, energy saving LED, Fans, ACs, etc., are fitted in all the buildings, Solar Water lifting Pumps are set up in the whole Campus. Out of the 725 areas of University land, more than 40% has been converted into green belt by planting trees bearing fruits as well as trees which are effective for the oxygenation of the environment. We are in the process of erecting solid and liquid waste management units on Campus. Water recycling is presently prioritized. Our Environmental Science Department, in collaboration with some NGOs like for example the Pani Foundation, have planned to take up this work. Dense forest growing on Campus is also in the pipeline with the assistance of Japanese experts. In all these initiatives, students' participation is encouraged. These activities should be prioritized in the future, too, as they improve the environment for students and will aid our efforts to attract and retain talent

- ✓ Presently we have seven Girls' Hostels accommodating 900 girls and five Boys' Hostels with capacity for 1000 male students to be accommodated on Campus. Girls' and Boys' Hostels with capacity for 200 students each are under construction to provide on-Campus accommodation on demand to all students. On our Sub-Campus, we have two hostels (one for boys and one for girls). We propose to build two more to make it possible to accommodate students from rural background, who would be prevented from pursuing higher education if they had to pay for accommodation in the city. These investments are vital elements of efforts to attract and retain talent and they should be financed and implemented successfully.

To strengthen entrepreneurship education and the learning process, in view of promoting employability

- ✓ Since 2018, an increasing number of experts from relevant fields and industry are invited to participate in courses. This is due to the Maharashtra Public Universities Act, 2016, which has made provisions for Expert Nominations on almost all the academic bodies like for example Boards of Studies, Academic Council, and Board of Deans / Statutory Officers. This practice should be continued and possibly the pool of experts should be increased
- ✓ Initiatives to make Internship Assignments compulsory in many of the Science and Professional Courses like for example Law, Education, Management Science, Social Work, Interdisciplinary Studies, etc., are already in the pipeline in our University. The Board of Studies and Academic Council are also prompted to seriously think about making the

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Internship component compulsory even in Humanities and Languages in our University

- ✓ Being techno savvy is an important skill for our students. In our University, every process - starting from the entrance test until the successful exit of the students with a Degree - happens online. Keeping this requirement in mind, in view of improving the digital competencies of students, several Service Courses by the Computer Science Department have been launched and are open to students from any other Department. This ensures that students will be able to make the best out of the e-library facilities at the University. This practice should be sustained and possibly the number of such courses should be increased
- ✓ All the Boards of Studies have been instructed to update the course curriculum. Specifically, they will focus on adding components that can increase the employability of graduates. On almost each Board, several experts from the concerned industry or field have already been nominated at the end of 2018. This work is in progress. In B.Voc., M.Voc., Fine Art, Performing Arts-Dance, Drama, Singing, Law, Education, Physical Education, Printing Technology, Food & Farma Technology, Management Science, the courses already include many such employability enhancing contents
- ✓ A Placement Cell has been recently established. Many Memoranda of Understandings (MoUs) have been signed to provide placement opportunities while our students are still learning. More efforts should be put into making the Placement Cell fully operational
- ✓ The University has initiated the development of software through which effective monitoring of the career paths of former students will be undertaken. This should replace the traditional mode which is currently in use
- ✓ The place for the INNOTAL Co-Creation Lab is identified on the Campus. One proposed plan is to make it a Central Facility and link it up with all existing Department Labs, which would be extensions of the Co-Creation Lab at Department level. Precaution will be taken to utilize existing Lab resources without disturbing the students already enrolled for research in those Departments. This proposal should be further consulted with stakeholders and implemented.

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PRIORITY AREAS OF STUDY IN WHICH ENTREPRENEURSHIP COURSES SHOULD BE INTRODUCED

BAMU plans to incorporate entrepreneurship courses in the following disciplines

- ✓ Commerce and Management Science, Tourism, Hotel Management
- ✓ Science subjects, such as Food & Farma Technology, Physics, Chemistry, Computer Science, Geospatial Technology, Electronics, Botany-Plant Biology, Winery, Apiculture, Pisciculture and Sericulture.
- ✓ Interdisciplinary areas, such as Home Science, Library and Information Science, Education, Physical Education, Performing Arts- Dance, Drama, Singing, Printing Technology, Fine Art, Journalism, Yogashastra.
- ✓ Some of the subjects in the Humanities, such as Sociology, Psychology, Political Science, Public Administration, Law, Archaeology, Language/Soft-skills, including a few foreign languages (Aurangabad is surrounded by world heritage sites and there is lot of scope for increasing the number of tourism and translation jobs).

PRIORITY AREAS FOR RESEARCH, INNOVATION AND OUTREACH IN WHICH STUDENTS COULD COLLABORATE WITH EXTERNAL STAKEHOLDERS

Sustainable research areas in support of local industrial requirements are listed below:

- ✓ Food & Farma
- ✓ Bio-Chemistry
- ✓ Apiculture
- ✓ Physics, Electronics
- ✓ Silk and Handcrafts
- ✓ Botany, Plant Biology, Winery.
- ✓ Ayurveda- Indian Traditional Medication Science, Medicinal Plants/Drugs.
- ✓ Geospatial Technology focussed on assisting farmers
- ✓ Eco-needs, Alternate Energy, Green initiatives
- ✓ Hotel Management
- ✓ Home Science
- ✓ Yogashastra
- ✓ Archaeology
- ✓ Tourism
- ✓ Human Recourse Management and Leadership Building
- ✓ Water Management - rain water harvesting, water recharging, water recycling, purification and conservation

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- ✓ Increasing the green belt through researching and adopting "Dense Forest" technology in collaboration with Japanese experts
- ✓ Languages and Soft Skills, focussing on increasing quality workforce to meet local industry demand for tourism and hotel management services
- ✓ Disaster Management.

AVAILABLE FINANCIAL AND ORGANIZATIONAL RESOURCES THAT COULD ENABLE THE IMPLEMENTATION OF THE NEW ACTIONS

Being a State Government-funded University, we have several avenues open for getting funds. All financial allocations and transactions are subject to following the Accounts Code. As and when any additional financial requirement accrues, the concerned Department has to place the matter with justification before various recommending and granting authorities like the Departmental Committee, the Purchase Committee, the Technical Committee, the Building and Works Committee, and, if financing is needed for infrastructure development, the Management Council and Senate.

Our University is situated in a backward region in the State of Maharashtra and we cater to the educational requirements of economically and socially disadvantaged groups. Hence, State as well as Central Governments, by and large, fund us. In 2016, the State of Maharashtra has enacted the Maharashtra Public Universities Act wherein more scope is provided for deviating from imparting education through traditional courses, as the latter offer less chances for employability.

Under Corporate Social Responsibility, the Bajaj Group of Industries has already financed us with Rs. 1.5 crores to set up the Bajaj Incubation Centre on the University Campus. It has become functional. The University has already appointed a fulltime Director and several support staff members. Both the State and Central Governments have sanctioned Rs. 5 crores and 10 crores for setting up respectively the Maharashtra State Incubation Centre and the Atal Incubation Centre on the University Campus. After completing certain formalities like the Registration of Section 8 Company under the relevant law, executing Lease Deed, and shortlisting proposed employees to work at this Centre, the above said amount will be released. The University has already initiated these processes. These steps are taken to enhance entrepreneurial abilities amongst our University graduates so as to make them job creators rather than job seekers. Every academic year, as per the demand and requirements of each Department, budgetary allocation is enhanced once satisfactory justification is provided by the concerned authorities. These successful efforts provide a good start for the current strategy.

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

AVAILABLE HUMAN RESOURCES THAT COULD ENABLE THE IMPLEMENTATION OF THE NEW ACTIONS

Being a State-funded University, we have to get our decisions for hiring both teaching and non-teaching staff approved by the State Government. For every Department, the teachers' staffing pattern is decided by the University Grants Commission, which is a Central Organization. The entire non-teaching staffing pattern is approved and funded by the State Government. If any new study program is launched or a new Department is opened, the University has to fund it from its own budget. Later, a proposal may be made that, if approved, the State Government or the Central Authority, as the case may be, will take over the financial liability. While involved in such endeavours, if the University succeeds in establishing that it has followed the procedure required by the concerned Government in this regard, then even the amount spent on teaching and non-teaching staff from the inception of the new initiative will be reimbursed by the Government.

Extra work carried out by the staff, including both teaching and non-teaching activities, is awarded with additional financial incentives as per the Government rules. In addition, outstanding work of both teaching and non-teaching staff is appreciated with Certificates/Awards, along with financial reward. Further, entry level Assistant Professors are funded with Rs. 1 lakh to initiate their research.

Recently, our State Government has issued a circular permitting all State Universities to fill up 80% of the sanctioned teaching positions. Apart from this, we have a procedure in place to use the University fund to finance certain remunerated services of visiting teaching staff or of teachers on contract basis. To facilitate these processes of recruitment, we have an Establishment Section, a Post-Graduate Section and a Plan and Stat Section. We are therefore confident that the actions proposed in this strategy can be managed with the existing human resources and any necessary additional human resources can be funded.

GOVERNANCE AND MANAGEMENT OF THE IMPLEMENTATION OF THE PROPOSED NEW ACTIONS

Academic Council, Board of Deans, Heads/Directors of Departments and Centres, along with their teaching and support staff, are responsible for governing, managing and implementing the proposed new actions. This apart, the Vice-Chancellor and the Pro-Vice-Chancellor are entrusted with overall supervision and governance of academic affairs.

LEADERSHIP IN THE PROCESS OF INSTITUTIONAL CHANGE

The Maharashtra Public Universities Act, 2016, has made provisions for the appointment of several Statutory Officers and the constitution of Bodies and Committee. Their powers and responsibilities are enlisted therein. As per this Act, the Vice-Chancellor is at the helm of the academic affairs of the University. He is assisted and supported by Pro-Vice-Chancellor and various Bodies/Committees, etc. The Registrar is empowered to assist the

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Vice-Chancellor in overall administration and financial matters. Further, for initiating and managing the academics of every Department/Centre, Heads/Directors are appointed, who are assisted and supported by Senior Professor, Associate Professors and Assistant Professors.

STAKEHOLDER ANALYSIS

The following tables present the basic stakeholders and their expected effective power to influence the implementation of the framework.

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Stakeholder	Stakeholder Position toward proposed actions (+ or -)	Stakeholder's level of influence	Stakeholder's level of interest in the change	Possible approaches to winning this stakeholder over or limiting its negative influence
Head/Director	Positive	High	Highest	Discussions, meetings, voting if necessary, resolution
Departmental Committee (supported by students, industry experts and alumni)	Positive	Higher	Highest	Discussions, meetings, voting if necessary, resolution
Board of Studies	Positive	Higher for academic matters	Highest	Discussions, meetings, voting if necessary, resolution
Purchase Committee	Positive	Higher for financial matters	Highest	
Academic Council	Positive	Higher for academic matters	Highest	Discussions, meetings, voting if necessary, resolution
Board of Deans	Positive	Higher for academic matters	Highest	Discussions, meetings, voting if necessary, resolution
Management Council	Positive	Highest	Highest	Discussions, meetings, voting if necessary, resolution
Senate	Positive	Highest for financial matters	Highest	Discussions, meetings, voting if necessary, resolution
Vice-Chancellor	Positive	Highest for all matters	Highest	Final approval on the resolution

Stakeholder Matrix Analysis

A lot of power and influence	**Latents**	**Promoters or Opponents**
	None	**Academic Council, Board of Deans, Management Council, Senate, Vice-Chancellor**
Little power and influence	**Apathetics**	**Defenders or Critics**
	Alumni	**Senior Faculty, Industry Experts & Students**
	Little interest in the new actions	**High interest in the new actions**

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

EXPECTED IMPACT OF THE NEW ACTIONS

The initial impact will mainly consist of challenges for all concerned stakeholders.

Once challenges are addressed adequately, the actions can be expected to result in high enrolment of students in entrepreneurship and other allied courses.

The above will ultimately result in increased employability, sprouting up of entrepreneurs, and better fulfilment of societal needs.

The following concrete impact is expected when the new strategy is implemented:

- 60% Master Programs and 20% Bachelor Programs have an Entrepreneurship course included in the curriculum
- Increased involvement of entrepreneurs in teaching
- Increased number of internship for students
- Increase number of collaborations with business and other external stakeholders
- Increasing number of research projects carried out by students and scholars
- Improved practice of participation in design and assessment of programs and courses by Departmental Committee, Board of Studies and Academic Council

RISK ANALYSIS

The following risk can affect the implementation of this strategy:

- Low motivation of faculty for any change
- Ineffective involvement of all stakeholders, resulting in failure of the whole plan
- Lack of interest amongst the key target groups - students and external stakeholders, due to existing basic gaps like, for example, lack of skills or experience
- Frequent modification in Government/National priorities.

The following strategies should be used to avoid or mitigate these risks:

- ✓ Provide incentives, awards, and rewards to address low motivation
- ✓ Develop a feeling of ownership of the plan, so that the apprehension of plan failure itself can be nipped off
- ✓ Before subjecting students and internal stakeholders to the proposed plan, providing a solid platform for equipping them with the basic skills and experience needed to take up the plan

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

✓ Monitoring of expected changes of government and state priorities in order to be able to adapt the plan accordingly.

EXPECTED IMPACT OF THE NEW ACTIONS ON THE AFFECTED STAKEHOLDERS

Affected stakeholders	Expected Impact
Head/Director	• Recognition/appreciation of achievements and status in peer groups • Motivated to take up several new such assignments and allied challenges.
Departmental Committee (supported by students, industry experts and alumni)	• Enhancement of responsibilities and pressure for bringing further changes to facilitate the shift of students from becoming job seekers to job creators
Board of Studies	• Increased expectations for further betterment of course content, with a focus on increasing employability and entrepreneurship quotient amongst students
Purchase Committee	• The Purchase Committee gets inspired to gear up for making prompt decisions and making available all the required equipment/infrastructure at the earliest
Academic Council	• Increased interest in speeding up the process of innovative curriculum design and delivery
Board of Deans	• Fine-tuning all academic proposals and opening up of new avenues for collaborations
Management Council	• Prompted to develop more new policies that enhance entrepreneurship and employability through education and research
Senate	• Inspired to suggest new academic programmes consistent with the societal requirements in higher education, adding employability quotient
Vice-Chancellor	• To be most responsible and responsive towards taking final decisions and promptly implementing all suggested new employment-centric academic proposals, thus keeping the University competitive and cost effective.

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

SWOT ANALYSIS FOR THE PROPOSED ACTIONS

Internal	Strengths	Weaknesses
	Advantages of the proposed change ✓ One Functional Incubation Centre funded by the Bajaj Group of Industries and Director/Staff salary and perks funded by the State Government ✓ Rs. 10 crores funding sanctioned by the Central Government for setting up the Atal Incubation Centre ✓ Rs. 5 crores fund sanctioned by the Government of Maharashtra for starting the Maharashtra State Incubation Centre ✓ Qualified and trained competent/teaching staff ✓ State-of-the- art infrastructure spread on 725 acres of rich oxygenated land ✓ Dynamic and visionary academic leadership of the Vice-Chancellor supported by efficient statutory authorities, Bodies, Committees etc. ✓ The University is operating in a city that is acclaimed as the fastest industrially growing city in the entire Asia.	*Limitations and challenges that the proposed changes are likely to meet* - Social and economic disadvantages of our students - Less industrial linkages with the University - Lack of skilled and experienced students having creative bent of mind and ability.

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

External	Strengths	Weaknesses
	External factors that would help promote and sustain the proposed changes or strengthen their impact	*External factors that could hinder or delay the proposed changes or weaken their impact*
	✓ The proposed society-centric new actions are based on Government policies and are in harmony with ongoing reforms; hence, there are fair chances of getting more opportunities ✓ The celebrated amendments to the Indian Companies Act imposes obligation upon all big industrialists to share 2% of their profits under the title Corporate Social Responsibility (CSR). This creates opportunities for educational institutions to get more support and funds for various initiatives.	- Improper or unattractive measures adopted to woo strong external stakeholders like industrialists to invest in and encourage University actions. - Unpredictable environmental challenges; nature's adversities, such as drought, extreme heat, etc. - Lack of entrepreneurial attitude and risk management skills within society as a whole

LOGICAL FRAMEWORK

The logical framework that should guide the implementation of the proposed changes is presented below.

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Objective(s)	Activities	Indicators	Means of Verification	Assumptions
✓ **Implementation results from modified and upgraded courses** ✓ **Impact of implemented new courses.**	Increasing University engagement with field experts, industrialists and social engineers	Number of existing courses modified and upgraded	- Academic assessment - University reports	External Stakeholders' readiness to assist in designing, modifying and upgrading the curriculum as per industrial/field requirements
Opening avenues to improve students' language skills, soft skills and other key skills and experience	Updating and upgrading course curriculum at under-graduate level	- Number of Language Labs set up - Number of Mini Projects introduced	Monitoring and impact assessment of functional Language Labs and Mini Projects	Success stories will inspire students
Incorporation of a compulsory Internship component in all subjects	Encouraging collaborations with industries and field NGOs	- Allotment for industry/field specific projects - Number of industry/field specific projects - Percentage of students involved in internships and placements	Agreements on collaborations, MoUs, project descriptions	External stakeholders are eager to collaborate with students
Preparing and educating job creators rather than job seekers	✓ Arranging creative entrepreneurial oriented competitions ✓ Strengthening the functioning of the Incubation Centre	- Compulsory student involvement - Number of organized competitions - Quantum of financial	- Reports on organized competitions and other extracurricular initiatives - Financial reports	External stakeholders are ready to complement the efforts of internal stakeholders and

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

	✓ Extending financial support for student-scientists to help them convert their ideas into start-ups	support disbursed		students
Strengthening the stream of student volunteering through practical training	✓ Designing courses like Disaster Management and Psychological Management ✓ Creating a corpus for providing financial incentives, awards and rewards for students taking part in volunteering training services ✓ Exposure for students to read life incidents accruing in society	- Number of launched courses relevant to volunteering - Level of student enrolment in the courses - Quantum of disbursement of incentives/ awards rewards	- Impact assessment of courses - Feedback from students - Feedback from society - Financial reports	Government and society will whole-heartedly embrace these activities as they are society-centric and needs-based

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

EXPECTED IMPACT OF THE NEW ACTIONS

- 60% Master Programs and 20% Bachelor Programs have an Entrepreneurship course included in the curriculum
- Increased involvement of entrepreneurs in teaching
- Increased number of internship for students
- Increase number of collaborations with business and other external stakeholders
- Increasing number of research projects carried out by students and scholars
- Improved practice of participation in design and assessment of programs and courses by Departmental Committee, Board of Studies and Academic Council

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.