



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NAVRACHANA UNIVERSITY

NAVRACHANA UNIVERSITY, VASNA-BHAYLI ROAD, VADODARA
391410

<https://www.nuv.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Navrachana Education Society, Vadodara, was founded in 1965 by Mrs. Savitaben Amin, a qualified educator who studied at Santiniketan and later trained under Madam Montessori at Columbia University, USA. The Navrachana Higher Secondary School, in Sama, Vadodara, was started by the society in 1967. It was one of the very few co-educational schools affiliated with the CBSE in the state of Gujarat at that time.

The Navrachana Education Society (NES), Vadodara, is a registered charitable trust and is managed by a board of trustees comprising educators, philanthropists, and administrators. Over the five decades of its evolution, the Navrachana Education Society has been at the forefront of innovative pedagogies, keeping in mind the changing dynamics of society around us.

The following are NES-established institutions

- Navrachana School, Sama (CBSE)
- Navrachana Vidyani Vidyalaya, Sama (GSEB)
- Navrachana International School, Vasna-Bhaili (IB, CBSE, IGSCE)
- NEEV, Sama (pre-primary)
- Navprerna, Sama (for economically and socially marginalized children)
- NavKaushalya: Savitaben Amin Institute for Girls and Women
- Eklavya Model Residential School, Vejalpur (GSEB), academically managed by NES
- Navrachana Sports Academy, Sama
- The Navrachana University (NUV), Vasna-Bhaili

Navrachana University Vadodara (NUV) was established in 2009 under the Gujarat Private Universities Act, 2009. It is guided by an experienced board of trustees and professionally managed by an executive committee. Its leadership is focused on and continues to transform modern-day education.

The University has five Schools, a total of 16 undergraduate and 12 post graduate program along with PhD program. The strength of NUV (A.Y. 2021-22) was 2544 students (UG, PG and PhD), 115 academic staff, 99 administrative staff. NUV also has four research centres. The university campus spread over 4,79,857 square feet has 2,45,015 square feet of built-up area that includes classrooms, studios, workshops, library, laboratories, tinkering Lab, amphitheater, sports ground, basket ball court apart from three different food outlets.

The university is focussed on delivering innovative curriculum and pedagogy, with strong focus of industry connect and lays strong emphasis on research across all the teaching program, through the research centers and also at all the school. The focus is on creating effective collaboration with organization and industry in the city and country to derive effective collaborations in teaching, internship programs as well as research.

Vision

An ethical and innovative Interdisciplinary University with social conscience providing education and research of global standards, committed to student success and creating thought leaders, contributing to nation-building.

Mission

- Deliver contemporary education per global needs and standards
- Create a continuous learning culture through Academic and Research excellence
- Promote Entrepreneurship & Innovation, Interdisciplinary Studies & Research
- Expand reach of Multidisciplinary Studies
- Pedagogical shift towards Blended Learning
- Leverage on International Collaborations
- Partnering Industries and Research Institutes in continuous value creation

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Student-centric teaching and learning practices.
- Wide range of electives and a choice-based credit system with Contemporary curriculum.
- Major and Minor disciplines.
- Internships, Workshops and Studio Based Courses for Industry readiness.
- Entrepreneurial, start up and innovation culture.
- Transparent and structured academic policies and practices.
- Fairness and equality in words and practice.

Institutional Weakness

- Fewer consulting assignments and revenue generation through industry consulting.
- Fewer Patents / Intellectual Property Rights.
- Inadequate number of Industry supported laboratories.
- Lesser presence of national and international students.
- Limited research fund from government and non-government agencies.

Institutional Opportunity

- Develop Centre of Excellence in education, research, training, and consultancy to achieve global recognition.
- Collaborations with industry for skill enhancement in and around Vadodara.
- Capitalizing on Collaborative Research Projects nationally and internationally.
- Take up joint research with reputed universities and industries to provide a platform for quality, academic, research and industry exposure to students and faculties.
- Increase in the number of admissions from outside State and Nation.
- Developing interdisciplinary academic programmes.
- Adopting National Education Policy 2020.

Institutional Challenge

- Long-term sustainability without compromising standards due to horizontal growth in higher education.
- Attracting and retaining experienced faculty members and developing a wide range of expertise across the disciplines.
- Achieving International and National rankings.
- Rapid changes in national and international economy with changing expectations from industry and society.
- Resource mobilisation for sustainable growth: as a self-financed institution with limited sources of income (primarily from tuition fees).

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

NUV's innovative pedagogy and curriculum help **prepare students to solve real-world problems**. The focus of the university has always been on introducing **project-based and inter-disciplinary ways of imparting education** that are deeply connected with real-world problems of the present while anticipating the future. The focus is to create **"life-long learners"** or professionals that can adapt and teach themselves while encountering new and unexpected situations in the future.

To achieve this objective, the curriculum is structured as a response to the larger societal concerns of the region, the nation, and the world. To address the real problems of **Indian society, such as literacy, education, environment, urban development, equity, etc.**, university students need to be systematically exposed and prepared to look at these circumstances from fresh and different perspectives

The above concerns are achieved by identifying clear Program Objectives and Program Specific Objectives and Course Objective in every school through their Academic Advisory Boards (AAB). Every School also engages in regular Course Audits to assess how much of these COs are attained apart from AAB meetings to evaluate the attainment of Pos

Every curriculum at NUV has the following common features in line with its academic philosophy

Mandatory Inter Disciplinary Social Immersion Program – KHOJ. The Khoj program is mandatory for all the final year students of undergraduate program of the university. A relevant societal problem is identified by faculty members and offered as an inter-disciplinary Khoj project during the winter semester break. The project ends with a city level exhibition where community members and other stakeholders are invited for interaction. Students of different programs and school work together to find solutions to the problem of further their understanding of the same

Internships, and industry connect programs in every program ensure that each student learns to analyse and find solutions to real-world problems and develops an understanding of industry needs and challenges

The university has relied heavily on workshop, laboratory (hands-on), and studio-based courses as a way to introduce project-based learning as part of their pedagogical approach. The majority of the credit load is shared by such courses.

The studio, laboratory, and workshop-based courses pick real-world problems as projects. These projects are often based on cross-cutting concerns of environment, development, ethics, and justice. The students are

encouraged to develop a critical thinking perspective on the problem rather than to suggest the most technologically convenient solutions.

Teaching-learning and Evaluation

NUV's foundation was laid by the NES after decades of experience in experimental and innovative teaching pedagogy in the various schools that they established in the last five decades. **Creating curious lifelong learners through the use of technology and social project-based pedagogies has been the hallmark of this approach.** The same values were imbibed by NUV right from the beginning and throughout its evolution.

Over the years, experiential learning from the environment and social context around us has become the central theme of the university. This is reflected in certain university-wide academic programs such as the Social Project KHOJ, a compulsory credit course that every student at NUV undertakes during the course of their study. The KHOJ project deals with real social problems as an academic project involving collaboration with NGOs along with extensive field work involving surveys, interviews, and consultative meetings.

NUV has been extremely conscious of the use of ICT to facilitate the teaching and learning process. The ICT policy of the university keeps the interests of the students central to its endeavours. In fact, NUV was among the first universities to go completely online without losing a single day in transition after the lockdown was announced. The university was ready with a complete online teaching plan, and faculty members did mock sessions during the early days of the COVID-19 pandemic. ICT is fully leveraged for the purpose of student teaching and learning support, right from sharing course content over Moodle to student attendance, internal evaluation, examination, and student feedback, which are all integrated into the current ERP.

Program outcomes, program-specific outcomes, and course outcomes are constantly monitored at different levels. At the level of their design and execution, they are evaluated by the academic advisory board of each school. Various mechanisms, such as pre-teaching seminars and post-teaching course audits, are conducted at the level of the school among the faculty peer group while being moderated by each school head.

Research, Innovations and Extension

Navrachana University recognizes the pivotal importance of research in its academic growth and its impact on the sustainability and development of society. Being a young university, research activities at Navrachana University started as a sporadic nucleation process. Individual faculty members with research interests and expertise have significantly contributed to the process. Interdisciplinary discussions and mentorship have helped nurture research activities amongst faculty and students. To strengthen research commitment and create a sustainable research culture, a research advisory committee has been constituted. A research policy and an intellectual property rights policy are enunciated. A well-defined Code of Ethics for Research and a Policy for the Promotion of Academic Integrity and the Prevention of Plagiarism are established. These policies serve as guidelines for undertaking research at various levels in a structured manner.

Research is nurtured through i) organizing faculty development programs (FDP) on research methodology; ii) integration of research at the undergraduate level; iii) publication of review articles by PG students; and iv) undertaking collaborative research projects for guided thesis projects or capstone projects. Around 162 research papers and 97 book chapters or books have been published in the past five years.

Seed grants are provided to new faculty pursuing research, financial assistance to attend conferences, and a 25% fee waiver to faculty/staff pursuing PhDs at Navrachana. To accelerate research growth, a central instrumentation facility is envisaged. An interdisciplinary online biannual journal, *Interwoven*, with an e-ISSN number (2581-9275), has been launched recently.

The Center for Professional Education (CPE) offers development programs for industry and academia with revenue sharing. A unique curriculum-based course, KHOJ, is offered to all undergraduate students to work on social development projects. Additional Extension services in operation include the Legal Aid Clinic and the Social Internship. For outreach activities, student volunteers from the Center for Environment, Research, and Innovation (NUCERI), the National Cadet Corps (NCC), and the Women's Cell organize afforestation drives, stage shows, awareness rallies, health and hygiene camps, voter awareness drives, exhibitions, and the sale of NGO products, etc.

Navrachana University has signed MoUs with three prominent international universities in the USA and 22 MoUs with various organizations and industries for the purpose of internships, training, student and faculty exchange, project work, and collaborative research.

Infrastructure and Learning Resources

Spread over 4,79,857 square feet, Navrachana University's campus accommodates buildings and open spaces. The buildings house the administrative block, the library and reading room, classrooms, laboratories, workshops, and studios. There is a canteen, amphitheatre, galleries, auditorium, gymnasium, and sports areas. The University comprises 5 schools: Science (SoS), Engineering & Technology (SET), Environmental Design & Architecture (SEDA), Business & Law (SBL), and Liberal Studies & Education (SLSE). These offer a bouquet of undergrad and postgrad programs, doctoral studies, and certificate courses. All programs stress discipline-based academics, but make sure students get a true experience of a university (and not just a regional college). The academics weave in a string of multi-disciplinary courses, co-curricular and extra-curricular activities, and sports that help build well-rounded, holistic personalities in the students.

Academic engagements spill over from classrooms into the wide corridors on each floor of the Block A building, the open-air amphitheatre at the campus center, the auditorium, and the conference room. All spaces provide free access to Wi-Fi and facilitate formal and informal engagements between teachers and students.

The university offers adequate sports infrastructure to boost students' competitive instincts. It includes 16,795 square meter of playground.

Students, research scholars, and faculty can actually and remotely access library resources. The integrated IT infrastructure meets the growing needs of students and staff on campus. There are 24 Wi-Fi access points with a dedicated hardware controller.

There is a small reprography center for basic amenities, photocopying, and scanning services. First-Aid Kit boxes are located in the administration building, as well as in each laboratory and workshop. A safe and clean private hostel is located near the university.

Student Support and Progression

Navrachana University is committed to supporting students in academic pursuits in multiple ways. It has created well-planned processes, mechanisms, and structures for student support and progression.

Orientation for first-year students is organized in a well-planned manner, focusing on an introduction to the administration, academic regulations, and course structure of each program. The student orientation program NUV-Arambh is held during the start of every new academic year and includes extensive sessions on all aspects of university processes, facilities and campus life.

The Mentorship Program supports all the students during academic life at the university. Students are allocated time slots in the regular timetable for need-based mentorship as and when necessary. The mentorship program is a university level initiatives and the aim is to cover each and every student.

There are dedicated personnel to facilitate students in applying for government scholarships and other institutional scholarships. Merit-based and need-based scholarships are offered by the university to deserving students. The academic regulations have a provision on flexibility in attendance for students pursuing sports and other events where they represent the university. To encourage students to participate in such events, prompt communication about this information is shared with students. To nurture students for research, faculty members support and encourage students as co-authors for seminar presentations and research paper publications.

The Placement Cell guides and prepares students for jobs through workshops and expert talks on facing interviews, writing resumes, identifying placement opportunities, and connecting students with industry. Those aspiring for further education in foreign universities are facilitated by the International Cell, which connects students globally by way of joint academic programs, guest lectures, the presentation of scholarship opportunities, and the procedural help required in obtaining scholarships. The Industry Connect is strengthened through the Alumni Cell and the faculty-industry network. The sports coordinator identifies talented sportspersons amongst the students, trains them, and promotes them for sports events and competitions.

Governance, Leadership and Management

Navrachana University has established itself over the last twelve years as an institution of choice in holistic higher education. The Navrachana logo is inspired by the Sacred Bodhi (Peepal). tree with three leaves, each signifying physical, mental, and emotional facets of student and faculty development. The university's vision and mission are based on these values. Both are displayed on the campus and website for the awareness of all stakeholders.

The highly qualified Board of Governors provides mature leadership, setting the tone from the top by disseminating the strategy, culture, values, and institutional behaviour and demonstrating how these are integrated across the university. The Board appropriately delegated its powers to the Board of Management, the Managing Committee, and the Academic Council to implement the transactions with a decentralized approach. The administrative set-up operates at two levels: the university-level set-up includes the provost and registrar, and at the school-level level, it includes the deans and program chairs.

All policies, procedures, rules, and regulations are incorporated in the handbooks (faculty, student, and HR) and shared on the internal portal for use by faculty, staff, and students. A well-defined annual appraisal system for faculty and staff is diligently followed and based on three parameters: teaching, learning, and evaluation; research and consulting; and institution building.

Navrachana University has prescribed financial regulations for the efficient use of available financial resources. The accounts are audited on a concurrent basis by an internal auditor. This audit is conducted regularly for proper maintenance of accounts within the Framework of Delegation of Powers.

The Internal Quality Assurance Cell (IQAC) is instrumental in auditing, assessing, and ensuring quality teaching, research, planning, and execution of academic and administrative responsibilities. The Schools and University have participated in the Gujarat State Institutional Rating Framework (GSIRF) s and National Institutional Ranking Framework (NIRF) ranking processes.

Institutional Values and Best Practices

Navrachana University's core values of education support the holistic development of learners. It is demonstrated through the academic culture it nurtures through its curricular and co-curricular activities, management initiatives, policies, and practices.

Gender equity and sensitivity are addressed by creating a set of guidelines, initiatives, facilities, platforms, and processes. The long-term proactive aim of preventing gender injustice is attempted through sensitization by the Women Development Cell.

The university fully understands its responsibility towards environmental issues and has devised practices that help in waste management by adopting various green initiatives, maintaining color-coded dustbins, aligning with the waste disposal system of the city's municipal corporation, conducting energy audits and acting upon the results, and maintaining a sustainable rainwater harvesting system.

The university demonstrates its commitment to upholding and promoting an inclusive environment for its students, faculty, and administrative staff through its policies, monitoring committees, and academic activities, both co-curricular and curricular. Poets and writers of regional languages are invited to speak, and book talks by faculty and students are organized to explore ideas in different cultural contexts.

The University's commitment to constitutional obligations and values is expressed through the mechanisms of extension service, academics, and varied co-curricular activities. Courses on ethics and professional practices are included in the curriculum.

NUVs has implemented for the Choice Based Curriculum in form of the elective courses (interdisciplinary and multi disciplinary) that are available for students to take from any of the Schools. This curriculum choice is facilitated through a robust ERP system that allows students to make these choices and literally "make their own time-table". The same ERP is used to get all the tasks done in the academic life-time of the students such as; fees, feedback, credit management, library book renewals, course selection etc.

The Inter disciplinary Khoj program that every final year student undertakes has become a unique tradition of NUV wherein students engage with real-life problems of the society and try and find solutions for the same. The work in inter-disciplinary groups and are guided by faculty members representing different domains. The Khoj Program ends with a City level exhibition where all the stake holders are invited for public viewing of the student projects.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	NAVRACHANA UNIVERSITY
Address	Navrachana University, Vasna-Bhayli Road, Vadodara
City	Vadodara
State	Gujarat
Pin	391410
Website	https://www.nuv.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Pratyush Shankar	0265-2617101	9558800259	-	provost@nuv.ac.in
IQAC / CIQA coordinator	Amit Patwa	0265-2617108	7227812727	-	iqac@nuv.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	07-07-2009
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	08-10-2004

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	21-09-2016	View Document
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Navrachana University, Vasna-Bhayli Road, Vadodara	Urban	11.016	22762.62	UG, PG, Integrated and Ph. D.		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td>111063_10432_4_1677500691.pdf</td> </tr> <tr> <td>BCI</td> <td>111063_10432_8_1674048174.pdf</td> </tr> <tr> <td>COA</td> <td>111063_10432_18_1674048183.pdf</td> </tr> </tbody> </table>	SRA program	Document	NCTE	111063_10432_4_1677500691.pdf	BCI	111063_10432_8_1674048174.pdf	COA	111063_10432_18_1674048183.pdf	
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COA	111063_10432_18_1674048183.pdf								

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	14				30				93			
Recruited	4	0	0	4	8	11	0	19	36	56	0	92
Yet to Recruit	10				11				1			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				115
Recruited	18	15	0	33
Yet to Recruit				82
On Contract	41	6	0	47

Technical Staff				
	Male	Female	Others	Total
Sanctioned				20
Recruited	14	2	0	16
Yet to Recruit				4
On Contract	3	0	0	3

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	8	9	0	16	22	0	57
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	2	0	0	0	2	0	17	31	0	52
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	1	0	0	1
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Not Applicable	Not Applicable	Not Applicable

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	957	66	2	0	1025
	Female	885	96	1	0	982
	Others	0	0	0	0	0
PG	Male	94	2	0	0	96
	Female	192	5	0	0	197
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	33	0	0	0	33
	Female	45	0	0	0	45
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	54	5	0	0	59
Female	102	4	1	0	107
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
School Of Business And Law	View Document
School Of Engineering And Technology	View Document
School Of Environmental Design And Architecture	View Document
School Of Liberal Studies And Education	View Document
School Of Science	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>NUV has implemented a choice based curriculum with a focus on students gaining access to interdisciplinary and multiple disciplinary courses as 15% of their total credits . This is apart from the mandatory interdisciplinary/ multidisciplinary Khoj program Choice based Curriculum for Interdisciplinary and Multidisciplinary Teaching Starting academic year 2022, curriculum of all the program at NUV were modified to make space for 15% credits that can come by complete choice in form of elective courses that students can take anywhere in School of the University every semester. Even some of mandatory courses of other schools can become elective courses to students. To facilitate the same, the following key reforms were brought about Minor Disciplines are available for students of NUV in addition to their major specialisation of their degree program. The students can take Minor in any domain of their choice and across their own schools. The students need to take minimum of 18 credits to gain a Minor in a particular domain. These credits are taken form the Elective Credit Bank of the students</p>
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	<p>(15% of the course curriculum). The following seven Minor Disciplines are available at NUV 1. General Management (School of Business and Law) 2. Business Law (School of Business and Law) 3. Interior Design (School of Environmental, Design and Architecture) 4. Health Science (School of Science) 5. Mechatronics (Core Engineering, School of Engineering and Technology) 6. Computer Science (School of Engineering and Technology) 7. Film Production (School of Liberal Studies and Education)</p>
2. Academic bank of credits (ABC):	<p>NUV has taken the following steps to implement the Academic Bank of Credit A. NUV has, as a first step created a University Bank of Credit for every students as 15% of their total curriculum credits. This has been linked with their ERP accounts for easy access B. NUV has registered for Academic bank of credits (ABC) and also for National Academic Depository (NAD). NUV has already uploaded last four years Degree Certificates (2600 Degree Certificates) on NAD. C. NUV will be completely implementing the Academic Bank of Credit system from academic year 2023.</p>
3. Skill development:	<p>Skill development at NUV has been facilitated through the following initiatives A. Ensuring enough credits are given to courses that are identified as being skill development ones in the credit. They would include courses on language, communication, software skill, entrepreneurship, digital skills, web based skills, inter-personal skills, research skills, drawing and model making skills (for Design Program), Writing and Critical Thinking skills etc. B. Organizing various workshops over and above the curriculum for the students specially to upgrade their skills in areas that are cutting edge or requirement of the industry. These workshops are also conducted during the summer and winter breaks to allow students to undertake the same without disturbing their academic calendar C. Internship program with industries and organization in all the programs to ensure students are exposed to hands on and practical skills D. Focus of workshop and studio that demand hands practical skill development in the curriculum</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The Indian Knowledge System is acknowledged and addressed into the following fashion A. Explaining key concepts in regional language if the students is</p>

	<p>not comfortable in English language B. Case Studies that use Indian culture and social context as a base information that is gathered first hand during field work rather than relying on secondary data C. Online Courses and resources on Indian culture and history are used as references in many programs. D. Khoj Program; the interdisciplinary/ multidisciplinary social immersion program address many social issue of the region and use the wealth of knowledge of the traditional Indian system (Ayurveda, agricultural practices, food culture) to find solutions for the same. See topics covered in the Khoj Program</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The approach to teaching and learning pedagogy, choice-based electives, co- and extra-curricular activities, and social and corporate internships and projects are incorporated in the curriculum for grooming students so they become competent professionals and responsible citizens. NUV regularly updates academic programmes as well as value-added, skill-based courses and Inter disciplinary courses. Curriculum is prepared with clearly defined Programme Outcomes, Course Outcomes and the Learning Objectives based on Bloom's Taxonomy. Outcome-based educational elements, like POs, PSOs and COs are being followed for all academic programmes to inculcate the spirit of proactive learning to explore different facets of knowledge based on its contextual relevance and need-based arrangements. The university systematically identifies, determines and maps attainments of POs integrating experiential, participative and problem-based teaching-learning methodologies. Course Objectives and Outcomes are pedagogically designed and mapped using a mixture of Direct and Indirect methods considering elements of Employability, Entrepreneurship, Skill Development, relevant to Local, National, Regional, Global needs, Gender, Environment and Sustainability, Human Values, and Professional Ethics. Review of teaching-learning process and outcomes for significant academic updates and quality enhancements are undertaken through Academic Advisory Board and Academic Council. Interests and skills of the students are incorporated in the teaching-learning process consisting of Assessment, Planning, Implementation, and Evaluation. Research is an integral part of learning. University has strengthened the adoption of</p>

	CBCS and offering of Electives and Minors as well as introduction and revision/updating of innovative academic Programmes and Value-Added Courses. It has put efforts to improve Collaborations, entering into MoUs (National/International), implemented research incentivization schemes for promoting high-quality research publications/citations, filing of Patents/Copyrights.
6. Distance education/online education:	<p>Entire Navrachana University Campus is Wi-Fi enabled and follows ICT-enabled teaching along with conventional classroom education. The academic enterprise resource planning (ERP) system called NUCLEUS (Navrachana University Centralized Enterprise User System) is utilized to manage different facets of student data management. This Practice provides support to students and teachers to pursue a successful academic life at the University. The hard infrastructure for this support is provided by means of technology in form of efficient and responsive ICT support for academic transactions for helping students to explore the full potential of their academic life at the University Information about the NUCLEUS modules for student data management, staff data management, course directories, catalogues, new course proposals, changes to existing course proposals, course outlines, registration, management, program structures, infrastructure management, session schedules, academic interventions, grading systems, faculty feedback, and statements of work. Technology-aided learning has facilitated access to a large reservoir of learning resources, which helps students achieve excellence in academics. An organized learning system is created through the Learning Management System (LMS), which places instructional material, guidelines, and student submissions on one platform. It allows for easy access to the above for the students as well as the teacher. The Learning Management System (LMS) is in place to facilitate the teaching-learning process. This includes:</p> <ul style="list-style-type: none"> • Implementation of Moodle-LMS on campus with the in-house high-end server, dedicated band width, training to staff and students. Each School has a dedicated faculty to address issues about use of LMS. • Installation/Upgradation of Firewall, with existing Cyberoam was replaced by Sophos. • Implementation of robust QNAPP Back-up systems with Teams application. • ERP system to facilitate

the entire University-level processes, taking into consideration the entire student life cycle. The Library has employed technology as a conduit for accessing learning resources. It is implemented in the following way: NavGyan: An Open knowledge Gateway has been developed to provide access to useful Open Educational e-Resources (OER) i.e. e-Books, e-Journals, Databases/Archives/Repositories, Digital and Virtual Libraries, Online Learning Tools & Open Courseware, Open Access Patent & Standard Databases, e-References (Dictionary/Encyclopaedias), Electronic Thesis and Dissertations (ETD), e-Newspapers and Competitive exam papers with solution. The Library provides massive access to all e-Resources through subscription of databases, e-Shodhsindhu and through membership in National Library networks i.e. EBSCO Management Collection, JSTOR Arts and Science Collection, JSTOR Sustainability Collection, Manupatra, DELNET, South Asia Archive. In order to allow students and staff to continue their education despite the suspension of classroom instruction during the pandemic situation, the university purchased Zoom and Microsoft teams subscription to video conferencing applications for conducting webinars and expert sessions for the benefit of students and teachers by inviting academicians, entrepreneurs, researchers, well-known professionals, and celebrities from various walks of life.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, in 2022 a Electoral Literacy Club has been set.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	ELC has members from the student body, faculty members and administrative staff. Yes, the ELC is functional and does regular awareness programs.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	ELC has been engaged in conducting innovative street plays and debate competition to spread voter awareness.

<p>assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>None so far. But we do wish to undertake this study in future also as part of project work in the new BA in Social Science and Humanities program.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>As part of the awareness campaign, students that were 18 but not registered were urged to get themselves.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
27	25	27	23	23
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 5

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2466	2286	2382	2256	2163
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
666	645	823	577	544
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the University examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2431	2270	2372	2246	2144
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during the last 5 years**

2021-22	2020-21	2019-20	2018-19	2017-18
43	0	0	71	0

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1203	1209	1219	1145	983
File Description		Document		
Institutional data in prescribed format		View Document		

3.2**Number of full time teachers year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
115	124	117	112	103
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
137	132	131	121	110
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4164	5052	7104	8018	7688
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
702	665	674	639	643
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 52****4.4****Total number of computers in the campus for academic purpose****Response: 621**

4.5**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1191.16	1207.5	1438.51	5165.7	1345.14

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The curriculum at Navrachana University Vadodara (NUV) aims to create well-rounded, holistically developed individuals who are responsible citizens. This concern is reflected in the program-specific outcomes and course outcomes in the curriculum for all the programs.

Advisory Members from Industry and Academics

Every school has an Academic Advisory Board (AAB), whose primary responsibility is to provide advice on matters related to the curriculum for all programs. The AAB consists of not only the deans and program chairs of the school but also experts from the industry, senior academics from other universities, and sometimes representation from the government. The pressing concerns of the nation, the world at large, and society are incorporated into the curriculum by the AAB.

The following procedure is followed for every curriculum at NUV:

Each curriculum document begins with the larger objective and purpose of the program in solving societal problems such as questions of environment, ecological balance, urbanization, equity, and justice. The program objectives (PO) are mapped to these larger objectives.

Based on the POs, each and every course is envisaged as a vehicle to achieve a smaller objective while reflecting social, developmental, environmental, or technological concerns. The course outcomes (COs) reflect these regional, national, or global concerns.

Each course has a particular pedagogy. At NUV, many courses across the curriculum emphasize workshop-based or studio-based pedagogy where real-world problems are addressed by students.

At NUV, we believe that real-world problems can be solved through an interdisciplinary and multidisciplinary approach. This is reflected in the many inter-disciplinary courses, elective courses, and Khoj Programs that are part of every curriculum at NUV.

Examples:

At the School of Business and Law (SBL), students are trained to hone their decision-making skills using real-world case study methods and contemporary exercises.

At the School of Engineering and Technology (SET), there is a strong emphasis on hands-on and real-time project work.

At the School of Environment Design and Architecture (SEDA), experiential learning, a holistic interdisciplinary outlook, and critical thinking are privileges; thus, students become lifelong learners appropriate for a world that is continuously changing.

At the School of Liberal Studies and Education (SLSE), students are trained in the extensive usage of technology and exposed to structured classroom sessions. Field experience is provided through rigorous internships and projects.

At the School of Science (SOS), extensive collaborations with industry for R & D on real-life projects make students industry-ready. These concerns are reflected in the program outcomes and program-specific outcomes of each program at every school.

Social and professional internships also make students aware of social entrepreneurship and the importance of understanding national and global issues, along with giving them the opportunity to get first-hand experience in the profession.

File Description	Document
Upload Additional information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 90

1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 27

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 30

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 28.38

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
241	262	411	406	305

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 67.6

1.2.1.1 How many new courses were introduced within the last five years.

Response: 1625

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 2404

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 96.3

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 26

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

NUV is extremely conscious of the need to integrate issues of gender, sustainability, and ethics into the curriculum and in teaching. This has been achieved through a variety of strategies. All schools and their academic programs ensure that students are made aware of relevant social aspects like gender equality, environmental consciousness, and ethical behaviour in the profession for which they are being trained and educated.

The University offers a unique social immersion program called Khoj that ensures students, especially at the undergraduate level, understand the nature of the relationship between the self and the community and also learn to address real and relevant societal issues around them. Khoj is integrated into the curricula of all the programs at the university.

Program-specific outcomes in each school further help inculcate these relevant themes among the students. For example, in SLSE, the following program outcomes are critical to the transaction of the curriculum:

PO3: Elicit the views of others, mediate disagreements, and help reach conclusions in group settings.

PO4: Demonstrate empathetic social concern and equity-centered national development and the ability to act with informed awareness of issues and participate in civic life through volunteering.

PO5: Recognize different value systems, including your own; understand the moral dimensions of your decisions; and accept responsibility for them.

At the **School of Business and Law (SBL)**, efforts are made to develop the necessary values, ethics, and attitudes for being a socially responsible citizen through teaching and mentoring. All programs have at least one mandatory course on values and professional ethics (business ethics for BBA/MBA and professional ethics for BBA/LLB). The undergraduate programs also have a mandatory course on environmental science as prescribed by UGC. In addition, all students have to undergo a month-long

mandatory social internship.

The **School of Engineering and Technology (SET)** offers credit-based courses in humanities and environmental studies to ensure student-technocrats understand significant societal and environmental issues. These help students think outside the box and explore innovation during their projects and assignments to solve technical problems affecting society and the environment.

At the **School of Environmental Design and Architecture (SEDA)**, the studio program is also geared toward sensitizing students to societal and environmental problems. Students document and understand first-hand the challenges of environmental degradation, social imbalances, cultural diversity, and gender biases as part of the many live design problems that are posed to them in the studio-based process.

The **School of Liberal Studies and Education (SLSE)**'s Master of Social Work Program enables students to work with deprived sections of society and develop strategies for their upliftment, closely interacting with children, women, the disabled, juvenile delinquents, senior citizens, and the community at large. The B.Ed. program includes components to sensitize student-teachers towards diverse social groups and how to cater to the educational needs of children from the elite as well as the underprivileged sections.

The **School of Science (SOS)** has a compulsory core course on environmental studies to develop awareness about environmental protection and sensitize students about sustainability issues.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 151

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 151

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**Response:** 81.82**1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1405	1727	1902	2207	2139

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).**Response:** 34.27**1.3.4.1 Number of students undertaking field projects or research projects or internships.**

Response: 845

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

1.4 Feedback System**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****Response:** A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback processes of the institution may be classified as follows:**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 6.12

2.1.1.1 Number of seats available year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1115	1056	1070	1015	1020

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 3.71

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
27	29	17	32	18

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Navrachana University Vadodara (NUV) lays emphasis on **innovation and critical thinking** amongst its students. The focus across all programs has been to allow students to think, question, and hence innovate.

The progress of students is not only measured by their ability to grasp the content that is discussed in the classroom but also by their **willingness and enthusiasm to discuss, debate, and form an opinion** on subject matters. This approach is more sympathetic to slow learners, as at any given time they do not feel "left out" by their regular peers. Continuous internal grading places emphasis on these aspects of participation.

The university is extremely aware of and accepts that each student goes through slightly different learning trajectories, and hence in any given batch we will have students who grasp concepts rather quickly, whereas others need more time for the same. To mitigate and address these natural gaps, the programs have taken a variety of approaches.

Remedial Sessions

All the programs run remedial sessions for slow learners. These extra sessions aim at clarifying key concepts while encouraging students in a smaller group to express their doubts. Such

At School of Business and Law and the School of Science, slow learners are given extra assignments and projects during these sessions.

At School of Engineering and Technology, a simplified examination paper is given to such students to solve during the remedial sessions.

At the School of Environmental Design and Architecture, Teaching Assistants are assigned to such slow learners for the whole studio course. The teaching assistants spend extra time with the students and give them personalized feedback on their projects.

Project-based group learning

Slow learners benefit a lot from peer-to-peer interaction. Project-based assignments are often facilitated through group work among the students. This proves to be extremely useful for slow learners, as they are able to work with students with much faster learning abilities. The peer-to-peer interaction helps boost their confidence and allows them to pick up necessary skills from each other. This setup also proves useful for advanced learners, as they are challenged to take on the additional responsibilities of leading the group and explaining concepts to slow learners.

Evaluation

The students who are not able to cope with the course work or examinations during the course of the semester are given ample opportunities to improve. The provision of "re-examination" allows students to spend a few more weeks after the semester clarifying concepts that they could not understand earlier. Summer remedial courses have been introduced for students who are not able to clear re-examination as well.

Independent Study Program and Electives

This program is specifically designed with advanced learners in mind. This project-based study program is available for students to pick up as extra credit to gain more meaningful insight into a topic of their choice. During the independent study program, the students work on an independent research or study project under the guidance of a faculty member. Elective courses, on the other hand, are useful for both slow and advanced learners.

File Description	Document
Upload Any additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 21.44

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

At Navrachana University, the curriculum and the pedagogy are designed while keeping the focus on creating participatory and collaborative learning environments. This approach is reflected as follows:

Workshop- and lab-based;

Most programs at Navrachana University have included in their curricula courses that follow workshop-, lab-, or studio-based pedagogy. A relevant and current problem is given as a project, wherein students are expected to find solutions for the same. Students have to use a variety of participatory approaches, such as field data collection, social surveys, mapping, and interaction with stakeholder groups, to develop a better understanding of the problem. For example, all programs at SEDA devote almost 70% of credits to such workshop and studio-based courses. Similarly, at SBL and SLSE, project assignments based on real-life problems are given in most theory courses, wherein students are expected to engage with a variety of factors in order to develop a perspective. This demands not only participation but also a level of collaboration among students from different, related disciplines.

The Design of the Assignment

In theory and seminar-based courses, assignments are quite often project-based, requiring students to carry out independent studies and data collection while doing multiple referencing and using case study methods

to arrive at appropriate findings.

Compulsory Interdisciplinary Social Immersion Program (KHOJ)

Khoj is a dedicated interdisciplinary university-level program that aims at sensitizing students to contemporary social and economic issues. Every student of the university takes one such Khoj course and works closely with an interdisciplinary team consisting of students from all other schools on a particular social issue.

All Khoj courses emphasize ethnographic field work, on-site documentation, and interaction with industry professionals. The university also collaborates with NGOs under Khoj, which provides students with the opportunity to work on live projects of social relevance.

Internship and thesis as industry collaborations

Many advanced-level courses in many programs, such as theses and certain seminar courses, are designed as collaborations between students and domain experts from either industry or within the university. The Collaborative Research Program (CRP) offered at SEDA is one such course where undergraduate students have the option to work on a thesis topic that is part of the larger research interests of a faculty member or external expert.

Students' involvement in Research Centers

Students are also offered the opportunity to work under various research centers in the university. For example, the Center for Education offered students the opportunity to assist in the research projects undertaken by faculty members. At the Center for Heritage Research, students participated in data collection while doing preliminary research and documentation on different projects of heritage significance.

Events

All programs make extra efforts to organize seminars, lectures, and conferences in collaboration with industry experts, other academic institutions, and even local and national government agencies. These events involve faculty members and students and are an excellent opportunity to interact, deliberate, and learn new things.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Navrachana University Vadodara (NUV) strongly believes that ICT-enabled tools are essential for teaching

and learning processes. The University offers a range of such tools to faculty members, which include online platforms and domain-specific software and hardware.

Online Platforms

NUV has been extensively using learning management software to facilitate and enhance classroom teaching-learning processes. The university uses official LMS environments such as Microsoft Teams, Moodle, and Zoom. During the teaching, a variety of tasks are performed, such as delivering lectures, conducting discussion and discourses, sharing teaching material and lecture recordings, submitting assignments, receiving feedback, and conducting quizzes and examinations.

Several other online platforms are used by different schools to facilitate teaching and learning specific to their domains. For example, SEDA uses Concept Board and Wix to create an online repository of students' projects that is always available for student reference.

The YouTube channel of NUV is also a repository of lectures delivered by experts from different domains.

Software & Internet

All the University desktops are equipped with an Internet connection and necessary software (like Microsoft Office, Chrome, etc.). Each school desktops have domain-specific software for teaching and learning.

Online Library Resources

Access to library resources is extremely important for the academic development of students. The library has its own website, linked to the main university website. It offers a range of services to students and faculty members that include an online library catalogue and search engine (OPAC), links to subscribed online journals and periodicals, a link to the DELNET Network of libraries, and other important online resources.

Hardware

Each classroom is equipped with a desktop, a webcam, a projector, and speakers. All faculty members have also been provided with their personal desktops equipped with all necessary software. Each school has a printing and scanning facility in the staff room. WACOM tablets are also available for the faculty to aid in online teaching. Students have access to desktop computers in computer labs, the library and corridors.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed

academic year)

Response: 23.05

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 107

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 **Average percentage of full time teachers against sanctioned posts during the last five years**

Response: 90.68

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 **Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years**

Response: 38.68

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
57	51	43	38	33

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 5.15

2.4.3.1 Total experience of full-time teachers

Response: 592

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 25.39

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
09	10	4	2	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the

declaration of results year-wise during the last five years**Response:** 13.4**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	20	10	10	14

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 0.99**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
43	0	0	71	0

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution**Response:**

Technology has been completely integrated into Navrachana University's examination procedures and processes. This has made a significant contribution on many levels to the efficient management of exams and outcomes. The Examination Management System (EMS) makes the entire process easier for students,

from topic registration to access to results. It simplifies the entire grading and results-finalization procedure for faculty members. A learning management system (LMS) and surveillance systems both support the exam process.

Examination Management System (EMS)

For the students, EMS is the key link with the entire administrative process related to registration for subjects, registration for examination (end semester/re-examination/ATKT), and access to results. EMS is the one-stop location where students have access to all information related to their past results and the status of their attendance and grades in the current semester. It helps students have better control over managing their academic performance throughout the semester. It is also used to generate the hall ticket for the examination.

The faculty members use EMS to manage student attendance and grade entry. EMS is flexible to allow for the break-up of marks as per the teaching plan for each course. It also allows for corrections in data entry within the administrative deadlines. It also allows the faculty members to export a copy of the results of their course for their own reference. The EMS aids the faculty members in having complete control over the grading process, which is sacrosanct for the examination process.

The administration interface of the EMS allows administration to add available courses every semester and set deadlines for result submission.

Learning Management System (LMS)

Navrachana University's LMS is not only used as a repository of learning resources for examinations but also to conduct online examinations. It also offers tools of auto-evaluation for certain types of questions, resulting not only in a reduction of the time faculty members spend on paper checking but also reducing the chances of error.

Examination Surveillance System

All classrooms have CCTV cameras installed, which makes it convenient for the examination committee to track proceedings in all the examinations directly from the control room. The arrangement has helped considerably in aiding the invigilators and reducing malpractices in examination.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Navrachana University has adopted Outcome Based Education (OBE), to ensure the attainment of Program Course outcomes. It has identified attributes that are expected to be acquired by every graduate through the course of studies at the University – this includes capabilities/competencies fostered as a result of both the curricular and co-curricular activities conducted

The Schools have designed learning objectives and graduate attributes keeping in mind the vision and mission and the programs being offered therein. **The University website clearly articulates the Vision, Mission, Course Structure, Program Objectives, Program specific Objectives, Graduate Attributes and the Program-course Learning Outcomes.** The curriculum document of each Program is written in such a way as to incorporate generic and Program- specific Outcomes along with Course-specific Outcomes.

In addition to these, the **transaction methodologies and evaluation details are also shared for each course, along with the Learning Outcomes through the student ERP "Nucleus"**. Both the above – Objectives and Outcomes, are stated using Bloom's Taxonomy. The Program Objectives and Outcomes are designed as per the different domains

The syllabi and lesson plans incorporating Learning Objectives and Outcomes are shared with the students at the very beginning of the semester in the form of "**Course Outline/ Handouts**". The same is also uploaded on the website and is available in the **student ERP dashboard for referencing.**

Based on each Course Outcomes, the assessment pattern is decided and **communicated** to the students in the form of a **course handout before the start** of each semester. The curriculum document is published on the university website and the course handouts are made available to all students **through email.** To help students and to ensure transparency and objectivity in evaluation, rubrics are shared with the students. Analysis of student performance is done both from the **internal assessment and from the end semester evaluation** to bring about continuous improvement in planning, delivery and assessment.

Faculty Development Programs are conducted periodically to **communicate this to all Faculty members and assist them in designing their pedagogies and evaluation in accordance with the same.** Navrachana University has adopted a student-centric approach by incorporating the above in all aspects of planning, implementing and assessment. The pedagogies adopted are kept in mind with the stated Learning Outcomes; these also address the unique learning needs of individual learners. The University offers courses of different kinds namely Core, Foundation, Discipline-specific Electives, Skill Enhancement, etc. In addition to the pedagogies implemented, the faculty meaningfully design the assessment to achieve the predetermined learning outcomes.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

The POs , PSOs and COs in each School are well documented in the curriculum document. The measure of the attainment of the above is assessed in the following ways

Course Audit (Review)

Every course conducted at Navrachana University is reviewed by once the results have been declared. Head of the School along with the Program Chair review every course that is conducted and while doing so use the following data

- Student course Feedback
- Grading Pattern
- Assignments Design and Outcomes
- Evaluation method followed

The Course Audit is a method to measure the attainment of Course Outcomes. Over and above this in the case of SEDA, a public exhibition of students' course work is held after end of every semester. This semester-end exhibition also becomes the vehicle to evaluate and assess if Course Outcomes of each stated Course are being met or not. The evaluation is done through peer discussions and moderated by the Dean.

Academic Advisory Board

Schools, which are the academic unit of the Navrachana University, are all well established and functioning according to guidelines of the Academic Advisory Boards (AAB). The primary function of the AAB is to guide the School and its various Programs from the perspective of its domain-related focus, vision and other long and short term goals. The AAB comprises senior academics and industry experts of

that particular domain. One of the important functions that the AAB plays is in evaluating the performance of each Program. Each program is evaluated against the stated Program and Program-specific Objectives. This evaluation and subsequent discussions and suggestions becomes an important feedback loop for continuous improvement of the Programs.

File Description	Document
Upload any additional information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 93.28

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 666

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 714

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.5

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Navrachana University is committed to promoting research in interdisciplinary and multidisciplinary areas that are socially relevant. Considering contemporary problems of industry and society at large, the university nurtures an empowering environment for research and innovation culture by providing an efficient and effective ecosystem to facilitate faculty, research scholars, undergraduate and postgraduate students in their research endeavors. Faculty, research scholars, research personnel and students are expected to adhere to the highest standards of professionalism, academic integrity, and ethical practices by abiding by the following policy:

- Researchers should undertake research activities leading to quality publications in journals of repute, presentations at well-known National/International conferences, ownership of intellectual property with prospects of commercialization.
- Researchers are also encouraged to secure grants for their research activities from various recognized national and international funding agencies, private foundations, industries, and other organizations.
- Research techniques used by the researchers shall not violate established professional ethics, about the health, safety, privacy, and other personal rights of human beings or to the infliction of injury or pain on animals.
- Research output is considered an important criterion for the recruitment and career advancement of teachers along with other academic requirements.

The following policies are implemented for promotion of research:

Research Policy:

A research advisory committee is formed to strengthen research commitment, implement research policy and to foster a sustainable research culture. University provides adequate space, ICT support, and other required facilities to the researcher. Financial support is provided to faculty for organizing national and international conferences at the university, involvement in research-based projects, setting up a research laboratory, participation in conferences and workshops to present their research and update their skills, as well as file patents. Faculty pursuing a Ph.D. at the university can avail of a 25% concession in fees.

Intellectual Property Policy:

The university enables researchers to leverage their intellectual property rights for legally securing research outcomes and enhancing the commercial value of their intellectual creations. In addition, an academic integrity policy, a code of ethics, and a consultancy policy have been implemented.

Seed Research Grant:

Navrachana University provides Rs. 10 lakh in seed grants to motivate early-career faculty to pursue research.

Startup and Innovation:

The SSIP Cell has been constituted as part of the Student Start-up and Innovation Policy of the Government of Gujarat initiative on a 50-50 share basis to the tune of Rs. 150 lakhs, spread over five years. The cell aims to facilitate innovative ideas that result in proofs of concept for patents and start-ups.

Tinkering Space: The Q-Lab provides space and resources for tinkering with innovative ideas in an interdisciplinary setting. To encourage such activity, its integration with the curriculum is also envisaged.

Infrastructure for the promotion of research is facilitated by the upgrading of laboratories and studios

Student Research Program:

To promote inquisitiveness among the students, research work is encouraged through the inclusion of credit-based projects/dissertation in the areas of community engagement and service, as well as the environment. A course on research methodology is taught in most UG and PG programs.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 2.37

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
9.15	2.68	0	0	0

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 2.98

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	8	0	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 15

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	2	2	2

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 60

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 3

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 0

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 254.68

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
44.14	0.42	208.02	0	2.10

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 0.65

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 15

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 115

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3 Innovation Ecosystem**3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.****Response:****Start-up and Innovation:**

University has received/commitment for a grant of Rs. 75 lakhs for five years starting from the year 2019-20 under the **Student Start-up and Innovation Policy (SSIP)** initiated by Government of Gujarat and the equal amount has been committed by Navrachana University. University has established **SSIP cell** that supports proof of concepts and IPR publications in this endeavour. The funds are utilized to **promote innovations leading to entrepreneurial ventures**, capacity building workshops and events which will imbibe the spirit of innovation and start-up in students, staff, and faculties. Further the efforts will **accentuate the spirit of Atmanirbhar Bharat by creating Job-givers instead of Jobseekers.**

Incubation Cell:

Navrachana University has recently established a Section 8 company, **Navrachana Innovation Foundation** to systematically promote and encourage innovation and start up culture. It works with a vision to create a robust environment which supports innovation and entrepreneurial aspirations of students, make their mind to market journey easier and to contribute to development of a start-up ecosystem.

Several activities were conducted by Navrachana University for strengthening the ecosystem of innovation, namely, **hackathons, sensitization programs and capacity building exercise.** University also hosted events in the field of **skill development, innovation, entrepreneurship, and intellectual property.** University is recognised by The **Ministry of Micro, Small & Medium Enterprises (MSME),** Government of India as a host institute and has a distinction of **partner institute for India's biggest start up festival "HSX" Telangana.**

Students are encouraged and motivated to participate in events hosted by institutes of repute like, regional boot camp at **Entrepreneurship Development Institute of India (EDII),** state level hackathon by education department, SSIP and iHUB. These efforts have resulted in incubation of 12 start-ups by alumni, generating 1000 jobs and a revenue of around **INR 6.0 Crore.**

Tinkering Space:

The Q-Lab is a space created for innovation and tinkering with ideas, with required resources of tools and machines in an interdisciplinary setting. Ideational support to students is offered by industry experts and faculty. To encourage such activity, its integration with the curriculum is also envisaged.

Entrepreneurship:

The spirit of entrepreneurship is also nurtured by offering a course on entrepreneurship, and by hosting a variety of entrepreneurial events like **Annual Entrepreneurship Summit**, wherein, budding as well as **successful entrepreneurs share their challenges and success stories**. The delegates guide students on regulatory requirements, sources of funding and marketing aspects of entrepreneurship. Students are also encouraged to host small **entrepreneurial activities** involving planning and executing a profitable business venture in the campus. Students learn different aspects of business, including finance, supply chain management, pricing, and marketing. University also hosts an **Annual Business Plan Competition** whereby innovative business ideas proposed are invited in a structured manner to be reviewed by a panel of judges, and the best innovative business ideas are awarded cash prizes.

File Description	Document
Upload any additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 137

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
51	41	26	11	8

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 45

3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
13	10	12	04	06

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 4

3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
04	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 0.6

3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 18

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 30

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.26

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five

years.

2021-22	2020-21	2019-20	2018-19	2017-18
33	27	42	25	17

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.6

3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
25	15	09	11	09

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 4.48

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 10

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

Faculty at Navrachana University are encouraged to connect with and collaborate with industry and other organizations in the form of short-term and retainer consultancy, continuing education, special lectures, etc. Consultancy assignments are expected to enhance the faculty's capability in both teaching and research.

The consultancy practice at University caters to challenges that require expertise in the fields of architecture, landscape, and urban design practice; setting up engineering laboratories and conducting workshops to train engineers; business consulting projects; and computational and training workshops in the field of education and educational practice.

The university has a very well-written policy for consulting projects. The faculty members who get such projects for the university are acknowledged and incentivized during the annual appraisal.

To facilitate consulting practice, detailed guidelines are in place under Annexure II, Research Policy. The guidelines mention the faculty's designation-wise per-day consultation charges and revenue sharing between the university and the faculty. To encourage faculty to explore consulting opportunities, Navrachana University has a liberal revenue sharing mechanism. For a consultancy project up to 3.0 lakh rupees, the sharing ratio is 90:10, and for an amount more than 3.0 lakh rupees, it is 70:30 between faculty and university.

The School of Business and Law completed a six-month consulting project with Mahindra Logistics Limited in 2020–2021 for INR 2.25 lakh. Two consultancy projects have been completed by the School of Engineering and Technology: a comparison of LNG semi-trailer drawings of INOX CVA and Cryo gas

equipment in 2019 for INR 40,000 and a 3D mixer with a 5 L capacity for Pharma Applications at Micro Ultrasonic, Mumbai, in 2020 for INR 21,000.

The Centre for Professional Education offers professional development programs to personnel from industry, academia, and institutions. The revenue earned from these programs gets shared with the respective faculty.

Training programs and/or consulting services are offered in collaboration with external professional bodies such as GELRAD India Limited, IBM Innovation Center for Education (ICE), Gujarat Energy Development Agency (GEDA). Such training programs and/or consulting services have been organized in collaboration with universities like Binghamton University, USA, and Arizona State University, USA.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Upload any additional information	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 7.28

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
3.62	3.12	0.14	0.4	0.0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising

students to social issues and holistic development during the last five years.

Response:

Navrachana University creates opportunities to nurture social sensitivity among students through curriculum-based extension activities and specially designed internship programs. These activities develop a sense of community service and responsible behavior towards the deprived section of society, thereby ensuring the holistic development of the students.

Curriculum-based Extension Activities: KHOJ is a mandatory course for all undergraduate programs, and its projects deal with *education, livelihood, health, the environment, people with disabilities, and women's empowerment*. The MOU with the Aatapi Foundation is aligned with KHOJ to *sensitize students towards community issues and challenges*. One of these is teaching volunteers *STEM education for rural children*. Students regularly conduct field visits to understand social issues and pursue internships with *NGOs and CSR projects of corporations*.

Some students decide to become more involved with the community they meet on a field trip by assuming ownership of projects that help and *support the community*. For example, on a field visit to the Muni Ashram-Goraj, the group found that a shortage of blood was a major issue. They initiated a *blood donation drive* at the university, which has now become an *annual feature*.

The B.Ed. students dedicate one phase of their practicum to *teaching children in city municipal schools*. While working on their final year project, engineering students identify societal and industrial problems and apply their skills to try to find solutions. At the School of Environmental Design and Architecture, the thesis program requires students to focus on a *socially relevant theme that needs to be extensively researched or designed*.

Other Extension Activities: The BBA-LLB Program set up a *Legal Aid Clinic* to execute the policy and directions of the National Legal Services Authority as per the mandate of the Bar Council of India. The clinic provides *free legal aid to the poor* and organizes legal literacy camps, community clinics, legal assistance activities, and legal awareness programs.

The *Women's Development Cell* organizes sales of products made by NGOs on Women's Day. Participating NGOs include the Vatsalya Foundation, Sahaj, Srotoswini, and NavKaushalya.

Student volunteers across schools are involved in cleaning of public areas, *afforestation*, awareness rallies, and *health and hygiene camps*. Street Play and Cleanliness Drive on *Swachh Bharat*; The Joy of Giving—Vastradaan; Blood Donation Drives and Camps; Seed Ball Distribution; Plant Distribution; and Tree Plantation; Healthcare Camps: Road Shows for *Menstrual Health and Hygiene*; *Cancer Awareness Talks for the Community*; Street Plays for Anti-Tobacco Day; AIDS Awareness; *Women's Empowerment*; and the Ill Effects of Addictions; and the *Fit India Movement program*

The university's newly established *NCC unit* has conducted a drive for *voter awareness* too. Public lectures for disseminating knowledge to wider society are organized through the Nanubhai Amin Memorial Lecture Series, the Foundation Day Lecture, and the Samvaad Public Lecture Series.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 27

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
6	13	4	3	1

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 196

3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
48	59	34	35	20

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 65.28**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1466	2186	1347	1668	883

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 128.6**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
525	66	25	16	11

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-

the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 48

3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
31	8	5	3	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Navrachana University has modern facilities and learning resources. It has built an adequate number of classrooms, laboratories, and computing equipment and ensures that the infrastructure facilities, both in physical and digital forms, comply with the requirements prescribed by the statutory and regulatory bodies like UGC, BCI, COA, NCTE, etc.

Classrooms are equipped with state-of-the-art audio-visual technology, viz., LCD projectors and ICT interfaces for the digital learning process. Each classroom comprises facilities like LAN, Wi-Fi access, speakers, amplifiers, a projector, a teaching board, and a podium. Classrooms open into wide corridors that can be easily converted into spaces for informal discussion and group interactions.

Workstations are installed with updated MS Windows and Linux operating systems, enabling the faculty to conduct regular computer-based teaching and IOT-based teaching.

The computing facility at the university has more than 400 computers. The computer labs are connected with 100 Mbps LAN through managed switches and equipped with CAD/CAM (AutoCAD, Creo, and Ansys) and MATLAB as per program-specific requirements. All these spaces provide free access to Wi-Fi. Furthermore, the university has one NVIDIA-supported deep learning lab and one language lab with printers, scanners, and multimedia systems.

Dedicated infrastructure

University has also created dedicated infrastructure to meet requirements of specific academic programs. It comprises of a Moot Court for the Law Program, Mass Media Studio for Journalism students, Design Studio for Architecture students, Engineering Workshops and Laboratories for Engineering and Science students. The latter includes Machine, Electrical and Civil Engineering Labs, and Chemistry, Biology and Physics Labs. Moreover, to promote a spirit of innovation among the students the University has established Advanced Manufacturing Lab, Research Lab, Kinematics and Dynamics of Machine Lab, Internal Lab, Geodesy Laboratory, Department of Science and Technology (DST)-sponsored Research Laboratory, Computer Analysis and Design Laboratory, Computer-Aided Engineering Laboratory, IoT laboratory, Advanced Microprocessor Laboratory, Engineering, Design Studios, and Drawing Lab which provides hands-on experience to the students. There is also a ‘tinkering’ space called Q-Lab, a Wood Workshop and Clay Workshop Studio on the campus.

File Description	Document
Upload any additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

The students at Navrachana University have access to several facilities on campus to practice co- and extracurricular activities. The university inspires students to take part in various indoor and outdoor sports, cultural festivals, and tech events both within the university as well as in competitive events across other institutes and colleges at the state and national levels.

Games and Sports: With over 16,795 square meter of playground for sports like Cricket, Football, Basketball, Volleyball Courts. The University offers its students adequate sports infrastructure to boost their competitiveness and winning instincts.

Indoor sports facilities include a Table Tennis Hall and tables for Carom and Chess as well. A full-time sports instructor is available on the campus too and guides the students with these activities and resources. There is a Sports Committee comprising faculty and staff to schedule several sports events throughout the academic year. There is a Gymnasium that is small but resourceful. Located in the basement of Block- B, it is equipped with a Tread Mill, Multi-gym machine, Medicine balls, Dumbbells, Rubber Weights, and Weight Bars.

A host of indoor activities are scheduled and students are encouraged to take part to boost personality development, cognitive functions, self-confidence. For example, a wide variety of Extra Mural courses were offered to undergraduate students across the programs. These included Calligraphy, Origami, Sketching, Dance, Music, and Theatre to name a few

Atrium: An open well-lit space is available at the campus where students organize exhibitions, Rangoli competitions, debates, dramatics, music, displays of ID/khoj course student work, projects, activities undertaken by them in various semesters. These exhibitions are based on various themes, festivals, topical issues, etc.

A dedicated space in Block B's basement is dedicated to the School of Design and Architecture for the display of exhibitions.

Auditorium The auditorium is spacious, well ventilated, and equipped with a permanent projection booth to accommodate large-screen presentations, multi-purpose lighting, and a sound system. A regular venue for conferences, workshops, and seminars, this auditorium has all the facilities to enhance the learning process and is a vast space that serves the varied requirements of quality education. It also provides ample opportunity for students to exhibit their talents in cultural activities.

Amphitheatre cultural festivals, technical events and various fun-filled events, activities are organized in this area. (Dahi Handi, Nuvarambh, traditional programmes)

Furthermore, the University hosts a variety of Cultural and Tech Festivals. Hackathon and NavKhelaiya (Gujarat's traditional dance festival) are annual events. Program-specific student festivals are also hosted by the students of Science, Management, and Architecture among others. All events of national importance like Independence Day and Republic Day are celebrated with a lot of excitement where students get the opportunity to exhibit their talent for dance, music, and public speaking.

Multipurpose hall apart from co-curricular activities a dedicated space for yoga meditation sessions is also available at the campus.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

The campus, spread over 4,79,857 square feet, is located at Vasna Bhayli, Vadodara. Vasna Bhayli suburb has developed fast, with high-rise residential buildings, housing societies, and commercial complexes coming up in the university's neighbourhood.

The campus is **beautifully landscaped**. Trees, shrubs, and lawns make the environment distinctly green. The **Amphitheatre** at the center of the broad "well" is embraced by two towering classroom buildings on either side, with the low-slung admission hall, canteen/cafeteria and kitchen spaces on the third side. On the fourth side there is an open basement space and the dramatic stepped seating leading to the amphitheatre. These steps are a popular place for students to hang out when out of class. The top step is a wide pathway with an elongated fishpond at the center that connects the two buildings.

Labs and workshops are on the ground floor so the university is always abuzz with activity. All buildings have 125 KVA generator backup, so classes are conducted smoothly and without interruption. There is virus-free **Wi-Fi access** across the campus, and **CCTV** cameras are installed in all key and sensitive areas, making the campus safe and protected. Sanitizer units are placed on all floors. Access for Divyangjan to all buildings and toilets is ensured via handrails and ramps.

The library and reading room take up almost one entire wing of the ground floor of **Block A**. The moot court is housed in the large hall next to it. The basement in the other wing is dedicated to the Q-Lab, a tinkering space that ignites curiosity and questioning among students. Spread across 1200 sq. ft., it is well equipped with hand tools, a laser cutting machine, and a long whiteboard where students can brainstorm, doodle, draw, sketch, and visualize ideas. It is managed by a full-time trainer who helps students prepare for innovation-driven competitions as well.

On the first floor, the administration offices, conference room, Provost and Registrar offices, Examination section, Marketing and Admissions, Placement cell, IQAC and Accounts take up one wing. The placement office is on the third floor. The rest of the building houses classrooms, labs, and workshops for the programs offered by the School of Science, the School of Business and Law and the School of Engineering and Technology. One wing of the fifth floor is a dedicated AC auditorium with seating for 300+ capacity. On the fourth floor, Women's common room facility.

Block B houses classrooms, studios, and workshops for SEDA (ground, first, second, third, and fourth floors) and SLSE (fifth and sixth floors). The basement houses a gallery and a gymnasium. Each floor of

both buildings is equipped with separate toilets for males and females, including a handicapped toilet booth. Similarly, each building is equipped with a water purifier attached to a water cooler. Both buildings are equipped with regularly serviced fire hydrants and fire-fighting equipment in good working condition. Both buildings are serviced by two large elevators. All classrooms are cross-ventilated and have fans, lights, and electric points for digital devices.

File Description	Document
Upload any additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 18.44

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
52.75	18.81	118.89	3712.69	82.02

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

NUV Library is continuously updated with books and scholarly content, both in physical and digital formats. Access to resources is supported by the latest software and digital platforms, making it extremely user-friendly.

Students, research scholars, and faculty can remotely access these resources through a dedicated portal. Spread over 442 square meters, the Library has a collection of 20,558 books, including 3000 archival books, 113 print journals and magazines, 731 theses and dissertations, 1605 CDs, 3796 bound journals, and 7920 Indian standards.

E - Resources

NavGyan, an open knowledge gateway, is developed to provide access to useful open educational e-resources (OER), i.e., e-books, e-journals, databases/archives/repositories, digital and virtual libraries, online learning tools and open courseware, open access patent and standard databases, e-references (dictionaries and encyclopedias), electronic thesis and dissertations (ETD), e-newspapers, and competitive exam papers with solutions. It provides access to e-books, e-journals, and learning e-resources through subscription to databases, e-Shodhsindhu, and membership in National Library networks, i.e., **EBSCO** Management Collection, **JSTOR** Arts and Science Collection, JSTOR Sustainability Collection, Manupatra, DELNET, South Asia Archive, Mint, and the Wall Street Journal.

Automation

The Library is automated using the standard library management software, **SOUL** (Software for University Libraries), Version 2.0 (2.0.0.14), for all the main and regular tasks and work of the Library. It includes functions such as cataloguing, circulation, serial control, online public access cataloguing, and administration to manage library functions effectively and provide on-time services to library users. SOUL is state-of-the-art integrated library management software designed and developed by the INFLIBNET Center. SOUL complies with international standards such as MARC-21, AACR-2, and MARC-XM.

The library is fully automated with the radio frequency identification (RFID) system. **RFID** has the potential to speed up library services and streamline time-consuming operations such as check-in/check-out, sorting, and stock management. It integrated the existing ILMs (SOUL 2.0) with RFID hardware products that are NCIP and SIP2 compliant. It has been using RFID products for library administration, such as a staff station for the circulation desk, an RFID handheld reader, a security gate antenna system with two pedestals, RFID tags for books and CDs, and a Rapid Radio Middleware application. The Middleware Application is a customized application to interface data from various RFID hardware products to the existing library management system.

The Library has created an institutional digital repository using **DSpace** open source software version 5.2. This institutional digital repository has been created to collect, preserve, and distribute the scholarly output of the university. This works as an important tool to facilitate scholarly communication and preserve institutional knowledge.

NUV has an MoU with the **National Digital Library of India** under which it has contributed its institutional digital repository to the National Digital Library of India. The Library provides Document Delivery Service (DDS), Inter-Library Loan (ILL) service, and Academic Integrity Service (Anti-Plagiarism Software) through membership in the National Library Networks, i.e., DELNET and INFLIBNET (ShodhShuddhi project). NUV has also signed an MoU with INFLIBNET for the Shodhganga Project.

File Description	Document
Upload any additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga

Membership 4. e-books 5. Databases 6. Remote access to e-resources**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**Response:** 11.72

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
13.29	8.36	10.99	15.22	10.72

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 53.82

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 1389

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 52

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

NUV is committed to developing a modern, secure and sturdy ICT infrastructure to manage the teaching-learning and administrative activities of the university. With this purpose in mind, the university has developed comprehensive information security policies to protect the availability, integrity, and confidentiality of University information and communication technology (ICT) resources.

A yearly budget is prepared to encompass the requirements of all departments and schools. The budget is worked out with an approximate valuation and presented to the Committee for approval. The approved budget is monitored vis-à-vis actual expenses throughout the financial year.

NUV recognizes the importance and integration of IT to enhance Research and Education. The IT department is a dedicated single-point facilitator of all IT-led services to the students and staff.

With over 600 desktop computers, 46 printers and scanner machines, Structure LAN Network has more than 25 Cisco Manageable Switches 01 Blade server and 04 Tower servers, and a High Performance Computing Server, the University has an integrated IT infrastructure to meet the growing needs of its students and staff within the university campus.

The campus offers free Wi-Fi access with over 24 Wi-Fi access points and a dedicated Hardware Controller spread across the campus.

The university strongly believes in using open-source software rather than depending on licensed, closed framework applications. Regular preventive maintenance is carried out by IT technicians, which is a well-documented process that helps during physical stock checking and audit trails. The backup procedure is well laid out, and the backup and restoration are carried out periodically, while simulation over a separate server is carried out for restoration.

Following are additional features related to IT facilities at Navrachana University:

- The entire campus has implemented the latest state-of-the-art Wi-Fi system, practically covering 100% of areas.
- Classrooms are provided with facilities for teaching and learning both online and offline (blended facility). installed a high-end wide angle camera, enabled ZOOM/Microsoft Teams software, and equipped headphones and microphones for every faculty member. designed technology that enables students to see what the teacher is writing on a white board.
- Implementation of Moodle-LMS on campus with an in-house high-end server, dedicated bandwidth, and training for staff and students.
- Installed or upgraded firewall; existing Cyberoam replaced by Sophos,
- Implementation of robust QNAPP Back-up Systems with the Teams application,

The academic enterprise resource planning (ERP) system called **NUCLEUS** (Navrachana University Centralized Enterprise User System) is utilized to manage different facets of student data management.

Information about the NUCLEUS modules for student data management, staff data management, course directories, catalogues, new course proposals, changes to existing course proposals, course outlines, registration, management, program structures, infrastructure management, session schedules, academic interventions, grading systems, faculty feedback, and statements of work.

The IT department in-house developed and maintains the **HRMS** (Human Resources Management System). It has attributes like employee attendance & leave, a performance appraisal system, etc.

The university has deployed an IP based surveillance system containing more than 80 high-resolution cameras installed at all strategic locations in the university campus.

File Description	Document
Upload any additional information	View Document

4.3.3 Student - Computer ratio (Data for the latest completed academic year)

Response: 3.97

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Response: C. 250 MBPS - 500 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

Other Upload Files	
1	View Document

4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 34.02

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
472.38	500.37	528.09	474.09	579.82

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The Navrachana University campus is well managed with hygienic and environmentally sustainable practices. The maintenance and upkeep of physical, academic, and support facilities on the campus are carried out systematically and in a time-bound manner.

The maintenance of facilities is jointly carried out by the housekeeping staff and the administration under the supervision of an estate officer.

Internal Maintenance and Housekeeping

Cleaning of all classrooms, faculty rooms, academic and administrative offices along with all workplaces like laboratories and workshops are an integral part of the daily routine performed by the housekeeping staff.

Campus Maintenance

Dry and wet cleaning of outer spaces, including amphitheatre, parking space, lawns and green corridors is done regularly, under the supervision of estate manager.

Maintenance Budget

Finance for maintenance and periodic replenishment of essential facilities is budgeted annually. All infrastructure facilities including furniture and equipment's are coded to track periodic repairs and replacement needs. Some professionals like an electrician, a plumber and a carpenter are available full time to undertake maintenance work as needed. This ensures continuity of activities in classrooms, workshops and administrative offices.

Additionally, backup generators of 125 kVA capacity are installed to supply uninterrupted power in the event of a power failure. There are two RO plants supplying 400 l/hr of potable drinking water for students, staff, and faculty, which are serviced through an annual maintenance contract.

IT Facilities

A dedicated team of trained experts is available in the campus for maintenance of computer networking systems related to hardware and software installed in the campus. The team takes care of daily operational requirements and ensures the smooth functioning of computer systems. The campus is Wi-Fi enabled, and

classrooms are equipped with projectors for facilitating interaction. Annual Maintenance Contracts are signed with a vendor specializing in the field for computers, peripherals and equipment to resolve technical glitches.

Trained Manpower

For specific spaces like libraries, laboratories, workshops and studios, dedicated technicians, lab assistants, and office boys are available who take care of the maintenance of assets, ensure utility guidelines are followed, and help faculty and students to use the services appropriately.

Other Features

- A dedicated rainwater harvesting well (RHW) for recharging groundwater levels is installed in the university.
- A sewage treatment plant (STP) has been installed to purify waste water and is used for the maintenance of the garden and small water bodies.
- Pest control measures are carried out at regular intervals by a professional company.
- Student and Faculty committees along with admin staff oversees common recreational facilities for sports like playgrounds and indoor venues for board games and music sittings.
- All the buildings and open spaces are under CC TV surveillance and monitored by the security supervisor.

Utilisation of Facilities

Each staff member in the university has a unique email id and have access to common portal to book a specific service or facility for any event or utilisation. Shared facilities like amphitheatre, auditorium, conference rooms among others can be booked under this facility.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 4.24

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
95	115	105	91	84

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 65.86

5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1972	1758	1573	1117	1230

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 96.34

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
74	33	27	14	06

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
78	34	28	15	06

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 17.96

5.2.2.1 Number of outgoing students placed year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
149	124	135	103	76

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 11.56

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 77

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 59

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
28	02	16	10	03

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

The areas of student engagement are academic, research and cultural activities. NUV has constituted student committees. In addition, there are interest based student clubs which are instituted at School/Program level. The office bearer structure for committees and clubs differs. It comprises President, Vice- President and working body.

Clubs led and managed by students and their activities

- The MBA student body Management@NUV organizes summits and conclaves namely the HR Conclave, Finance Conclave, Marketing Conclave, and Entrepreneurship Summit.
- The Sketching Club at SEDA take students every Sunday morning for sketching sessions in the city along with some faculty mentors. The Ceramic and Pottery club members meets every Saturday

- and engage with pottery at the SEDA workshop
- Business@NUV, SBL publishes a yearly magazine called "Reminisce". A scientific magazine called "Ingenious Probers" is published by the Biomed Club, which is run by the Biomedical Science Division. The BBA/LLB student body Law@NUV, the BA-JMC student body NUVakalat, and the Marcella '21 magazine also produce newsletters.
 - The BioMed Club also hosts expert lectures titled "Phrenic," where distinguished individuals from many fields of biomedical science give discussions.
 - Connecting with the international student community is established through the university chapter of Hack Club, an international student community.
 - Cultural activities and festivals are also organized. Business@NUV organizes a festival for cultural activities, "Eclipse," and a cultural festival, "Rising." The media fest, "Parvaaz," is organized by students of BA-JMC. "NavKhelaiya" is an annual cultural event hosted by the institution.
 - Workshops with experts from international technology organizations are conducted. The club Moz@NUV represents Mozilla on university campuses across and outside India. Google Developer Student Club NUV organizes workshops on various aspects of Google technologies

List of Student Clubs

- Management@NUV
- Business@NUV
- BioMed Club
- Law@NUV
- Sketching Club
- Film Club
- Ceramic and Pottery Club
- Hack Club
- Moz@NUV
- Google Developer Student Club
- Readers and Writers Club (RAW)
- Association for Computing Machinery Club (ACM Club)
- Technology Banyan Club
- Phoenix Club
- Chemunity
- NuVision - TV Club
- NUvartha - Newspaper Club
- NUVFM - Radio Club
- NUVPhocus - Photography Club and Mehfilm Club

Events	Type of events
NUVYuva	Cultural- Youth festival
NavKhelaiya	Cultural- Garba
Independence Day Celebration	Cultural
Republic Day Celebration	Cultural
Sports Week	Co-curricular
HR Conclave	Academic
Finance Conclave	Academic

Marketing Conclave	Academic
Entrepreneurship Summit	Academic
Annual Magazine-Reminisce by Business@NUV	Academic
Newsletter-Ingenious Probers by BioMed Club	Academic
The Campus Observer By BAJMC students	Academic
Hosting Expert Lectures “ Phrenic” by BioMed Club	Academic
Network with International student community-Hack Club	Academic
Celebration of Library Week-Readers and Writers Club (RAW)	Co-curricular
Organization of Book Talks/Reviews-Readers’ and Writers’ Club (RAW)	Co-curricular
Sketching and city wide exhibition on environmental and heritage challenges	Curricular
Ceramic and pottery workshops	Curricular
Business Plan Competition “Trade Autumn”	Co-curricular
Media Fest- ‘Parvaaz’	Co-curricular
Workshops for students	Curricular
Competitions	Curricular

Student voice, representation, and participation through university committees and statutory bodies.

The constitutions of university statutory bodies—IQAC, the Disciplinary and Anti-Ragging Committee—have student representatives to represent the student voice.

A student relations and welfare committee is formed to coordinate activities

University committees for convocation, events, conferences, and cultural activities have student as members.

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 11.4

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
19	8	9	15	6

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The NUVAA (Navrachana University Vadodara Alumni Association) is an active and functional body that aims to increase and sustain alumni engagement in various ways. The association has members representing all NUV schools. The Alumni Portal (alumni.nuv.ac.in) was formed to facilitate easy registration for alumni. To formalize this body, the Alumni Association was formed, and its registration is in process. More than 1100 alumni have registered in the online Alumshine portal of Navrachana University

The alumni engagement program seeks to leverage alumni professional experience for the benefit of current student groups. Schools and programs organize it in the form of guest lectures, panel discussions, alumni participation in the orientation program, and grooming of the existing students.

Alumni Support for Institutional Development

Alumni are a part of on-campus networking events and Beyond Books activities, which provide a platform for alumni and students to interact and connect across the boundaries of batches and programs. During these networking events, alumni share their expertise and insights gained during their professional journey.

Sessions by alumni make students of current batches aware of the various opportunities available after graduation. Alumni advise them on specializations and research areas or universities for higher studies or internship opportunities, current technologies used in industry, and many other activities.

Alumni also contribute by providing feedback on the design and development of the curriculum for the university's various programs.

The alumni contribute to strengthening the industry-university interface.

Alumni from renowned technical firms are invited for campus recruitment. They expedite the university's placement activities through the referral recruitment process.

Various ways of alumni engagement as practiced at Navrachana University are given below:

- MSW alumni are engaged in various extension and in-house activities. Alumni are invited as external examiners for field work viva-voce. They hand-hold existing students during internships. The alumni also share placement opportunities for existing students.
- SEDA created a special category of alumni to involve them in university-based design competitions organized by them. Alumni are invited to provide guidance to the graduating batch for placements and internships. The alumni network facilitates the identification of highly reputed architectural firms for placement.
- The B Ed Program alumni share best practices in school teaching with the existing student teachers. They advise current students on professional workplace behaviour and etiquette. They are invited for expert lectures on specific aspects of teaching a school subject.
- School of Engineering and Technology, School of Science, School of Business and Law, and School of Liberal Studies and Education organize talks on professional and technological advancements as well as new job opportunities, research opportunities, and professional practices.

Extension activities to reach alumni:

- NUV proudly shares the achievements, contributions, and awards of alumni on social media platforms (Instagram, Facebook, and LinkedIn).
- Alumni are invited to campus for conferences, to guide and support students in start-up and incubator projects, to socialize, to exhibit, and to participate in an entrepreneurship fair.

File Description	Document
Any additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: E. <5 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

Navrachana University, Vadodara (NUV) has clearly stated its Vision and Mission in its academic and administrative governance.

Vision

An ethical and innovative Interdisciplinary University with social conscience providing education and research of global standards, committed to student success and creating of thought leaders, contributing to nation-building.

Mission

- Deliver contemporary education per global needs and standards
- Create a continuous learning culture through Academic and Research excellence
- Promote Entrepreneurship & Innovation, Interdisciplinary Studies & Research
- Expand reach of Multidisciplinary Studies
- Pedagogical shift towards Blended Learning
- Leverage on International Collaborations
- Partnering Industries and Research Institutes in continuous value creation

Navrachana University's academic and administrative policies and procedures are crafted such that the vision and mission are organically reflected in them. The approach to teaching and learning pedagogy, **choice-based electives, co- and extra-curricular activities, and social and corporate internships and projects** are incorporated in the curriculum for grooming students so they become competent professionals and responsible citizens.

Apart from the core and disciplinary courses offered in curriculum, university also provides students with flexibility to select from multidisciplinary electives & KHOJ (interdisciplinary) courses.

The University ensures the holistic development of students through various orientation and training programs, lab and project activities, participation in quizzes and competitions, field trips, and entrepreneurship development activities through the Student Start-up and Innovation Policy (SSIP) Cell, Q-Lab projects, and so on. Through the Mentorship Program, each student is assured personal attention and rigorous mentoring for their future development. A professional counsellor is appointed for all students to consult, if required. Selected students with extra abilities are exposed to more challenging assignments through minor specialization and participation in research project activities.

Those students who are consistently seen to be falling back in academics are counselled and supported with extra tuitions so that they can make the most of their years at Navrachana University and move on with positivity. Career counselling and personality grooming activities are planned for all students, helping

them achieve their professional goals.

NUV merit-and-needs-based financial aid policy gives a subsidy of up to 100% in tuition fees for undergraduate students. As support for M. Tech students, stipend of Rs. 6,000 to Rs. 8,000 is offered based on CGPA criteria.

All policies and procedures are carefully designed with the student's core development in mind. A continuous evaluation pattern in every program ensures students do not become exam-marks-oriented but are encouraged to become more thoughtful, productive and participative in nature towards their personality development and professional goals. Statutory policies such as zero tolerance towards ragging, sexual harassment, gender equality, etc. provide a very safe environment to students during their stay on campus.

Additionally, Center for Environment, Research, & Innovation, Center for Heritage Research, Center for Public Health, International Cell, and Center for Education Innovation & Research provide an opportunity for faculty and students to collaborate, experiment and solve real-world problems that impact society at large. Activities conducted at different student clubs give them opportunities to showcase their abilities in extracurricular activities.

File Description	Document
Any additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Navrachana University provides a conducive environment to nurture leadership. It has appointed able and competent professionals in leadership positions and empowered them to raise institutional standards. Freedom of expression, democratic decision-making, fairness, openness, collaborative approach, and congenial environment are the noticeable features of leadership at the University.

There are five Schools headed by Deans/Associate Deans who have sufficient powers to manage academic affairs. Furthermore, there are various Academic Advisory Boards (AAB), generally headed by the Program Chairs, who have adequate privileges to manage their academic affairs. Most senior faculty members are nominated in the AAB. They are empowered to suggest changes in academic matters, course curriculum, pedagogy, etc.

Responsible decentralization is attained with suitable delegation of powers by the Board of Governors to the Provost, Registrar, School Deans/Associate Deans and administrative functional heads. The administration at all levels is decentralized in such a fashion that all faculty and staff can participate in the policy and decision-making process. However, with the Management Committee visiting the University periodically, any weakness in this chain link is immediately attended to.

Navrachana University firmly believes in extending academic freedom to its faculty members and hence all the processes related to design the curriculum, course development, course evaluation and content delivery

are fully decentralized.

Since its establishment, the University has provided opportunities to faculty and staff members to contribute in various capacities in its leadership, management and progress. There is a collegial culture within Navrachana University, where faculty and staff members can freely voice their opinions and suggestions, thereby participating proactively in institution-building. The Provost, Registrar, Deans/Associate Deans of the Schools, participate in all the relevant policy matters. They are an integral part of strategy planning and its execution. Meetings with School Heads and Program Chairs are regularly held. Thus, faculty members are involved in designing the curriculum of related courses, laboratory development, procurement of equipment and suggesting the purchase of books and journals. Faculty meetings are conducted periodically and suggestions from faculty members and staff are invited from time to time on various issues.

The budget proposal of each School is invited by the Office of the Registrar well in time. After consulting all the faculty members of the respective Schools, the respective Deans send the budget to the Office of the Registrar. This Office then integrates it with the University budget and gets it approved from finance committee before presenting it to the Board of Governors for final approval.

Furthermore, faculty and student representatives are part of various committees, including Library Committee, Placement Cell, Women Development Cell, Anti Ragging Committee, Canteen Committee, Internal Quality Assurance Cell, Students Welfare Board, Examination Committee, etc.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

NUV strategic plan lays emphasis on curriculum reforms especially as related to Choice Based Curriculum and availability of Minor disciplines for all students. This is also in line with NEP 2020

Choice based Curriculum

Starting academic year 2022, curriculum of all the program at NUV were modified to make space for 15% credits that can come by complete choice in form of elective courses that students can take anywhere in School of the University every semester. Even some of mandatory courses of other schools can become elective courses to students. To facilitate the same, the following key reforms were brought about

Common Time Table and Separate Slot for Electives

The University programs follow a universal time table framework. Morning 8-10 am and evening 4-8 pm slots are reserved for elective courses only. This is to minimise course clashes and allow more choice

ERP based course selection Process

The students can make their own time table by selecting courses based on the choice of domain, faculty members or even the convenient time slots. The ERP allows students to search for these courses and build their own time table in real-time

Minor disciplines truly offer possibilities to diversify interests of students and gain professional edge. The following Minor Disciplines available for the students are General Management (School of Business and Law), Business Law (School of Business and Law), Interior Design (School of Environmental, Design and Architecture), Health Science (School of Science), Mechatronics (Core Engineering, School of Engineering and Technology), Computer Science (School of Engineering and Technology), Film Production (School of Liberal Studies and Education).

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Navrachana University is sponsored by the Navrachana Education Society (est. 1965), which runs three schools (CBSE, Gujarat Board, International Baccalaureate, and IGSCCE Boards), a schooling program for children from economically disadvantaged communities (NIOS Board), and academically supports the Eklavya School for Tribal Children at Vejalpur Village for the Department for Tribal Affairs, Government of Gujarat. The Navrachana brand is highly rated in Education in the Western zone. It provides leadership that is an amalgamation of highly self-motivated, solution-oriented professionals with academic and administrative background. They ensure that all systems and processes are implemented and executed in accordance with the objectives defined in the prescribed policies. The Navrachana University also has similar individuals at its helm.

Like other reputed universities, Navrachana has adopted a 'Bottom-Up Approach' in designing, developing, implementing and executing management systems and various policies, and in continuously improving them. Accordingly, the suggestions given by the faculty are discussed at the Program level, and subsequently at the School level. As needed, the suggestions are brought to the University level committees such as the Management Committee, which is represented by Chairperson, Trustees, Provost and Registrar. The suggestions related to curriculum revisions and modifications are discussed at the Academic Advisory Board and subsequently at the Academic Council.

The important institutional bodies are as follows:

- Board of Governors
- Board of Management
- Management Committee
- Academic Council
- Finance Committee
- Academic Advisory Board
- Library Committee
- Examination Committee
- Research Advisory Committee
- Internal Quality Assurance Cell

Standard Operating Procedures (SOPs) of all committees are documented and rigorously followed. The Office of the Provost and Registrar ensures that these committees are working as per the SOPs defined.

At the School level, for better tracking and monitoring, the Deans/Associate and associate deans of the Schools facilitate periodical meetings with the Program Chairs, where all matters including academic planning and its execution, implementation, reviewing of academic programs, other administrative concerns are discussed and resolved.

Similarly, at the Program level, Program Chairs hold regular meetings with all faculty and discuss various concerns about curriculum updates, course content delivery, academic audit, continuous evaluation, attendance monitoring, student progression and support, feedback, etc. The Organization chart of the University is prepared and displayed on the website so that faculty and staff members are aware of hierarchy and decision-making officials. Its policies and procedures, rules and regulations are developed and shared on the internal portal of the University for the use of faculty and staff. Service rules are articulated in the HR Handbook. The appointment procedures of faculty and staff members are followed with due diligence, as are all eligibility and related procedures. Systematic faculty development interventions are implemented to empower faculty. Awards and recognitions are given to encourage them and improve performance.

The following handbooks are published incorporating various policies and guidelines:

1. Faculty Handbook
2. Student Handbook
3. HR Handbook

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Navrachana University has a well-thought-out performance appraisal system and promotional scheme for faculty and administrative staff members. Performance of every faculty member is assessed scientifically through several metrics which include Teaching-Learning, Research and Consultancy, and Institution Building. Each faculty member is required to submit a self-assessment form to the School Deans/Associate Deans. Student feedback is also considered in faculty evaluation. Accordingly, promotion and increment are awarded to deserving faculty.

For non-teaching staff, the matrices are performance in the Key Responsibility Area (KRA), Contribution in Institution Building, Self-growth, etc. Based on these parameters, their promotions and increment are awarded.

Navrachana University also provides substantial funding for faculty development that covers participation fees and travel expenses for conferences and seminars, support for research and development, seed funding up to Rs. 10 lakhs and a 25% subsidy for faculty who enrol for PhDs at Navrachana University.

Welfare Schemes

The University has several welfare measures in place for teaching and non-teaching staff members:

- All teaching and non-teaching staff members are paid as per the salary structure followed by the higher educational institutions of the Government of Gujarat [GoG], revised from time-to-time.
- Similarly, retirement benefits such as Contributory Provident Fund, Gratuity, Leave Encashment are at par with the norms of GoG/UGC.
- All leave rules such as Casual Leave, Medical Leave, Special Casual Leave, Duty Leave, Earned

Leave, Special Earned Leave, Sabbatical Leave, Maternity Leave, Paternity Leave, etc. are as per the norms of GoG/UGC.

- Group Medical Insurance for self, spouse and children (two) with sum insured of Rs. 2 Lakh.
- Group Personal Accident (GPA) Insurance.

File Description	Document
Any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 20.04

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
21	18	31	23	21

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document

Other Upload Files

1 [View Document](#)

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 29.4

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
51	31	38	11	16

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 24.54

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
44	55	23	12	10

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Navrachana University is a self-financed institution and resource mobilization is mainly through tuition fees received from students in various Programs. Fund mobilization and its cautious use are extremely important for the effective working and growth of the University. Fees for certain Programs are approved by the state-level Fee Regulatory Committee (FRC). Thus, the University cannot arbitrarily increase the fees. Rather, these fees are scientifically calculated based on utilization of resources. The University encourages teaching staff to apply for research projects to external funding agencies, such as DST, DBT, ISRO, Gujarat Council on Science and Technology (GUJCOST), DRDO, etc.

Navrachana University also mobilizes resources through loans from the sponsoring body, and fees generated by executive programs and certificate courses, summer schools, consultancy projects, etc.

Concerted efforts are made to acquire funds/projects/equipment from other resources, such as business organizations, sister institutions, etc. The University itself donated its car for educational study to students of the School of Engineering. School of Science has received a state-of-the-art instrument (High Pressure Liquid Chromatography (HPLC)) from the Vadodara-based corporate, Sun Pharmaceuticals Ltd.

Navrachana University has designed prescribed financial regulations for monitoring the efficient use of financial resources. The annual budgets are prepared systematically and with a scientific approach at School and University levels. Internal audit is regularly carried out for scrutiny of accounts. For every expenditure, there are well-defined budget heads, and a separate budget is allocated for each head. Also, across the year, the budget record in each head is maintained, and thus financial resources are monitored by the Head of Finance, and the Registrar. There is a practice of internal and external audits by chartered accountants as mentioned in the Gujarat Private Universities Act, 2009. There is a well-defined process of scrutinizing the proposals for equipment and book purchase by the Purchase Committee.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 0

6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 0

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

Navrachana University conducts audit for internal and external assessment for the books of accounts to evaluate and constantly improve the financial management, compliance with laws and regulations, as well as the overall financial control process. Both the audits are conducted by external firms of chartered accountants. The internal audit is conducted after the end of each quarter.

The scope of internal auditor includes Audit of proper books of accounts and record and statutory matters viz. timely payment of Provident Fund, TDS, GST, etc., to ensure internal control, to sanction and follow authorization process, cash audit, financial controls, purchase audit, contractor workers data and audit of labor law compliances, HR audit, stock audit which includes physical audit of laboratory equipment, computers, library books, and audit related to ERP.

In addition to the evaluation and examination by the External Audit, the University has been entrusted to the Internal Auditor. This is mainly pre-audit of major payments (above Rs. 1 lakh each). The scope includes the audit of salary, professional payments, vendor payments, gratuity payments, etc. After completion of the audit, audit report is sent to the Registrar. Subsequently Registrar forwards it to the Managing Committee for review. The suggestions and queries, if any are resolved and the report is submitted back to the internal auditor.

The University has not encountered any major audit objections, either from External or Internal Auditors, during the preceding years. The cautionary mechanisms introduced and followed exhibit that transparency is maintained in transactions of all financial matters and a strict adherence to financial discipline is followed to avoid defalcation of funds or irregular dealing related to properties of the University at all levels.

The external audit emphasizes statutory compliances and assures that the financial accounts provide the true and correct view of the books of accounts. The audited statement is duly signed by the authorities of the management and the external chartered accountant. The scope of the Statutory Auditors includes compliance with statutory requirements relating to financial statements, the University's financial reporting process and the disclosure of its financial information to ensure that the financial statement is correct and reliable, making sure that proper accounting policies and practices are followed and reasons for deviation of the same, if any, major accounting entries, major adjustments made in the books of accounts arising out of audit findings, disclosure of any related party transactions, reviewing the findings of any matters where there is suspected fraud or irregularity or a failure of internal control systems.

Navrachana University believes in working with utmost integrity in all fields including financial management. There is a standard mechanism to review the financial management after receiving auditor's report and remarks.

- Auditor's report is presented before the Managing Committee for review.
- Findings are discussed and corrective measures are developed from the findings.
- Guidelines/policies are framed and timeline is specified for efficient implementation.

Auditors are informed about the measures being taken at the University level for financial management.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

Navrachana University recently established the Internal Quality Assurance Cell with the objective of enhancing and maintaining quality in academics and administration. It is active in all academic and administrative aspects. Primarily, IQAC has been successful in creating and establishing the awareness of the importance of documentation among the University's faculty.

IQAC is empowered to work for overall quality enhancement in multiple areas such as curriculum development, teaching-learning and evaluation processes, infrastructure resources, student support systems, and governance structure. Under the IQAC, an Institutional Core Committee was initially formed to hold faculty meetings at regular intervals. Subsequently, Sub-Committees were formed with representation from each of the 5 Schools to address issues of documentation. Finally, senior faculty members were entrusted with the responsibility of reviewing and presenting individual NAAC criteria with the objective of compiling and documenting the data for the Self Study Report.

IQAC organized many online Awareness Orientation Sessions for all Faculty and Administrative staff to familiarize them with NAAC Key Indicators - the Quantitative and Qualitative Criteria. Some of the activities initiated by IQAC are:

- Feedback on curriculum by stakeholders
- Brainstorming sessions on CO, PO, PSO
- Preparation of Strategic Plan 2022-2027

The learning outcomes with question papers for all Programs along with POs and COs mapping matrices

were suggested and executed by IQAC and resulted in examination reform through PO attainment reports.

Two practices which are incorporated as a result of the IQAC are as follows:

1. Guidelines for Academic Planning & Execution

Academic planning in higher education outlines the University's overall academic activities and how those academic outcomes will be met. To make academic activities move forward seamlessly and to match the Mission of the University with the needs of learners, a document for Academic Planning and Execution is prepared and uploaded at the HR-LMS portal. It describes each process (e.g. Planning for Courses and its Registration, Planning of Examination and Evaluation, Orientation Program for new students, Faculty Development Program and Submission of Course Files, Common formats and specified Annexures for documentation purpose, etc.) and defines roles of different functionaries at the University.

The objective of these processes is as follows:

1. To make the teaching & learning experience for students meaningful and valuable,
2. To create processes that will ensure that activities performed are effective and efficient, and
3. To ensure that processes are followed appropriately.

2. Promoting Research Culture at Navrachana University

The development of Research Culture in the University is an investment and consists of observable and measurable outputs in terms of policy formulation for various aspects, financial support in the form of institutional research funding, organizing periodic national/international conferences in the University with faculty, involvement in research-based projects, setting up of Research Lab, etc. With the setting up of IQAC, action-driven initiatives are being undertaken for developing a robust research, innovation and entrepreneurship culture.

Framing, Approval and Implementation of policies such as

- Research Policy
- IP Policy
- Academic Integrity Policy
- Code of Ethics
- Consultancy Policy
- Approval of Institutional Seed Grant for promotion of research

File Description	Document
Any additional information	View Document

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state,

national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

Navrachana University is in a state of continuous flux where improvements in academic disciplines, administrative functioning, and infrastructural facilities are concerned. IQAC has developed a strong mechanism by involving different stakeholders in order to enhance the overall quality and progressive growth of the University. The major incremental improvements that took place in the last five years (2017–2022) are as follows:

Introduction of New Programs:

Year of Introduction	Programme name
2021-22	Master of Science in Biotechnology
2021-22	Master of Science in Microbiology
2019-20	Bachelor of Science in Data Science
2019-20	Master of Technology in Computer Science and Engineering
2019-20	Master of Technology in Power Systems Engineering
2019-20	Master of Technology in Thermal Engineering
2018-19	Bachelor of Technology in Information Technology
2017-18	Master of Human Resource Management
2017-18	Bachelor of Design in Landscape
2017-18	Master of Technology in Structural Engineering
2017-18	Master of Science in Life Sciences
2017-18	Integrated Bachelor of Science - Master of Science in Biomedical Science

The introduction of new programs has helped increase the number of students from 2163 (UG, PG) in 2017-18 to 2466 (UG, PG) in 2021-22. This has resulted in a corresponding increase in the teaching and

administrative staff. During the last five years, additions and upgrades to laboratory facilities, computer and internet facilities, ICT enabled teaching-learning tools, and the Learning Management System (LMS) have been made. Faculty Development Programs, Orientation and Induction sessions have been organized at regular intervals to empower the faculty to meet new challenges emerging in Higher Education.

Ranking, Accolades and Recognition:

Navrachana University has participated in various rankings and ratings of its courses. The most prominent of them is the Gujarat State Institutional Ranking Framework (GSIRF). In their 5-star ranking category the participating Schools of Navrachana University got the following rankings:

School of Science: 5 stars, GSIRF rating

- *School of Environmental Design and Architecture: 4 stars, GSIRF rating*
- *School of Business & Law: 4 stars, GSIRF rating*
- *The overall GSIRF rating of the university for 2022 is 3 stars.*

Additionally, the University has earned the following accolades in the past years:

- *3rd Asia Pacific Education and Technology Award as Best University in Academic Excellence, Western Region, on 10th February 2020, Ahmedabad by APETA 2020*
- *3rd Asia Pacific Education and Technology Award as Best University in Industry-Academia Interaction Western Region, on 10th February 2020, Ahmedabad by APETA 2020*
- *Ranked 3rd in Gujarat Private Universities by Education World-India Higher Education Rankings 2018-19*
- *The Best Innovative University of the Year 2017 was named by ASSOCHAM, Global Industry and Academic Excellence, presented on the occasion of ICTS, on 25th March 2017, Ahmedabad, India.*
- *"Certificate of Content Contribution" designated as a Content Partner of the National Digital Library of India for its generous contribution of contents by the Ministry of Human Resource Development, Govt. of India with Content Partner National Digital Library of India*

Other:

- The University modernized and established new laboratories
- Implementation of a policy to prevent plagiarism is accomplished
- Academic and Administrative Audit through Committees with External Members

Establishment of centres Viz. Center for Professional Education; Environment, Research & Innovation; Heritage Research; Public Health; Education Innovation & Research.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender equity and sensitivity are addressed through a set of guidelines, initiatives, and facilities. The immediate response is to create platforms and processes to address it, and the long-term proactive aim is to prevent gender injustice through sensitization.

The **monitoring of safety and security** is undertaken by the **Internal Complaint Committee (ICC)** for the prevention of sexual harassment. The ICC has a clear set of rules for addressing sexual harassment. It is worth mentioning here that the gender-based ratio of faculty and students is 51 % female and 49 % male. A student helpline is available on the university website. **Security personnel** are deployed at the entrance of the university around the clock. **Continuous CCTV surveillance** is provided throughout the campus. **Adequate lighting arrangements** are in place throughout the campus. Students, faculty, and administrative staff can **contact high officials of the university on any issue 24x7**.

A common room with an attached washroom is provided for female faculty and students as physical facilities.

Gender sensitization is undertaken through **co-curricular and curricular** activities. The **Women's Development Cell (WDC)** is in place. Its function is to create a gender-sensitive community, raise awareness about gender equality, and facilitate women's empowerment by organizing awareness programs, expert talks, seminars, and workshops. It also celebrates International Women's Day every year. Select programs carry out similar activities as needed. Talks are organized by experts from the legal community and NGOs working with women's issues to share their real-life experiences on what to do and not do in the case of a veiled threat or an actual incident of violence. In 2016, a national seminar on "From Discrimination to Incrimination: The Use, Abuse, and Misuse of Gender-Specific Laws" was organized that actively involved many judiciary bodies in Gujarat and experts from NGOs.

Courses in select programs on gender sensitization include "Jurisprudence," which provides information on legal rules and regulations for women's safety and rights, and "Gender, Society, and School," which addresses gender issues in education. The **Equal Opportunity Committee (EOC)** emphasizes the equality of students based on religion, caste, gender, or disability. It works towards ensuring that all opportunities are equally available to all students.

There are **multiple channels** in which girl students can voice the issues faced by them. The **Mentoring and Counselling Committee** is set up to address challenges in the academic lives of students. Each faculty is a mentor to a group of students and hence offers a channel for female students to voice their problems and get empowered to address them. In addition to this, there is a full-time **counsellor** for individual discussion, whom students can consult for complete guidance related to personal and professional growth, career advancement, and individual issues.

Other initiatives:

- Women leadership in academics
- Female Faculty (58.2 %) and female staff (23.2 %)
- Female student intake (52.2 %)
- Maternity leave for 26 weeks along with medical expenses.

Awareness Programs like International Women's Day (8th March) among other occasions and regular events and programs on gender sensitization in the neighbouring villages also.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The university fully understands its responsibility towards environmental issues and displays sensitivity

towards ethical disposal of solid and liquid waste and its management, e-waste management, and other environmental issues. The university has devised practices that help in handling them by adopting various green initiatives.

Solid waste management:

The solid waste collected from the entire university campus is disposed of using the disposal system of the Vadodara Municipal Corporation (VMC). Waste segregation bins near the canteen and other food outlets on campus have been placed.

Liquid waste management:

The liquid waste collected from the entire university campus is collected into 2 soak-pits which are installed at the rear end of the university. It is disposed of through the Vadodara Municipal Corporation's (VMC) disposal system. Liquid waste from each block is collected at one place for the entire university, which is around 9000 liters on a daily basis. It is collected in a tank with a capacity of 10,000 liters via a piping system.

Biomedical waste management:

The university has established a system of segregation for biomedical waste. Coloured dustbins are placed in all the labs. The waste is sent to an external agency for disposal.

E-waste management:

E-waste generated is collected and sent either to an e-waste dealer or to the collection point prescribed by the Pollution Board. Electronic goods are put to optimum use; minor repairs are set right by lab assistants and technical assistants and are re-used. Electronic equipment that needs to be disposed of is tagged, stored separately, and then handed over to the vendors. UPS batteries are recharged, repaired, or exchanged by the supplier.

The optimal and regular maintenance of computers and other electronic peripherals ensures minimal e-waste generation. E-waste is managed separately by qualified staff due to heavy metal poisoning. The university is also working in close collaboration with the Vadodara Municipal Corporation on solutions for waste management and disposal.

Waste recycling system:

Waste water is treated by filtering through a Sewage treatment plant (STP) set up at the rear end of the campus. This STP is planted with a *Canna indica* (Canna) plant, which organically filters the water. Then, with the help of a 2-HP pump, this water is pumped back into a tank and then used for watering all softscapes on the campus on a daily basis. The plant has a capacity of 10,000 liters per day and is open all year to recycle liquid waste at the university. There is a provision of rainwater percolation well on campus as a strategy for rainwater harvesting strategy.

Hazardous chemicals and radioactive waste management:

Currently, the university does not work with radioactive materials, so there is no generation of hazardous waste. It must be emphasized that the university recognizes the need for a dedicated hazardous chemical waste disposal mechanism and shall pursue efforts to have one at the earliest possible time in consultation with experts. However, at present, a treatment plan has been indigenously put in place by the university in consultation with experts.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit**
- 2.Energy audit**
- 3.Environment audit**
- 4.Clean and green campus recognitions / awards**
- 5.Beyond the campus environmental promotion activities**

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The university demonstrates its commitment to upholding and promoting an inclusive environment for its students, faculty, and administrative staff through its policies, monitoring committees, and academic activities, both co-curricular and curricular.

Tolerance towards cultural, regional, and linguistic diversities is carefully nurtured through special co-curricular activities. **Regional language poets and writers are invited to give talks.** Students and faculty organize programs such as Book Talks to promote tolerance for ideas, values, and cultural diversity. These talks are published as a book titled "*Vichar Vimarsh NUV: An Idea Exchange*" for wider dissemination by the Centre for Education Innovation and Research. A Readers' and Writers' Club is formed to promote expression in various languages. In response to the growing importance of regional languages, select programs have introduced a course in regional language journalism.

The **neighbourhood mission/community connect** aims to develop sensitivity to community socioeconomic diversities. Under this, the residents of local villages are given free legal advice through the **Legal Aid Clinic**. Students enrolled in two distinct courses—KHOJ and social internship—immerse themselves in the local environment to develop sensitivity to socioeconomic diversity as well as context-specific initiative to meet their needs. Students enrolled in the KHOJ course work in the **Jambusar block of Gujarat**. The felicitation of the children of rural primary schools and the creation of opportunities for university students to interact with them are organized. The majority of the university's housekeeping staff is drawn from the surrounding villages. A people-community participation project titled "Vad of Vadodara" and a Heritage Walk in Vadodara are initiatives through the Center for Heritage Research to sensitize students and the community to the cultural heritage of the city.

International collaborative student projects are conducted to sensitize students to global issues and work as teams with students from different countries. Under the Global Connect Summer School project, students of Navrachana University collaborated with Oakland University in Rochester, MI, the U.S.A., and Xi'an Jiaotong Liverpool University in Suzhou, China.

Local festivals like Navratri and traditional days are celebrated for nurturing **cultural diversity**.

Regional art and craft are celebrated by displaying them on the campus of the university as an **open museum**. It is also used as a means of **connecting students with their cultural heritage**. Publication of **vernacular house types from various regions of India** is undertaken by the Heritage Center at the School of Environmental Design and Architecture (SEDA).

The university believes in creating a dynamic campus with student diversity. It gives admission to deserving students and employs outstanding faculty, irrespective of race, religion, or ethnicity.

Students are sensitized in order to prepare them to be dynamic leaders in society who promote tolerance and harmony toward cultural diversity, which are achieved through student clubs that cover curricular and extracurricular activities. Every year, SBL and SLSE (MSW) students go on a one-month social internship which allows the student to see how practicing professionals handle the situations. In all, there is a great atmosphere for learning tolerance to appreciate different cultural and linguistic diversity.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

NUV facilitates an ecosystem for continuous awareness of constitutional obligations among students, faculty, and staff members. The University's commitment to constitutional obligations and values is expressed through the mechanisms of academics, co-curricular activities and extension service.

Awareness drives for the community by students as a part of becoming responsible citizens are organized. Some of these are on **child rights, de-addiction, the anti-tobacco drive, cancer awareness, and the Swachh Bharat Abhiyan**. **Symposiums are held to commemorate intellectual property rights, and workshops on the Consumer Protection Act are held to commemorate Consumer Day.**

Awareness of constitutional duties is addressed by talks and workshops held by select programs. Students' understanding of their rights and responsibilities as citizens is fostered through short courses on ethics and professional practices integrated into mainstream subjects in various programs. It helps sensitize students about work ethics and moral values in day-to-day life and in the professional setting.

School of Business and Law (SBL) offers a course titled Constitutional Law paper for 2nd year BBALLB as a compulsory paper. This course is divided into two parts and students study it in two semesters. Courses on specific aspects of constitutional values are also offered as multidisciplinary electives.

The Legal Aid Committee at SBL educates students about societal socio-legal issues. It helps the students expose themselves to client counselling. Various awareness programs through Legal-Aid Camp in different villages and the legal literacy and awareness programs in schools, colleges, and slums are conducted through expert sessions, street plays, interactive sessions, poster presentations, debates, client counselling sessions, etc., so that the people are made aware of their rights and duties with simple learning and easy understanding of the subject. Apart from the general awareness, there are special legal-aid counselling sessions for the jail inmates and juveniles in coordination with the District Legal Services Authority, the District and Session Court, and the Vadodara Central Jail and Juvenile Observation Homes. Legal aid strengthens students' sense of socio-legal responsibility in interpreting the nation and developing capacity to ensure the protection of their rights and duties to the nation.

A voter awareness drive is conducted in a neighbouring village, and the list of unregistered voters is handed over to government officials by NCC cadets. Students organized a voting campaign in collaboration with Chhatra Sansad titled "*Vote Karshe Vadodara*" (Vadodara shall vote), under which rallies, *nukkad natak* (street play), and meetings with citizens to motivate them for voting were conducted.

Teaching at the School of Science and the School of Engineering and Technology is incomplete without practical sessions. While the stress on maintaining **good laboratory practices** is to make sure that each student's personal safety as well as the safety of others in the lab is maintained as the highest priority. Students are made aware of the potential hazards of chemicals, sharp and mechanized tools, and their careful usage in the presence of others in the lab.

In the effort to train students to become global citizens, aspects of environmental conservation are integrated into curricular and co-curricular activities.

Please click following link to view supporting information.

Here is the link (please copy the following link and paste it the browser):

https://nuv.ac.in/NAAC_Documents/Criterion 7/7.1.9/NAAC_7.1.9_Summary report.pdf

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The institution places a strong emphasis on the total development of its students by hosting a number of significant days, events and festivals. It commemorates advancements in various fields, makes commemoration a source of inspiration for students, and celebrates festivals to strengthen cultural diversity.

Independence Day and Republic Day are celebrated every year with pride and grandeur. These days are marked by parades from the guards' NCC unit, with patriotism in our hearts, recalling the glory of all great leaders. Every year on Republic Day, the students participate and present something creative and novel to honour our nation with various patriotic cultural performances.

National and international days like **International Yoga Day, International Women's Day, World Environment Day, and International Biodiversity Day** are celebrated with exhibitions, workshops, and presentations by students and faculty.

Meaningful and relevant cultural events and competitions are planned and organized at the university and by individual schools depending on the topic so that students, faculty, and staff participate with zeal. In the process, they understand the importance of the underlying ideas and ideals that these days symbolize.

National Library Week is celebrated with talks, book reviews by faculty and students, and display of books.

The NUVKhelaiya, a cultural event celebrating Garba, the traditional dance of Gujarat is organized on the occasion of Sharad Purnima to nurture local cultural traditions. It is vigorously participated in by faculty, students and their parents.

Teachers' Day, which commemorates Dr. Sarvepalli Radhakrishnan's birth anniversary, is observed on September 5 in order to recognize the foundation of generations. It is celebrated as a University and a Program level event with much joy. Teachers take part in a range of fun activities. Students honour their professors with tributes.

Celebrations are also held on Program and Discipline-specific days and events like **Engineer's Day, World Photography Day, Intellectual Property Rights Day, Wild Life Week and Constitution Day** by

a national competition on Opinion writing,

Heritage Week is organized by Heritage walks in the city for students and citizens. In addition to these regular celebrations, specific days such as the **Foundation Day** of the University are also marked by a variety of expert sessions and activities.

In a nutshell, the University, with all its Schools, truly treads the path of cultural diversity and celebrates each and every day with a sense of innovation and learning.

Sr. No.	Title of Day Celebrations	Date
1.	Independence Day	15 th August
2.	Teachers Day	5 th September
3.	Engineers Day	15 th September
4	Republic Day	26 th January
5.	International Women's Day	8 th March
6.	International Biodiversity Day	22 nd May
7.	Construction Week	October and March
8	World Environment Day	5 th June
9	International Yoga Day	21 st June
10.	Gandhi Jayanti	2 nd October
11.	Sharad Purnima Celebration	On the day of Sharad Purnima

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice 1: Empowering students through curricular choices

Title of the Practice: Empowering students through curricular choices

Objectives of the Practice

The primary objective is to have a mechanism that delivers a learner-centred education by empowering students to identify and decide the choice of subjects as electives. The overall objective of this practice is the design of higher education with freedom of learner at its core. This freedom is channelized by offering a curriculum which is rich in elective choices. It offers the learner the choice to study a wide variety of courses. As a corollary it also addresses the freedom of a teacher to design different kinds of courses appropriate to the program specific demands and to the larger context.

The Context

The contemporary context of education demands familiarization with a wide variety of knowledge base. The education philosophy of Navrachana University focuses on providing T-shaped skills to students having in-depth understanding of core disciplines and a broad understanding of a range of other disciplines, related or otherwise. The government policy directive on the need for increased curricular choices across programs and disciplines further reinforces the freedom of the learner with respect to curricular choices. This is also in consonance with the provisions of the New Education policy, which emphasizes on the holistic development of students. Hence, the choice of subjects covers a gamut of subjects relevant to the need of the students for overall and holistic development.

In the above context, the freedom of learners is nurtured through choices of courses offered at two levels - elective courses within the Program-specific curriculum and Interdisciplinary (ID) courses from disciplines across the Schools.

The Practice

The curriculum of most Programs offers program-specific electives. The number of electives has increased over a period of time in some Programs. In keeping with the changing requirements of industry, electives are revised and / or added.

The Interdisciplinary (ID) courses, which offer a bunch of electives, are mandatory for all undergraduate programs. As each Program-specific curriculum has its logical offer of topics and is also tied down to the number of teaching days available per semester, the respective Programs have freedom to offer them in different semesters, such that the academic weightage of the mainstream discipline the student has opted to major in, is not lessened in any way. Thus, as a University pool of Multi-Disciplinary courses, these are offered in each semester of an academic year as per the Program's ability to accommodate them. Since the topics are specifically selected for MD courses, these are designed for training at the foundational level. The faculty also has the freedom to design new courses on an experimental and need basis. The operational challenge of this is addressed by a dedicated time slot of one hour every Tuesday and Thursday. Students have the freedom to change the electives within a specified time.

In addition to this, students have the choice of minor specialization over the required credits for the final Degree award in the B. Tech Program. Students in the Journalism Program can choose the format of dissertation submission.

The range of electives offered across most Programs is from approximately 10% to 30%. There is an attempt to increase the variety of elective courses within a Program.

The curriculums of certain programs are designed in such a way that 30% of the courses can be selected by students from across various Programs of the School. This empowers the students as they can exercise their choice of course and shape the degree. It is intended and aspired that students be able to make course choice from across all the Programs across all the Schools of the University.

ID courses have a wide variety of electives to students. Some are discipline-specific and offered at foundational level while some are technical, such as Cyber Security, Python, and Developing Websites. There are subjects providing basic knowledge of a specific field at a preliminary level. Some electives offer a glimpse of the art and craft world and an exposure to the world of diverse expressions.

Evidence of Success

The success of this initiative can be gauged from the fact that there is a continued demand for more elective courses to choose from. The electives are carefully chosen to be able to introduce students to specific life skills as well as technical skills that complement their mainstream subject selection of the students.

An illustration is the BBA program, which offered four Program-specific electives earlier. Two more electives were introduced in each domain thus taking the total number of electives on offer to eight.

The Multi-Disciplinary courses have given an opportunity to University faculty to experiment with conceptualisation and design of new topics for a heterogeneous group of students. It has offered an opportunity to the students to benefit from diverse perspectives as shared by faculty who is not from their Program. Being from trade, industry and other relevant sectors, these faculties bring about the much needed richness in curriculum delivery.

The implementation of this mechanism has strengthened the academic pursuit of the students and has enabled them to acquire critical skills for their success in the journey beyond the campus, which is borne out by the onward progression of these students in terms of higher education and employment.

Problems Encountered and Resources Required

The availability of faculty for designing and offering electives in Program-specific Curriculum is a major challenge.

With respect to Interdisciplinary courses, sometimes there is a rush for a 'popular' course that can be overbooked. It is not always easy to persuade students keen on a particular elective to opt for some other elective. All electives are therefore offered on a first-come-first-served basis.

The aspired and intended aim of offering the flexibility to choose courses from across all the Programs requires planning in terms of credits allotted to the course. The credits allotted to a course in a particular Program may not match the credit requirement of that course in another Program. The operational part of time table is also a challenge.

Best practice 2

Title of the Practice: Student Support System – Academic, Administrative and Extracurricular

Objectives of the Practice

The primary objective of these support systems is to provide for the diverse learning needs of students. This includes providing easily accessible academic and administrative support, apart from a range of extracurricular avenues to get exposure and develop skills to face the challenges of professional and personal life. The grooming of students is further strengthened at the university through a well-placed mentorship system. The system uses technology, human support and a vibrant activity spectrum to achieve these objectives. The practice is also in pursuance of the objective of our mother organisation, the Navrachana Education Society to make able citizens.

The Context

This is an era of intense competitiveness. The amplified focus on sustainability, highly volatile global dynamics and a host of other factors cause massive disruptions. These are major challenges for the students to encounter, when they come out of the campus. The University is acutely aware that if the students want to be successful in their professional and personal life, they need to possess more than just academic knowledge. This made the institution to undertake endeavours that go “beyond the books” to provide the requisite support. The focus is on nurturing the growth of their social, psychological, emotional and ethical quotients.

The students need to become team players and refine their creative skills to be able to solve new-age challenges. Illustratively, the students need to internalise the lessons that playing sport teaches - victory and loss being sides of the same coin, setbacks have to be taken in the strides.

The Practice

A robust **mentorship system** has been institutionalized to provide trouble shooting and counselling on issues and take care of the students. All students have a faculty mentor guiding them during the course of study. A mentor is the first point of contact for a student in case of any difficulty. Guidelines on **Mentoring** for teachers and students have been developed. A special faculty development program on mentoring was also conducted for teachers. A Mentoring and Counselling Committee with representatives from each School is formed to coordinate mentoring across University. With respect to implementation, **mentoring sessions** for students are a part of the regular time table. Flexibility is also offered to the Programs to decide the time for mentoring. In some cases, the faculty announces a particular time when student/s can contact them. In addition to this, students have option of approaching a faculty at a mutually convenient time. A group of students is allotted to a particular teacher. A common group interaction between the teacher and students is conducted in the dedicated time for group mentoring. Mentoring is offered to all the students.

The University invests heavily in ICT to give the students access to online student life cycle system and teaching-learning aids (Student ERP- NUCLEUS). The entire process from admission to graduation is online with features like fees payment, time-table, choice of courses, infrastructure issues, attendance, feedback, examination, results, etc. incorporated into it and its easy access as well as operability is ensured.

The university has a Learning Management System of its own. NavGyan - an open knowledge gateway has been developed to provide access to useful open educational e-resources (OER) i.e. e-Books, e-Journals, Databases, Archives, Repositories, Digital and Virtual Libraries, Online Learning Tools, Open Courseware, Open Access Patent & Standard Databases, e-References (Dictionary/Encyclopaedias), Electronic Thesis and Dissertations (ETD), e-Newspapers and Competitive exam papers with solution.

Extracurricular support to students has been a hallmark of the institution. The practice, which has been aptly phrased as “Education beyond books”, provides an arena of activities to the students in diverse areas like arts, culture, sports, entrepreneurship, skill development, role play, societal outreach, etc. They are undertaken through various platforms and events organised by the university. These activities enhance the charm and richness of their campus life and also provide the much needed exposure and experience to them. *An example of university support is the provision of a 150 lakh grant for innovation and start-up.*

Evidence of Success

Mentoring has immensely helped in providing solutions to issues/challenges faced by students. Their timely resolution helps them to focus on productive issues and prevents distraction from studies. The guidance for further action/process has instilled a sense of security and inculcated feeling of being cared by the institution.

Technology-aided teaching- learning has been a part of the academic process in the university for quite some time. This served well during the pandemic time and led to an easy, quick and smooth transition to online teaching. There was no loss of a single teaching day and the academic calendar was strictly followed with on time conduct of examination and declaration of results.

Learning Management System (LMS) and online avenues are effectively used by students for multiple purposes.

There are several achievements of students in areas other than academics. The wider ecosystem provided to them and the specific platforms available for the purpose has been amply availed by the students. The success of this holistic approach is borne out of the fact that the students have done well in post academic life. The successful alumni connect and their achievements have a signature of the training and nurturing given to them by the university.

Problems Encountered and Resources Required

Like any Management Information System, the Learning Management System also needs to have a back-up and restoration plan. The LMS back-up is taken on server and needs up-gradation. Provision of technological aids call for a lot of monetary and human resources.

Given the sensitive nature of **mentoring**, many students hesitate to join group mentoring sessions. The understanding among students that mentoring is growth oriented and not restricted to only problem solving takes time to sink in. This has remained as a major challenge.

The implementation of the entire student support system needs a lot of synchronisation and puts pressure on the schedule of the students as well as the teachers. It becomes a challenge for the administration as well. Many students have been able to perform well in sports and other extracurricular activities and have moved to higher levels of competition. They need to be accommodated in the schedule spontaneously.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The vision of the university envisages providing education and research of global standards with commitment to student success and creation of thought leaders contributing to nation-building through a strong ethical, innovative and interdisciplinary approach with heightened social conscience.

KHOJ WINTER SCHOOL

The element of social conscience imbibed in the very philosophical basis of the institution has been carried forward through several endeavours. Prominent among them is the KHOJ program, which has been one of the defining social immersion activities at Navrachana University. Conceived right at the inception of the University, the Khoj program is a vehicle to inculcate social awareness, empathy and inter-disciplinary skills amongst the students, with a larger aim of proposing solutions to societal problems through innovation. To further strengthen these foundational ideas of Khoj program and to engage on topics that are relevant and can be made visible to the society at large, program has been consolidated as a larger and more ambitious activity that is undertaken by students and faculty members during the semester break under umbrella of KHOJ WINTER SCHOOL.

INTER DISCIPLINARY/ MULTI-DISCIPLINARY APPROACH

The aim is to administer the Khoj program as intense and rigorous field based activity in workshop mode while addressing a pressing social issue in the region in and around Vadodara. This format leads to an uninterrupted and concentrated involvement of the students and their mentors. Faculty members of Navrachana University have undertaken some very innovative and relevant projects that they wish to pursue with the students, under Khoj. These projects touch upon various contemporary issues of concern such as environment, ecology, waste management, urban labour, migration, traffic, farming practices, public spaces, social behaviour etc. to name a few. Students are free to choose Khoj project of their choice. Most Khoj projects demand either an inter-disciplinary or multi-disciplinary approach of working and hence students from different Schools sit together in the projects and try and understand issue and find solution through collaboration. In the process, the students learn to approach and address issues, leading to deeper insights into their understanding. The Khoj Winter School generally ends in a public exhibition of all the projects.

COMMUNITY OUTREACH AND COLLOBORATIONS

To integrate the element of societal conscience in the student life cycle through extension & outreach, Khoj is offered as a course beyond the textbooks which requires a direct engagement with society. Khoj is offered across all undergraduate programs as a compulsory course with three credits. Initially, the scope of this course was open and the students were at liberty to identify any social challenge. The open scope, however, led to difficulties in comprehending a social problem that could be addressed in the course of a semester. To overcome this challenge, the course is now offered in collaboration with an NGO. Students identify social problems from within the thrust areas of work of NGO.

EXTENSIVE FIELD WORK

The Khoj course takes real-life issues and challenges facing society as its syllabus, thus truly becoming a course in which society becomes the textbook. It offers learning opportunities to connect with the community in question and address its issues. Students develop the ability to identify and understand complex, real-life problems challenging society around them and understand that such problems are not discipline-specific problems. Thus, students develop ability to comprehend social problems through field work and communication with stakeholders and then combine this understanding with knowledge from available literature and subject experts to find or at least develop a strategy to find solutions that address such problems.

Projects developed by students are at varying levels of direct usability and implementation. The shift from working on general social and community problems to the specific problem identified by the NGO has helped to develop specific strategies that can lead to social innovation. Some of these strategies are directly used by the stakeholders, while others are further developed. As an illustration, the KHOJ project on adult literacy for rural women developed learning resources, such as simple lessons in numeracy and literacy, operating ATMs, working with Android phones, and so on. It was given to the NGO to be used by them. Similarly, two separate projects produced livelihood options for rural women and people with disabilities. While one of the livelihood options, home-made snacks and parathas, was developed as a business model. There is an endeavour to help develop a marketing strategy for same.

DOCUMENTATION AND PUBLIC EXHIBITION

Consolidation of projects that are directly used by the NGO is a great motivation for both students and faculty and is inspirational for subsequent batches. The outcomes of these projects benefit the community and expand the learning of students. Interaction with stakeholders from rural community sensitizes students to use of local language for communication and conducting themselves in culturally appropriate ways when on field visits.

A good chunk of these activities focus on ecology and environment in general and waste management in particular. Projects regarding wastage of food and ways of overcoming it have been also attempted. Some of the issues concerning the city of Vadodara have been taken up for studies. Apart from these, several social issues have been also taken up.

More than 160 panels and models related to about 30 projects have been developed by over 600 students and teachers under this initiative.

Apart from Khoj, a course on social internship is also offered as a part of curriculum, requiring students to engage with foundations and NGOs working to address social challenges. Nature of this internship is deliberately kept distinct from an industry or corporate internship to enable the students to learn from

society. In addition to these, social immersion activities & student participation in community-based co-curricular activities provide exposure to society and its diversity. Khoj offers learning opportunities to connect with community and address its issues. Most of the programs have internships as a curricular component to provide exposure to field realities.

There is a sharp focus on innovation and start-up ecosystem as well. Various co-curricular activities help to provide opportunities to develop an understanding and connection with society.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The university is presently also collaborating with high ranked universities of the world for student and faculty exchange program in its strategy to internationalize and create meaningful collaborations. NUV has now embarked on an ambitious expansion plan both of its academic programs and also its campus infrastructure. The aim is to upgrade the research profile of existing faculty members whichever attracting fresh talent from across the nation and the world in order to create a truly quality university that is nationally recognized and internationally visible.

Concluding Remarks :

NUV has attempted to reimagine the role and approaches of a higher education institute since its inception. This is very much in line with other Navrachana institution . In a very short period of time NUV has managed to cover a lot of grounds in terms of having the breadth of disciplines under one roof across all levels (UG, PG, PhD). The focus of the university has been on providing innovative curriculum along with unique pedagogy. The emphasis on industry and community connect has resulted in development of many programs such as KHOJ Winter School and internships projects that have become the hallmark of NUV. The focus has also been on providing choice and flexibility to our students. By establishing the “Universal Curriculum Framework” NUV could standardize all the curriculum across UG and PG programs. This resulted in allocation of almost 15% credits for choice based elective courses in all UG programs and 10% choice-based elective courses. NUV has also given the possibility to all their students to pursue Minor disciplines apart from Major degree. This flexibility has given manjor freedom and choice to the students to define their own learning path.

The curriculum at NUV is constantly upgraded through inputs from the Academic Advisory Board and Academic Council that included experts form industry and academia

The Research Centres at NUV continue to pursue meaningful projects that become very important vehicle of growth for faculty members and students. NUV is taking very strong measure to address the gaps in research output by giving Seed Grants and other forms of support to encourage quality research. The university supports faculty participation in various seminars and conferences in the country and abroad by giving travel, accommodation and registration support. The students' activities are also supported by the university leading to creation of a very vibrant campus culture. The IT support to the students of NUV is not only unique but also extremely popular in the student's community making their daily academic transactions easier.

Our compact campus is very beautifully designed with all public amenities like Library, Workshop, Tinkering laboratory on ground floor which is easily accessible to all from central amphitheatre and canteen. The other Studios, laboratories, and classrooms are organized with large corridor on upper floors with excellent natural ventilation and other amenities.

NUV wishes to be known around the world for its graduates that are innovative, opinion leaders and able to use their skill and wisdom to solve societal problems and contribute to nation building.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1163</td> <td>1158</td> <td>1148</td> <td>1032</td> <td>823</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>241</td> <td>262</td> <td>411</td> <td>406</td> <td>305</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1163	1158	1148	1032	823	2021-22	2020-21	2019-20	2018-19	2017-18	241	262	411	406	305
2021-22	2020-21	2019-20	2018-19	2017-18																	
1163	1158	1148	1032	823																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
241	262	411	406	305																	
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years.</p> <p>Answer before DVV Verification : 193</p> <p>Answer after DVV Verification: 151</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1275</td> <td>1401</td> <td>1621</td> <td>1551</td> <td>1330</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1405</td> <td>1727</td> <td>1902</td> <td>2207</td> <td>2139</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI , DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1275	1401	1621	1551	1330	2021-22	2020-21	2019-20	2018-19	2017-18	1405	1727	1902	2207	2139
2021-22	2020-21	2019-20	2018-19	2017-18																	
1275	1401	1621	1551	1330																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1405	1727	1902	2207	2139																	

1.3.4	<p>Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).</p> <p>1.3.4.1. Number of students undertaking field projects or research projects or internships. Answer before DVV Verification : 859 Answer after DVV Verification: 845</p> <p>Remark : As One student involved in multiple field works and/or research projects and/or internship should be counted as one and as per clarification received from HEI, DVV input is recommended.</p>																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</p> <p>(Excluding Supernumerary Seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 909 1046 1043"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>116</td> <td>119</td> <td>106</td> <td>84</td> <td>80</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1122 1046 1256"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>29</td> <td>17</td> <td>32</td> <td>18</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	116	119	106	84	80	2021-22	2020-21	2019-20	2018-19	2017-18	27	29	17	32	18
2021-22	2020-21	2019-20	2018-19	2017-18																	
116	119	106	84	80																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
27	29	17	32	18																	
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 599 Answer after DVV Verification: 592</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
3.1.3	<p>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</p> <p>3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1973 1046 2085"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

4	3	9	0	4
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	8	0	3

Remark : As per clarification received from HEI, DVV input is recommended.

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

3.2.2.1. Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44.14	0.42	208.02	0	97.97

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44.14	0.42	208.02	0	2.10

Remark : As per clarification received from HEI, DVV input is recommended.

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

3.2.3.1. Number of research projects funded by government and non-government agencies during the last five years.

Answer before DVV Verification : 17

Answer after DVV Verification: 15

3.2.3.2. Number of full time teachers worked in the institution year-wise during the last five years..

Answer before DVV Verification : 114

Answer after DVV Verification: 115

Remark : As per clarification received from HEI, DVV input is recommended.

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
52	25	43	26	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
33	27	42	25	17

Remark : As per clarification received from HEI, DVV input is recommended.

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

3.4.6.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	26	17	10	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	15	09	11	09

Remark : As per clarification received from HEI, DVV input is recommended.

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.7.1.1. Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
523	69	25	15	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
525	66	25	16	11

Remark : As per clarification received from HEI, DVV input is recommended.

3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

3.7.2.1. Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	8	6	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	8	5	3	1

Remark : As per clarification received from HEI, DVV input is recommended.

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

5.2.1.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
73	33	24	13	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
74	33	27	14	06

5.2.1.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
77	34	25	14	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

78	34	28	15	06
----	----	----	----	----

Remark : As per clarification received from HEI, DVV input is recommended.

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	3	22	11	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	02	16	10	03

Remark : As per clarification received from HEI, DVV input is recommended.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	8	10	14	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	8	9	15	6

Remark : As per clarification received from HEI, DVV input is recommended.

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	5	31	25	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	18	31	23	21

Remark : As per clarification received from HEI, DVV input is recommended.

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44	56	23	12	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44	55	23	12	10

Remark : As per clarification received from HEI, DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>25</td> <td>25</td> <td>21</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>25</td> <td>27</td> <td>23</td> <td>23</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	27	25	25	21	23	2021-22	2020-21	2019-20	2018-19	2017-18	27	25	27	23	23
2021-22	2020-21	2019-20	2018-19	2017-18																	
27	25	25	21	23																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
27	25	27	23	23																	
2.4	<p>Number of revaluation applications year-wise during the last 5 years</p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	0	71	0	0

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	0	0	71	0

3.1 Number of eligible applications received for admissions to all the programs year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4432	5504	7464	8638	7685

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4164	5052	7104	8018	7688

3.2 Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
133	133	205	131	132

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
702	665	674	639	643