



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PARUL UNIVERSITY

P. O. LIMDA, TAL. WAGHODIA,
391760

www.paruluniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Parul University spread over 117 acres of land was established in April 2015 under an Act of State Legislature viz., Gujarat Private Universities Act, 2009. The university has achieved distinction in education and research at national and international level.

University extensively offers 140 different undergraduate, postgraduate and doctoral programs under 30 institutes in diverse disciplines like Medicine, Engineering, Pharmacy, Homoeopathy, Ayurveda, Management, Law, Fine Arts, Design, Arts, Commerce etc.

Faculties of Medicine, Homeopathy, Ayurveda, Nursing, and pharmacy, Agriculture, Architecture, Planning and Law adhere to their respective councils like NMC, NCH, NCISM, GNC, PCI, COA and BCI.

Parul University has around 1500 teaching faculties and about 29,000 students. Numerous prominent companies visit the university for Campus Recruitment such as L&T InfoTech, Byjus, TCS, Linde, Infosys, Asian Paints, Naukri.Com, Reliance, IndusInd Bank, Claris, and Zydus Cadila etc.

The campus has Wi-Fi facility, well-equipped laboratories, about 300 plus ICT Classrooms equipped with adequate AV equipment.

University has 87 Computer Practical Laboratories with 6000+ Computers, 450 seating capacity Auditorium, 25 Seminar Halls, Three Banks with ATM facility, 60+ Buses for transportation, 3 Food Courts, Gymnasium with Hi-tech modern equipment, Swimming Pool, Indoor and Outdoor Sports Complex etc.

The university has established special cells such as the Centre of Research for Development, Centre for Human Resource and Development, Entrepreneurship Development, Career Development, Competitive Exam, Armed Force, Tinkering Hub, Technical Event, Training & Placement, International Relations, International Students' Affair, Cultural Affairs, Students' Council, Alumni Association, Social Responsive Cell, Consultancy, INSIGHT (a center for emotional well-being) etc.

To provide students and faculties with the most convenient learning resources, the university has 16 libraries with 176400 books, 470 e-books, 30121 online journals/magazines and 288 printed journals/magazines.

The university also has digital facility, SOUL 3.0 ILMS which connects all libraries to meet all the requirements of faculties and students.

University has 1200+ international students and 6000+ students from outside Gujarat pursuing full-time degree programmes in the university.

University has received several grants under diverse schemes from Central and State Government Agencies like ICMR, AICTE, GUJCOST, SSIP, DST etc....

The university has 750 bedded multispecialty hospital, two Ayurveda and four homoeopathy hospitals with the total capacity of 512 beds. All the hospitals of Parul University are accredited by NABH.

Vision

The vision statement of the University is as under:

To make successful academic quests through entrepreneurship, research, modernization and partnerships, thus making PU the finest educational destination.

Mission

Parul University has embarked on the journey towards excellence as stated clearly under its mission statement as follows:

- Bridging the gap between academia and career, by laying emphasis on development programs for both students and staff.
- Promoting healthy relationships between PU's existing students, alumni, teachers and staff.
- Forming associations with other universities and corporate firms of the nation and the world.
- Presenting state of art infrastructure with high quality and work ethics.

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1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Parul University is a multidisciplinary university (medical, technical and AYUSH courses), a diverse range of professional and skill based courses offered under its ambit; a university campus offering plethora of opportunities for interdisciplinary activities and projects to its students
- Lush green state-of-the-art campus with ICT enabled classrooms, spacious and well-designed laboratories with advanced equipment, high-tech library facilities, super computer facility, NABH accredited super specialty teaching hospitals, FABLAB, up-to-date residential accommodation for students and staff etc.
- The university offers all the health science programmes including MBBS, BAMS, BHMS, BPT, B.Sc (Nursing), B.Sc Healthcare, Pharmacy, MD/MS, MPT, Pharm.D, M.Pharm making it one of the largest self-financed university in the country.
- Global presence & collaborations with universities from more than 50 countries.
- Great exposure to experiential and practical learning for health science and other students through community posting, bed side patient centric methods, Industrial/ Field Visits, Seminars/ Workshops/ conferences on Emerging / Innovative trends, Guest/Expert Lectures by eminent persons from Industry

& Academic. etc...

- A dedicated Incubation Centre ensures required support to all the students for nurturing their ideas into start-ups.
- Special incentives for faculties for research, paper publications, participation in National/International conferences and higher education.
- Grants and Financial assistance for faculty exchange program, projects, research, skill development programs etc.
- Capacity Building Centre to offer an initial and continuous training for current and future university teachers with focus on pedagogical skills with ICT use.
- Tie up with Mental health support organization (Your dost – Online counselling & emotional wellness organization) providing free access to mental health and emotional support services (24*7) to students.
- Adequate number of qualified, dedicated & enthusiastic staff deeply involved with students and their activities.
- Frequent modification and up-gradation of curriculum by various institutes of university from time to time to provide the latest knowledge and skills to students
- Establishment of special cells like Social Responsive Cell, Armed Force Cell, Competitive Examinations Cell and many more to provide comfortable and progressing tenure for students and staff. Grievance Redressal Mechanism is put place in the University.

Institutional Weakness

- There is need to encourage faculties to pursue Ph.D.
- There is need to enhance aptitude and skills for research of the faculties and the students
- There is need to enhance real-time industry knowledge by recruiting higher number of academia-industry experienced faculties.

Institutional Opportunity

- To promote various schemes notified by Centre/State government and participate actively in projects related to educational & health care fields.
- To set benchmarks in accordance with the emerging global trends, through the continuous evaluation, upgradation of system and curriculum, committees, teaching learning processes etc.,
- To increase consultancies and quality related research projects.
- To initiate new start-ups in emerging areas of innovation.
- To introduce numerous value-added courses, new subjects and programs to adhere with the need of time.
- To start educational programmes in collaboration with foreign Universities.

Institutional Challenge

- Driving more global collaborative research opportunities and filing of IPR (patents/copyrights/designs).
- Overall improvement of the students' professional and interpersonal skills for better performance in campus job recruitment drives.
- Preparing more and more students for getting enrolled into upcoming government schemes such as Agniveer

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Curriculum Design and Development has been carried out meticulously with clearly defined Course Outcomes and Programme Outcomes
- Curriculum in the university also enables students from different faculties to take up Industry Defined Projects, Research Projects undertaken jointly with eminent institutions, exposure to global teaching and learning methodologies through international student exchange programmes.
- Facilities such as Tinkering hub, Fabrication labs, Advanced Skills and Simulation Center, AR VR Lab, Language Laboratories and Moot Courts assist students in gaining practical knowledge and skills and in making them competent to understand local, national and global needs.
- Syllabus revision has been carried out in 75% of programmes offered across different faculties during the last five years
- Of a total number of 140 programmes offered during the last five years, 105 programmes have been revised
- In a total of 94 programmes offered by the university, CBCS and Electives have been implemented
- During the last five years, the percentage of new degree programmes, fellowships and diplomas introduced is 55.71.
- A total of 78 new degree programmes, fellowships and diplomas have been introduced during the last five years.
- Of a total number of programmes offered by the university during the last five years, 63.05% of courses are interdisciplinary courses.
- As many as 9891 interdisciplinary courses have been offered by the university during the last five years
- A total of 15,687 courses have been offered by the institution across all programmes during the last five years
- A total of 424 value added courses have been offered during the last five years
- 63.04% students have successfully completed the value-added courses during the last five years
- The number of students who have opted for and completed value-added courses has risen significantly from 6096 in 2016-17 to 18717 in 2020-21
- The university has put in place well-defined structured feedback on curricula/syllabi from various stakeholders. The feedback obtained from various stakeholders is analyzed and based on the careful analysis, relevant matters are taken up for discussion at institutional/ board of studies/ academic council/ the governing body level for initiating necessary action.

Teaching-learning and Evaluation

- During 2016-17, 1195 candidates from different categories admitted which rose to 1661 during 2020-21
- The student demand ratio stands at 106:1
- In 2016-17, 20124 applications received which reached to 78709 during 2020-21
- During 2016-17, 1064 seats available which rose up to 3287 in 2020-21
- Ratio of national to international enrolled students is 21:1
- 1144 students from other states / countries enrolled in the university which increased to 7487 in 2020-21
- Enrolled students in the university stood at 9601 which increased to 23,825 students in 2020-21
- The university has set forth protocols for identifying types of learners and puts in motion various

measures for improving performance

- The ratio of student to full time teacher stands at 19:1
- The university has introduced various student centric methods for enhancing learning experience such as experiential learning, integrated/ inter-disciplinary learning, participatory learning, self-directed learning etc...
- The university provides provision of Clinical Skills Laboratory and Simulation Based Learning in its curriculum
- ICT Cell established in the university offers training to teachers for ICT
- 1223 teachers identified as mentors with student: mentor ratio at 19:1
- In 2016-17, the number of teachers stood at 643 reaching to 1273 in various cadres
- Average % of teachers with higher qualifications is 42.93
- In 2016-17, 290 teachers possessed higher degrees in Health Sciences. It rose to 459 during 2020-21
- Average teaching experience of teachers is 8.67 years
- Average % of teachers trained for development and delivery of e-contents stands at 68.13
- Average % of fulltime teachers who received awards for excellence is 12.84
- The results of final examinations have been declared within 12 days from the date of examination
- Average % of student complaints about evaluation is 0.04.
- During 2016-17, 9281 students appeared for the exams and the number rose to 22053 in 2020-21
- The Grievance Mechanism encompass double/ multiple valuation with appeal process
- The university extensive use of automated MIS.
- The pass % of final year students is 84.23

Research, Innovations and Extension

- The institution has a well defined Research promotion policy
- Per year, on average, about Rs. 55.96 lakhs has been provided as seed money to teachers.
- Average % of teachers awarded national/ international fellowship / Financial support is 17.65
- 67 teachers awarded for achieving distinction in research
- 158 candidates availed the benefit of JRFs, SRFs etc...
- The university has required facilities for conducting research
- % of departments with recognition by national and international agencies is 35.71.
- Rs.2.02 Crores received towards grants for research
- Grants worth Rs. 13.20 Crores received from government agencies
- 161 research projects funded by govt./ NGO/ non-govt.agencies
- Entrepreneurship Development Centre and Incubation Facilities created
- 129 awards received for innovation by teachers
- 94 start-ups incubated on campus
- Code of Ethics formulated for research which include course on research ethics, plagiarism-check software and guidelines on publication
- Incentives to teachers for achieving excellence in research in the form of increment and cash incentives
- 92 patents/ copyrights published
- At present, 459 teachers recognized as PG Teachers
- Institution has a clear cut policy on IPR and Consultancy including sharing of revenue
- Sum of Rs.2.40 Crores received as revenue from consultancy and research
- 1075 extension and outreach activities conducted
- Average % of students participating in extension and outreach is 56.49
- Average number of student exchange, industry-internship etc...is 97.6

- 491 functional MOUs/Linkages with institutions/ industries i India and Abroad for academic, research, student exchange etc...

Infrastructure and Learning Resources

- Parul University has infrastructure facilities spread over 112 acres with a 54 sq. Mts built up area. Classrooms, laboratories, Seminar Halls, Auditorium and other infrastructural facilities are created as per norms of various statutory councils. All the classrooms, seminar halls and many of the laboratories are equipped with ICT facilities. Classrooms have Wi-Fi, speakers and projectors for active learning.
- Moreover, the facilities include serenity zones, playgrounds, indoor and outdoor sports complex, banks, fitness centre, swimming pool, food courts, ATM Centers etc...
- Rs. 2.71 Crores have been spent for infrastructure augmentation over the last five years. The average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component is Rs. 69.27 Crores.
- In the Central Library and Institutional libraries, more than 1,76,400 books, 470 E-Books , 30121 online Journals and 288 Print Journals and Magazines, more than 8582 CDs/DVDs/Floppies are available on various subjects in addition to plethora of digital resources.
- Rs. 7.55 crores is spent for purchase of books and journals during the last five years. The library uses SOUL 2.0, OPAC and DELNET software.
- University has established 5 hospitals which include a 750 bedded Parul Sevashram Hospital, along with two Ayurved and two Homeopathy hospitals with a total capacity of 679 beds with other facilities. Teaching hospitals provide students clinical experience and quality education in Medicine, AYUSH, Physiotherapy and Nursing disciplines.
- Digital infrastructural facilities include 1040 computer, 102 labs with Intel Core i3, Core i5 & Core i7 , Super-computer facility with Param Shavak,. 8.1 GBPS Internet Leased Line Bandwidth on Optical Fiber Cable provided by BSNL and JIO.
- E-content recording facilities includes 5 cinematographers who administer the visual and audio recording processes for the faculties during the recordings. Moreover, well organized procedures and structures for maintenance of academic and physical support system who look into the maintenance, growth and supervision of facilities such as library, laboratory, sports facilities, computers, classrooms.

Student Support and Progression

- Average % of students benefitted by scholarships, fee waivers by Government/ Non-Government Agencies is 27.55
- Special cells in the university offer courses on interpersonal and communication skills, personality development and leadership skills, yoga and wellness,
- Average % of students who received guidance for competitive examinations is 72.43.
- International Students' Affairs Cell facilitates admission of international students and also renders them assistance during their stay and International Relations Cell conducts bilateral student exchange and faculty exchange programmes with foreign universities and also helps university students secure admission to foreign institutions
- The student has established all statutory committees stipulated by UGC such as Anti-Ragging Committees, SC/ST/OBC Cell and Minorities Cell, Internal Complaints Committee and Grievance

Redressal Cell

- Average % of students qualifying in state/ national/ international level examinations is 83.13
- Average % of placement/ self employed professional services of graduating candidates is 37.53
- 15.45 % graduates in preceding academic year have had progression to higher education
- 516 awards/medals have been conferred for outstanding performance in sports/cultural activities at state/regional/national/international events
- The Office of the Dean, Students' Welfare along with Department of Cultural Events Cell celebrate religious and cultural festivals of all religious faiths
- 141 sports and cultural activities/ competitions have been organized in the university per year
- Alumni Association Cell in the university has forged close ties with the alumni of the university who have settled themselves in their professional careers well. The alumni are kept abreast of the activities of the university conducted throughout the year through Alumni Association Cell. Alumni Chapters have been set up in different regions of the Gujarat State as well as in different countries. The Alumni Association Cell also invites contributions from the alumni in placement of students, building strategic partnership with various MOUs etc...

Governance, Leadership and Management

- Parul University has come into existence under an Act of State Legislature viz. "Gujarat Private Universities Act, 2009"
- As stipulated in Gujarat Private Universities Act, 2009, the authorities of the University viz., "Governing Body", "Board of Management", "Academic Council", "Faculties" and "Boards of Studies" have been constituted.
- President of the university is responsible for overall functioning of the university, its constituent units and sections while the Provost is entrusted with the responsibility of smooth conduct of routine academic, administrative and exam related activities in the university. The Registrar is the custodian of the university.
- Deans of Faculties and Principals of Colleges are involved in carrying out academic, administrative and exam related activities effectively as enumerated in the Academic Planning notified by the university.
- Matters such as commencement of new courses, fixation of intake for various programmes, modifications to rules, regulations and syllabus of different programmes, policies for research and development and other academic matters are taken up for discussion during the meetings of the Academic Council and the Governing Body for final approval/ implementation.
- University ensures smooth functioning of academic, administrative and exam related activities through e-governance software such as ERP and MIS.
- The composition of the Governing Body of the University provides for nomination of experts of Management, Finance, Legal, Social Work and Industry.
- On an average more than 250 Professional development/administrative training programs are organized by the institute every year for its teaching and non-teaching staff. About 335 of the faculties were provided financial support for participating in such programs conducted by outside institutions. 32.15% funding is provided for conduct of training programmes/ seminars etc. Internal Quality Assurance Cell has significantly contributed in sustaining and enhancing quality in all the aspects of teaching and learning across institutions. On an average around 69% quality initiatives have been introduced by Internal Quality Assurance Cell. Internal Quality Assurance Cell has clear roadmap to enhance the quality of education and overall development of the institution. Formal "Annual Performance Appraisal" for existing staff forms the basis for releasing increments and promotions.

Institutional Values and Best Practices

- Gender equity and empowerment of women lies at the heart of the university which is evidenced by conduct of co-curricular and curricular activities related to gender equity
- Statutory Committees such as Women Development Cell, Internal Complaints Committee and Women Development Cell established by the university
- Day care facilities for wards of women employees; installation of CCTV camera at strategic locations for the safety of women, employment of women drivers for e-rickshaws in university recruited from surrounding villages
- 1200 KVA Solar Panel, Installation of Biogas Plant, 3.5 MLD Sewage Treatment Plant, Water Treatment Plant and Waste Management System for disposal of solid and liquid waste and Compost Machine for organic waste management speak volumes about measures initiated by the university towards Green Pollution-Free Environment. E-rickshaws, e-carts and e-bus have been procured by the university and usage of fuel run vehicles is restricted to greater extent within the university campus. Teaching hospitals in the university campus adhere to the legal compliance for handling biomedical wastes and an approval for the same has been taken from Gujarat Pollution Control Board
- Agency by name UNICARE is engaged by the university to ensure safe disposal and recycling of e-waste
- Disabled friendly amenities such as ramps/ lifts for easy access to classrooms, divyangjan friendly washrooms, human assistance, soft copies of reading material are available in the university
- The university has developed and notified code of conduct which every student and staff has to adhere to. All the students are informed about it during induction programmes and also through display of its notification on the website. The committee for monitoring adherence to code of conduct stipulated by the university is constituted and takes regular rounds in the university campus to monitor behaviour of the students.
- Centre for Human Resource Development conducts training programmes for staff members including Class-IV employees on human values and ethics, etiquettes, etc...
- Office of the Dean, Students' Welfare regularly celebrates days and events related to different religions and cultures with an aim to promote harmony and inculcate tolerance and acceptance towards different religions, caste and creed.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the University | |
|------------------------------------|--|
| Name | PARUL UNIVERSITY |
| Address | P. O. Limda, Tal. Waghodia, |
| City | Vadodara |
| State | Gujarat |
| Pin | 391760 |
| Website | www.paruluniversity.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------------|-------------------------|------------|-----|---------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Vice Chancellor | M. N. Patel | 02668-260355 | 7486049848 | - | registrar@paruluniversity.ac.in |
| IQAC / CIQA coordinator | Falguni S. Acharya | 02668-260330 | 9825822284 | - | iqacpu@paruluniversity.ac.in |

| Nature of University | |
|-------------------------|--------------------------|
| Nature of University | State Private University |
| Institution Fund Source | No data available. |

| Type of University | |
|--------------------|---------|
| Type of University | Unitary |

| Establishment Details | |
|--|--------------------|
| Establishment Date of the University | 21-04-2015 |
| Status Prior to Establishment, If applicable | Affiliated College |
| Establishment Date | 16-08-1993 |

| Recognition Details | | |
|--|-------------|----------------------|
| Date of Recognition as a University by UGC or Any Other National Agency : | | |
| Under Section | Date | View Document |
| 2f of UGC | | |
| 12B of UGC | | |
| Section 3 | | |

| 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 | P. O. Limda, Tal. Waghodia, | Rural | 118 | 509137 | Under Graduate, Post Graduate, Doctoral Programmes | | |

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

| Type Of Colleges | Numbers |
|---|---------|
| Constituent Colleges | 30 |
| 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 |
| SRA program | Document | |
| MCI | 112139_8415_2_1650428412.pdf | |
| INC | 112139_8415_7_1650428401.pdf | |
| BCI | 112139_8415_8_1650428423.pdf | |
| COA | 112139_8415_18_1650428430.pdf | |
| CCIM | 112139_8415_10_1650428457.pdf | |
| CCH | 112139_8415_9_1652694471.pdf | |
| PCI | 112139_8415_6_1650446147.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 | 183 | | | | 206 | | | | 1040 | | | |
| Recruited | 129 | 54 | 0 | 183 | 143 | 63 | 0 | 206 | 592 | 448 | 0 | 1040 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teaching Faculty | | | | | | | | | | | | |
| | Lecturer | | | | Tutor / Clinical Instructor | | | | Senior Resident | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | 0 | | | | 81 | | | | 96 | | | |
| Recruited | 0 | 0 | 0 | 0 | 26 | 55 | 0 | 81 | 63 | 33 | 0 | 96 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|---------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 2123 |
| Recruited | 1188 | 935 | 0 | 2123 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 1653 |
| Recruited | 783 | 870 | 0 | 1653 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

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. | 34 | 14 | 0 | 12 | 21 | 0 | 58 | 56 | 0 | 195 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | 0 | 12 |
| PG | 82 | 40 | 0 | 91 | 41 | 0 | 528 | 440 | 0 | 1222 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Highest Qualification | Lecturer | | | Tutor / Clinical Instructor | | | Senior Resident | | | 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 | 21 | 32 | 0 | 51 | 29 | 0 | 133 |
| 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 |
| | | | | | | | | | | |
| Highest Qualification | Lecturer | | | Tutor / Clinical Instructor | | | Senior Resident | | | 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 |
| Highest Qualification | Lecturer | | | Tutor / Clinical Instructor | | | Senior Resident | | | 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 | 0 | 0 | 0 | 0 |
| Adjunct Professor | 2 | 1 | 0 | 3 |
| Visiting Professor | 33 | 22 | 0 | 55 |

Chairs Instituted by the University

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|-------|------------------------|-------------------|---|
| 1 | N.A. | N.A. | N.A. |

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 | 10704 | 5864 | 0 | 418 | 16986 |
| | Female | 4281 | 1425 | 0 | 151 | 5857 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 1795 | 644 | 0 | 19 | 2458 |
| | Female | 1367 | 437 | 0 | 5 | 1809 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 271 | 157 | 0 | 85 | 513 |
| | Female | 252 | 118 | 0 | 19 | 389 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Post Doctoral (D.Sc , D.Litt , LLD) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| | |
|---|-----|
| Does the University offer any Integrated Programmes? | Yes |
| Total Number of Integrated Programme | 6 |

| Integrated Programme | From the State where university is located | From other States of India | NRI students | Foreign Students | Total |
|-----------------------------|---|-----------------------------------|---------------------|-------------------------|--------------|
| Male | 128 | 115 | 0 | 19 | 262 |
| Female | 60 | 49 | 0 | 31 | 140 |
| 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 |

| General Facilities | |
|--|---------------|
| Campus Type: P. O. Limda, Tal. Waghodia, | |
| Facility | Status |
| • Auditorium/seminar complex with infrastructural facilities | Yes |
| • Sports facilities | |
| * Outdoor | Yes |
| * Indoor | Yes |
| • Residential facilities for faculty and non-teaching staff | Yes |
| • Cafeteria | Yes |
| • Health Centre | |
| * First aid facility | Yes |
| * Outpatient facility | Yes |
| * Inpatient facility | Yes |
| * Ambulance facility | Yes |
| * Emergency care facility | Yes |

| | |
|--|------------------------------------|
| • Health centre staff | |
| * Qualified Doctor (Full time) | 331 |
| * Qualified Doctor (Part time) | 82 |
| * Qualified Nurse (Full time) | 448 |
| * Qualified Nurse (Part time) | 0 |
| • Facilities like banking, post office, book shops, etc. | Yes |
| • Transport facilities to cater to the needs of the students and staff | Yes |
| • Facilities for persons with disabilities | Yes |
| • Animal house | Yes |
| • Power house | Yes |
| • Fire safety measures | Yes |
| • Waste management facility, particularly bio-hazardous waste | Yes |
| • Potable water and water treatment | Yes |
| • Renewable / Alternative sources of energy | Yes |
| • Any other facility | Swimming Pool and Gymnasium |

| Hostel Details | | |
|----------------------------|----------------------|----------------------|
| Hostel Type | No Of Hostels | No Of Inmates |
| * Boys' hostel | 20 | 10989 |
| * Girls's hostel | 13 | 3895 |
| * Overseas students hostel | 2 | 530 |
| * Hostel for interns | 0 | 0 |
| * PG Hostel | 1 | 180 |

| Health Professional Education Unit / Cell / Department | | |
|---|----------------------------------|---------------------------|
| Year of Establishment: | | |
| Education Programs Conducted | Number Programs Conducted | Duration in Months |
| * Induction | 1 | 1 |
| * Orientation | 1 | 1 |
| * Refresher | 3 | 1 |
| * Post Graduate | 0 | 0 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Parul University has constituted NEP Cell and the cell is entrusted with the responsibility of creating awareness among the stakeholders about the provisions in NEP-2020 and ensuring that all the relevant provisions concerning NEP-2020 are implemented across all institutions. NEP Cell arranged for series of webinars on provisions of NEP-2020 during which the Provost and Pro Vice-Chancellor of the University created awareness about provisions of NEP-2020 among Deans of Faculties, HOIs of Colleges and staff members. Parul University comprises 30 academic institutes and 20 different faculties which offer diploma, under graduate, post graduate and doctoral programmes in various disciplines such as engineering and technology, pharmacy, architecture, homoeopathy, ayurved, nursing, public health, medicine, commerce, arts, fine arts, design, social work, management, computer applications etc.... The fact that Parul University is spread over total area of 117.44 acres which houses 30 academic institutes offering programmes at diploma, under graduate, post graduate and doctoral levels bears testimony to the multidisciplinary nature of the university. Since multiple faculties operate in the university, one of the objectives of NEP where it is stipulated that the universities must be not only large but also must be multidisciplinary in nature is fulfilled in the case of Parul University. Further, under most of the faculties, different specializations are offered in each Faculty thus, the academic activities of the university are best suited to offer to the students, courses in multiple disciplines and also those which have bearing on the</p> |
|--|--|

| | |
|------------------------------------|---|
| | <p>interdisciplinary character of the programmes offered. Going ahead, the students, who get enrolled in the university, will have the liberty of choosing subjects from different disciplines either as optional or as electives based on their individual desires. The university organized annual technical festivals such as Tech Expo, Projections, Xplore, Pharmafest, Homoeofest etc....in which students studying in different programmes are provided opportunities to showcase their talent. Such techfests aim at providing common platform to students belonging to different faculties to join hands in displaying their technical skills and knowledge. To provide a glimpse of inclusion of interdisciplinary course in various disciplines, following examples are cited: • Students of BA, B.Com, LL.M,LL.B, B.Des, B.Sc in Medical Sciences, B.Tech, M.Tech, B.Arch and M.Plan, subjects such as Environmental and Sustainability and Environmental and Natural Resource Management • In MHA and MPH programmes, Public Health Management, Humanities and Health Communication are offered • Biochemistry and Human Nutrition are covered in B.Tech (Dairy Technology) • In MSW, Human Growth and Behaviour, Ideologies of Social Work, Organizational Dynamics, Working with Groups and Community and Organizational Development and Change Management are included • In BA in Political Science, Human Rights, Peace and Politics of Civil Society, Idea and Practice of War and Peace and Peace Conflict Resolution and in BA Psychology, Positive Psychology and Personality Psychology are included. • In MBA, Business Ethics and Corporate Governance are covered. Parul University is planning to establish “School of Interdisciplinary Sciences” in the A. Y. 2022-23 which shall offer courses such as operational research, entrepreneurship and development etc., with an aim to offer interdisciplinary courses to students from different faculties.</p> |
| 2. Academic bank of credits (ABC): | <p>The university has registered on the Digi Locker facility which can be accessed by all the students with their unique IDs. This will help the prospective employers to verify the credentials of the students without approaching the university. The documents uploaded on the Digi Locker also contain the different subjects which the student has completed</p> |

| | |
|------------------------------|---|
| | <p>successfully and also the number of credits completed by the student. UGC has stipulated that NAAC accredited institutions shall be allowed to implement Academic Bank of Credits (ABC). Therefore, the university has taken a step ahead in this direction by applying for NAAC accreditation. The university will be able to join the academic bank of credit after the assessment by NAAC.</p> |
| <p>3. Skill development:</p> | <p>Focus is laid on imparting the requisite skills in each subject of every degree programme in the university. The practical classes lay emphasis on the students learning the skills by working hands-on. Special programmes which are in the nature of add-ons are developed and offered to the students through a unique programme called Value Added Programme. More than 140 programmes across various disciplines are being offered under this scheme. The university has established a Tinkering Hub which helps the students gain hands-on experience regarding the different equipments/ instruments etc...which are taught to them in the classes. The university has also set up Fab Lab Facility which shall enable students and staff members to utilize their knowledge and skills in creating innovative products. The students pursuing courses in medicine, life sciences, homoeopathy and ayurved are encouraged to access Advanced Skills and Simulation Center to upgrade their skills and knowledge through clinical training. The new avenues in the field of artificial intelligence and machine learning have resulted in the university establishing Augmented Reality (AR)/ Virtual Reality (VR) Lab for the students and staff members of computer science, information technology and computer applications. AR/VR Lab helps them conceptualize their theoretical concepts related to augmented and virtual reality in effective manner. Study tours/ field visits are included in majority of the subjects in most of the degree programmes wherein the students are exposed to the practicalities of what they study in the classrooms. The university has established an Incubation Centre which trains the students, who are interested in establishing their own start-ups. In the case of medical sciences, Bachelors and Diploma Level Programmes are offered in 12 different specializations which directly help the students obtain the requisite skills. Bachelor of</p> |

Science degree programme with specializations such as Emergency Medical Services, Medical Records and Health Information, Operation Theatre Technology, Anaesthesia and Critical Care, Cardiology, Neurology, Renal Dialysis, Emergency Medical Services etc...are offered under the National Skills Qualifications Framework (NSQF) - a nationally integrated education and competency-based framework that enables persons to acquire desired competency levels. As per NSQF, above said degree programme organizes qualifications according to a series of levels of knowledge, skills and aptitude. This enables a person to acquire desired competency levels, transit to the job market and at an opportune time, return for acquiring additional skills to further upgrade their competencies. Parul University has also attained membership of an eminent body called Life Sciences Sector Skill Development Courses (LSSSDC). Teachers in the university have attended training programmes conducted by LSSSDC aiming at skill development who, in turn, impart training to the students in the university. In order to bring to fruition the objective of developing skills of the graduates as listed in NEP-2020, the university is in the process of establishing state-of-the-art Skill Development Lab which shall provide endless opportunities to under graduate and post graduate students to gain practical knowledge through practicals and experiments.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Parul University is the chosen destination and home away from home for more than 1,200 foreign nationals from 55 different nationalities such as Ghana, Zambia, Zimbabwe, Sierra Leone, Kenya, Afghanistan, Bangladesh, Nepal, Mali, Madagascar, Ethiopia etc...and about 6000 students from different states of India such as Uttar Pradesh, Rajasthan, Karnataka, Andhra Pradesh, Madhya Pradesh, Maharashtra etc... The university believes firmly in the principles of Unity in Diversity. The fact that university has earned the reputation of melting pot for different cultures speaks volumes about the efforts made by the university in celebrating religious and cultural festivals and national days of different countries, states and cultures. Staff members in the university get together and celebrate festivals such as Diwali, Holi, Ugadi, Onam, Lohri etc... with great gusto. The university, in its convocation, provides

| | |
|--|---|
| | <p>traditional attire to its students and dignitaries thereby, in deference to the great traditional and cultural heritage of India. The university has also established Spirituality and Temple Management Wing through which short-term courses on India's Cultural Heritage, Vedic System, India's Glorious Past, Astrology, Vastu, Bhagwad Geeta etc...are offered to prospective candidates. Scholars and Sanyaasi from ISKON Temples situated in Vadodara and Ahmedabad visit the university campus at regular intervals to conduct sessions/ courses on ethical and moral values based on Indian Upanishads, Religious Scriptures such as Ramayana, Mahabharata, Bhagwad Geeta. The university has recently signed a Memorandum of Understanding with Bochanwasi Akshar Purshottam Swaminarayan Sansthan (BAPS), an eminent organization of Swaminarayan cult through which a 2 credit elective course on integrated personality development course (IPDC) will be offered to students from all disciplines as an elective. The Faculty of Ayurved in the university conducts separate sessions for teaching sanskrit language to students of ayurved through which students will be able to decipher the contents of Charak Samhita easily and effectively. Efforts are afoot to offer some degree programmes at diploma and degree levels in Gujarati which is the mother tongue spoken in the state. The course contents for some programmes such as Commerce, Arts and Law have been finalized and will be offered in the near future.</p> |
| 5. Focus on Outcome based education (OBE): | <p>In each degree programme and in each subject, the teachers are trained to generate the course outcome and the programme outcome. These are published along with the syllabus for each subject so that all the students are aware of the expected outcomes. Further, in each assignment/ quiz/ examination conducted for every subject, the teachers will map the questions asked against the fulfillment of the CO and PO. Bachelor of Science degree programme with specializations such as Emergency Medical Services, Medical Records and Health Information, Operation Theatre Technology, Anaesthesia and Critical Care, Cardiology, Neurology, Renal Dialysis, Emergency Medical Services etc... offered as per NSQF aim at providing competency based and skill based education to the candidates.</p> |
| 6. Distance education/online education: | Different faculties in the university such as Faculty of |

Engineering and Technology, Faculty of Information Technology & Computer Science, Faculty of Management encourage its students pursuing UG and PG programmes in different semesters to opt for various Massive Open Online Courses (MOOCs) in their various disciplines. The university has also set up Learning Management Systems which contain audio and video lectures developed by staff members on various subjects offered in multiple disciplines. LMS enables students to listen to/ watch the lectures at later period facilitating retention of subject knowledge. LMS modules offer the learners opportunities for receiving knowledge through self-based learning and tutor based learning. Online teaching and examinations were extensively used during the pandemic for two years. During this period, the teachers also developed e-contents for every subject they offered to the students. Many institutions promoted their students to higher semesters during pandemic situation without conducting examinations. Parul University was an exception as it conducted examinations through World Assessment Council at the cost of Rs.35,33,025/- for conducting online examination of about 28,000 students. University obtained subscription of video conferencing applications at the cost of Rs.2,00,000/- for conducting webinars and expert sessions for the benefit of students and teachers by inviting academicians, entrepreneurs, researchers, renowned professionals/ celebrities from different walks of life so as to enable students and staff members to continue education despite suspension of classroom teaching during pandemic situation.

Extended Profile

1 Program

1.1

Number of all programs offered by the institution during the last five years

Response: 140

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2 Students

2.1

Number of students year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 23825 | 19695 | 17896 | 13318 | 9601 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.2

Number of graduated students year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4809 | 3383 | 3459 | 881 | 652 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1273 | 1098 | 976 | 814 | 643 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1273 | 1098 | 976 | 814 | 643 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18528 | 16248 | 9242 | 7797 | 12107 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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 health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

Response:

Parul University is committed towards equipping the highly skilled and expert resources through its undergraduate, postgraduate, and post-doctoral programs, designed to meet the development needs across the local, national, regional and global sectors. In health sciences, the University offers 37 UG, PG, and PhD programs and 103 programs in the non-healthcare fields such as Engineering, Sciences, Law, Architecture adhere to **norms of** their respective councils.

Initiatives For Curricular Relevance

With the ever-changing trends in higher education, the University has developed effective systems for curriculum development in line with the regulatory bodies. Regular curriculum updations carried out annually through a systematic methodology to ensure that students are in pace with the National and Global Trends and Advancements, and the same is reflected clearly in the respective program and course outcomes. Initiatives towards bridging the gap are:

Skill/Practical Based Learning

The University ensures the relevance of its curriculum through skill-based programs designed to equip students with contemporary competences. The University organizes programs such as Skill-Fest, an annual event for Health Sciences students along with clinical trainings, community postings like rural health and urban health center postings which allows them to gain real time insights into the grassroot level health problems affecting the local communities. The same is also fulfilled through family counselling, rural studies for social work students, rural agricultural work experience amongst other initiatives.

Research Aligned Curriculum Providing Exposure to National / International Developmental Needs

The Research aligned curriculum of the university ensures participation of students in various national and international research projects being undertaken at different faculties, for example:

- The Medical Science Students are a part of the research project titled “National Task Force for Sickle Cell Disease Screening and Management” in collaboration with Indian Council of Medical Research undertaken by the Department of Community Medicine at Faculty of Medicine.
- The students of Engineering and Technology are exposed to global development needs with participation in Royal Academy of Engineering, UK collaborated research project on sustainable

energies.

International Mobility Programs Providing Global Exposure

As a way of providing a global learning exposure, the University engages in various student and faculty exchange programs with partner Universities. These global ties have also resulted in the University engaging in collaborative research with prominent global institutions.

Entrepreneurship and Innovation Practices - Local/Regional/National

The university ensures the relevance of its curriculum through various innovation practices centered on exposing students to contemporary national and global challenges and develop solutions to such challenges through innovations.

Industry Defined Projects

The University exposes its students to industry relevant projects which allows them to develop the much-needed knowledge which can supplement the needs of the industry on a national and global level. These projects help in equipping the students with the skillsets and bridge the gap between industry and academia. Some of these projects include:

- **Clinical evaluation of Dabur Chywanprash (DCP) as a preventive remedy in pandemic of COVID-19 – a clinical study with Dabur India Ltd**
- **Pilot Execution of an Interior Designing of Rail Coaches project with Hindustan Fiber Limited**

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for Curricula implemented by the University | View Document |
| Link for Outcome analysis of POs, COs | View Document |

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

Response: 75

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

Response: 105

| File Description | Document |
|---|-------------------------------|
| Syllabus prior and post revision of the courses | View Document |
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Details of the revised Curricula/Syllabi of the programmes during the last five years | View Document |
| Any additional information | View Document |

1.1.3 Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years

Response:

Beyond the traditional methodologies, the University has incorporated within its courses a particular focus on the comprehensive development of students through developing their competencies, ensuring employability, entrepreneurship and skill development. The University has established resources and facilities dedicated towards the development of such key areas, and additionally, it has developed collaborations with prominent industries and institutions.

| FOCUS AREA | COURSES |
|--|---------|
| Employability | 667 |
| Entrepreneurship | 70 |
| Skill Development | 544 |
| Entrepreneurship and Skill Development | 44 |
| Employability & Entrepreneurship | 51 |
| Employability & Skill Development | 536 |
| Employability/ Entrepreneurship/ Skill-development | 1145 |

Competency/ Practical/ Skill Development

The University endeavors to shape and develop the competencies of the students through resources which have been designed to impart industry centered and in demand competencies. The university has developed facilities such as **Tinkering hub, Fabrication labs, Advanced Skills and Simulation Center, AR VR Lab, Language Laboratories and Moot Courts**, for skill development in relevant fields.

The University has developed associations with various hospitals for clinical training, hands on training, and scientific training in various programmes such as medical, nursing, homeopathy, ayurveda, pharmacy, physiotherapy. Following are some of such renowned associated hospitals

- SSG Hospital (Govt.), Vadodara
- GMERS Hospital, Gotri, Vadodara
- Rhythm Heart Institute-Vadodara
- Kailash Cancer Hospital, Goraj, Vadodara
- KGP Children's Hospital, Vadodara
- Bankers Heart Institute (OP Road)
- Sunshine Global Hospital-Vadodara

In its engineering and technology courses, the University has developed ties with various industries and institutions for skill development. Following are some of such associated industries:

- Reliance Industries Ltd
- Adani Ltd
- Atlas Copco
- TCS
- Wipro

In the field of agriculture, the University has developed ties with various organizations which have been working towards skill development such as

- Central Horticulture Experiment Research Station, Kalol, Godhra
- Satva Organic Farms and Cold Storage, Anand
- GSFC Tissue Culture Lab, Vadodara

Employability enhancement

To enhance the employability of the students, the University has developed *Training and Placement Cell* which is dedicated towards equipping the students with relevant skills and competencies for their employability. The University has also in-placed its *Competitive Examination Cell* which provides students with the relevant training in civil services exams, competitive exams like GATE, CAT etc.

To further enhance the competencies of the students in the fields of technology, the university has developed **industry embedded programs in collaboration with Microsoft, SAP, Quick Heal, Oracle** in Computer Science and IT Programs.

Centers of Excellence

To enhance the industry specific competencies of the students, the University has developed Super Computer Facility and other Centers of Excellence with prominent industries such as: Mahindra M-Shiksha, Automation Anywhere, 3D Printing Technology with 3D System Inc USA amongst others.

Entrepreneurship Development

Through its **Entrepreneurship Development Centre**, the University has made innovation a significant part of its programmes. It focuses on cultivating a culture of business innovation amongst the students through various platforms for:

- Project ideation,
- Start-up incubation
- Project funding
- Business mentorship

The center focuses on developing a comprehensive understanding of entrepreneurship by incorporating, within the academic calendar, annual entrepreneurship related events conducted under **Vadodara Hackathon, Health-care Innovation Festival, Women Startup Meet, Vadodara Start-up Festival** amongst other pre incubation ecosystems.

The University has also entered into **collaboration with National Entrepreneurship Network** for development of entrepreneurship courses in Engineering Domain.

| File Description | Document |
|---|-------------------------------|
| Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development | View Document |
| Link for MOUs with Institutions / Industries for offering these courses | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).

Response: 100

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 94

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 94

| File Description | Document |
|---|-------------------------------|
| University letter mandating implementation of CBCS by the institution | View Document |
| Structure of the program clearly indicating courses, credits/Electives as approved by the competent board | View Document |
| Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or | View Document |
| Institutional data in prescribed format | View Document |
| Document for Structure of Programs mentioning the Credit Allocation and Elective options | View Document |
| Link for additional information | View Document |

1.2.2 Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)

Response: 53.57

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 75

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR | View Document |
| List of the new Programmes introduced during the last five years | View Document |
| Institutional data in prescribed format | View Document |

1.2.3 Percentage of interdisciplinary courses under the programmes offered by the University during the last five years

Response: 63.05

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 9891

1.2.3.2 Number of courses offered by the institution across all programs during the last five years

Response: 15687

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved | View Document |
| List of Interdisciplinary courses under the programmes offered by the University during the last 5 years | 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 Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula

Response:

The curriculum of the University seeks to sensitize and shape the students' understanding in regards to matters of social, environmental, ethical and professional significance, thus developing highly capable professionals. The University has formulated resources and bodies focusing on relevant issues such as gender, environment and sustainability, human values, health determinants, health rights, emerging demographic changes and professional ethics.

Gender Related Initiatives

The **Women's Development Cell (WDC)** of the University regularly organizes different seminars, workshops and programs on matters relating to women empowerment, gender stereo types etc. The University also conducts numerous campaigns which have been dedicated towards promoting the entrepreneurial inclusion of women such as the development of Yummy n' Mummy (*an in-campus store run by underprivileged local women*), and *e-rickshaws driven by women*, the University also organizes an *annual Women Entrepreneurship Meet*.

Gender Sensitization & Incorporation of Gender Centered Courses

The University has integrated several courses in almost all of the programmes, to sensitize students in regards to significant gender issues such as equality, women social-economic and political empowerment, gender healthcare and justice. Some example of such gender centered courses are as below:

PROGRAM

Bachelor of Social Work

Bachelor of Arts in Psychology

Master of Arts in English Language Teaching

Bachelors of Law

Courses

Gender and Social Work

Psychology of Gender

Gender Studies

Gender Justice and Feminist Jurisprudence

Environment and Sustainability Related Initiatives

As a way of promoting sustainability within its teaching and learning processes, the university also goes on to develop various events and platforms dedicated towards promoting environmental awareness and ensuring the preservation of the natural ecosystem. The university organizes programs such as *tree planting drives* along with *waste management campaigns and workshops among other events*. *Green vehicles* have also been put in place and the university has *banned the use of cars in the campus* so as to reduce the carbon footprint.

Some examples of environment centered courses included in curriculum of several programmes are as below:

| PROGRAM | Subject |
|--|---|
| ▶ Bachelor of Arts | Environmental Science and Studies |
| ▶ Master of Law | Environment and Development: Law and Policy |
| ▶ Master of Planning | Environmental Impact Assessment |
| ▶ Master of Technology in Water Resources Management Engineering | Climate Change Impacts on Water Resources Systems |

Health Determinants, Right to Health Issues and Health Related Initiatives

Through its teaching and learning processes, the University has made the promotion of healthcare a matter of vital importance and significance. The University conducts awareness programs on various health related matters through the help of its teaching hospitals. Additionally, the University also goes on to support mental health through its psychologists who take practical workshops on mental wellness amongst other practices. Various subjects related to the contemporary health issues have been hallmark of the

curriculum, allowing students to enhance their knowledge in regards to prevailing health challenges such as:

| PROGRAM | SUBJECT |
|-------------------------------------|---|
| Bachelor of Business Administration | Health Care Management |
| Bachelor of Science in Nursing | Mental Health Nursing |
| Master of Social Work | Community Mental Health Program |
| Bachelor of Arts in Psychology | Mental Health and Wellbeing Health Psychology |

Ethical and Human Value Based Learning and Related Initiatives

Human values are at the core of the University's academic agenda and subjects such as peace and conflict resolution, human rights and civil society and value education programs have been incorporated in the curriculum. To develop effective human values and professional ethical considerations in its medical students, *the AETCOM module* has been put in place. The University also goes on to equip its medical students with the value-based education through health check-up camps, blood donation camps, awareness camps and education programs in rural areas.

| File Description | Document |
|--|-------------------------------|
| List of courses that integrate crosscutting issues mentioned above | View Document |
| Any additional information | View Document |
| Link for list of courses that integrate crosscutting issues mentioned above | View Document |
| Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula | View Document |
| Link for additional information | View Document |

1.3.2 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response:

424

1.3.2.1 Number of value-added courses are added within the last five years

Response: 424

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR | View Document |
| Any additional information | View Document |

1.3.3 Percentage of students successfully completed the value-added courses during the last five years

Response: 63.04

1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18717 | 10666 | 10566 | 7118 | 6096 |

| File Description | Document |
|---|-------------------------------|
| The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered | View Document |
| Institutional data in prescribed format | View Document |

1.3.4 Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment**Response:**

Providing students with an enriching learning experience is one of the main focus areas of the University, as the various programs on research, internships, field visits, industry visits and community postings are regularly organized across its health and non-health programs.

Total Number of Student Beneficiaries (5 Years)

| ENRICHMENT ACTIVITY | Number of Students |
|----------------------|--------------------|
| Field Visits | 14,429 |
| Research Projects | 5,963 |
| Industry Internships | 4,677 |
| Industry Visits | 25,362 |
| Community Postings | 5,269 |

Academic Field Visits

Through the regular field visits, students are able to gain a real time experience of the practical aspects of learning. Some of these include visits to Sewage treatment plants, Water treatment plant, Baroda dairy, Mental Hospital, Primary Health Center (PHC), Community Health Center (CHC), Government Botanical Garden, industries like Zydus Cadila, Alembic Research Center, TCS, Wipro, Microsoft, Google etc.

Research and Innovation for Development

The university endeavors to develop the research efforts of the students during the course of their programs as a way of exploring new knowledge and developing solutions for the existing challenges across multiple fields of study. A number of these programs have been supported and funded under the SOIC government initiative for innovation. The students of Faculty of Medicine regularly participate in the research project scheme Short Term Studentship (STS) funded by ICMR. In the technical programs such as Engineering and Computer Science, the university has also been providing opportunities for research and innovation through various SSIP funded projects such as Aeroponic, Vertical Farming, Creeper Assist etc.

Industry Internships

As a way of equipping students with the much-needed industry centered skill sets, the university has been collaborating with various industries and organizations for internship opportunities. Internships constitute a significant part of the curriculum for the students across all the programs during the course of the programs

and particularly in the final year. The health science students go on to take part in clinical postings during the course of their programs in other hospital and peripheral health centers. In technical fields, the students have internships with prominent industries such as L&T, Sun Pharma, Byjus etc. The students are motivated to pursue projects in the final year on the basis of Industry Defined needs and research areas.

Community Postings

The University has also incorporated community postings within its curricula to provide students understanding of the issues and concerns of communities which include postings for nursing and medical students at places such as Primary Health Centre, Community Health Centers, District Hospitals etc. Under the Department of Community Medicine, all students of Third year MBBS (150) undergo visit to nearby villages for family case studies. In that, students collect basic demographic and relevant social and clinical information from families residing in villages and provide necessary corrective advice to family. One family is allotted to group of 4-5 students.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings | View Document |

1.4 Feedback System

1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Professionals**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR | View Document |
| Institutional data in prescribed format | View Document |
| Link for feedback report from stakeholders | View Document |

1.4.2 Feedback process of the Institution may be classified as:

Response: A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management | View Document |
| URL for stakeholder feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1661 | 1819 | 1341 | 1059 | 1195 |

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1661 | 1819 | 1341 | 1059 | 1195 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Initial reservation of seats for admission | View Document |
| Final admission list published by the HEI | View Document |
| Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English) | View Document |
| Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution. | View Document |
| Admission extract submitted to the state OBC, SC and ST cell every year. | View Document |

2.1.2 Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

Response: 106:1

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 78709 | 48562 | 37531 | 21832 | 20124 |

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where State / Central Common Entrance Tests are not conducted

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3287 | 1986 | 1741 | 1239 | 1064 |

| File Description | Document |
|--|-------------------------------|
| The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same | View Document |
| Institutional data in prescribed format | View Document |
| Extract of No. of application received in each program | View Document |
| Document relating to Sanction of intake | View Document |

2.1.3 Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries**Response: 21:1**

2.1.3.1 Number of students from other states and countries year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7487 | 4821 | 3472 | 2086 | 1144 |

2.1.3.2 Total number of students enrolled in that year

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 23825 | 19695 | 17896 | 13318 | 9601 |

| File Description | Document |
|--|-------------------------------|
| Previous degree/ Matriculation / HSC certificate from other state or country | View Document |
| List of students from other states and countries | View Document |
| Institutional data in prescribed format | View Document |
| E-copies of admission letters are issued to the students enrolled from other States / Countries. | View Document |
| Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country | View Document |

2.2 Catering to Student Diversity

2.2.1 The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers The Institution:

- 1. Adopts measurable criteria to identify low performers.**
- 2. Adopts measurable criteria to identify advanced learners**
- 3. Organizes special programmes for low performers and advanced learners**
- 4. Follows protocols to measure students' achievement**

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Proforma created to identify slow learners/advanced learners | View Document |
| Methodology and Criteria for the assessment of Learning levels Details of special programmes | View Document |
| Institutional data in prescribed format | View Document |
| Details of outcome measures | View Document |
| Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners | View Document |
| Any additional information | View Document |

| 2.2.2 Student - Full- time teacher ratio (data of preceding academic year) | |
|---|-------------------------------|
| Response: 19:1 | |
| File Description | Document |
| List of students enrolled in the preceding academic year | View Document |
| List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained) | View Document |
| Institutional data in prescribed format | View Document |

2.3 Teaching- Learning Process

| 2.3.1 Student-centric methods, are used for enhancing learning experiences by: |
|---|
| <ul style="list-style-type: none"> • Experiential learning • Integrated/Inter-disciplinary learning • Participatory learning • Problem-solving methodologies • Self-directed learning • Patient-centric and Evidence-based learning • The Humanities • Project-based learning • Role play |
| Response: |
| The university has developed methods and systems which focus on providing the students with experiential |

and participatory learning with the ability to solve problems through innovations.

Experiential learning Methods

As a way of nurturing highly skilled and trained experts, the University emphasizes learning through experience. The university has developed discipline specific forms of experiential learning. The University's students in various health fields such as Medical Science, Nursing, Ayurved, Physiotherapy, Public Health, Pharmacy are provided with an extensive understanding of the nature and forms of the medical support through extensive clinical postings which felicitate bedside *clinical learning and community postings* which provide the needed experience in healthcare administration on a community level.

The curriculum of technical faculties provides sufficient exposure through practical workshop based hands-on teaching methodologies.

Laboratory and Industry aligned methods

The University provides experiential learning through its laboratory practices under the guidance of dedicated expert instructors who ensure that students get to the practical concepts of the studies. These experimental methodologies allow the students to work in various key areas in the fields such as pharmacy through facilities such as, *Animal House, Pharmacy Laboratories, Pharmaceutical Industries*. For the students in the health sciences programs, the University has also put in place a *State of Art Skill Lab (Advanced Simulation Lab)* which provides the environment to learn all the relevant skills in healthcare and patient care. The University provides such learning methods across all of its disciplines. For example, social work through *rural study tours*, law through *moot courts*, architecture through *exhibitions and field studies* amongst other forms.

Herbal Gardens & Agricultural Farms

For the students in the natural health sciences such as Ayurveda, the University has put in place an Ayurvedic Herbal Garden which serves the purpose of providing the students with the much-needed knowledge of the various treatment methods found in the garden. The students also go on to participate in the processes of making the medicine. The University has also put in place an agricultural farm which provides students with the much-needed knowledge of the cultivation and plowing processes for various crops.

Participatory learning

The University through its teaching learning processes encourages the students to participate in the learning process. This allows for more efficient and impactful method of knowledge delivery and utilizes

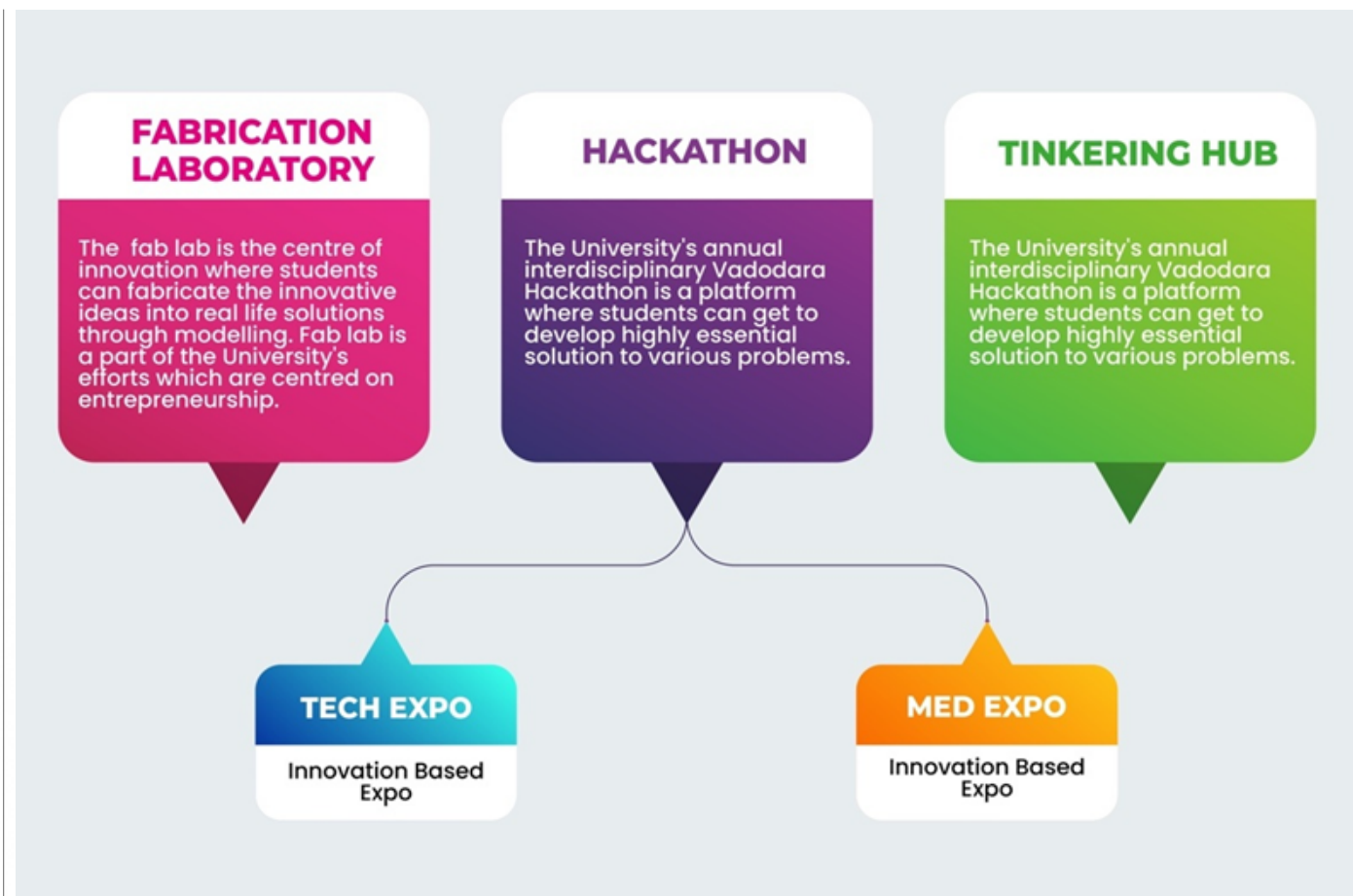


methods such as:

The University's Health Sciences programs also provide participatory opportunities through epidemiological community surveys. Annually, to engage the students in the learning process, the University hosts a series of technical events such as PhysioSummit, Pharmafest, TechExpo, Projections, Ayur-Fest, X-Plore, PratribhaMohatsav, Medi-fest etc.

Problem-solving methodologies

Innovation is one of the most significant parts of the University's learning journey. The University has introduced various innovative platforms and programs which have been centered on allowing students to develop apt problem-solving skills.



The University’s teaching hospitals also have with them feedback and case presentations and bed side teaching using medical records of patients which allows the health sciences students to learn solutions through the use of advanced medical software for evidence-based medicines and CDSS.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for list of student-centric methods used for enhancing learning experiences | View Document |

2.3.2 Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning The Institution:

- 1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.**
- 2. Has advanced patient simulators for simulation-based training**
- 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre**
- 4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report on training programmes in Clinical skills lab/simulator Centre | View Document |
| Proof of patient simulators for simulation-based training | View Document |
| Proof of Establishment of Clinical Skills Laboratories | View Document |
| List of clinical skills training modals | View Document |
| Institutional data in prescribed format | View Document |
| Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators | View Document |
| Details of training programs conducted and details of participants | View Document |

2.3.3 Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

Response:

Technology solutions, digital systems and e-resources are the most significant part of the University's teaching and learning processes that ensures efficiency and quality to the students and faculties. The University's Information and Communication Technology Cell is a dedicated wing for providing technical assistance for ICT, E-Content Development and other Online teaching-learning processes.

Digital Learning Facilities

DIGITAL LEARNING FACILITIES

1 ICT Classroom facility in 300+ Classrooms



2 Smart Interactive Board in 80+ Classrooms



3 ICT and Smart Interactive Board in 20+ Seminar Halls



4 87 Computer Practical Laboratories with 2040 Computers.

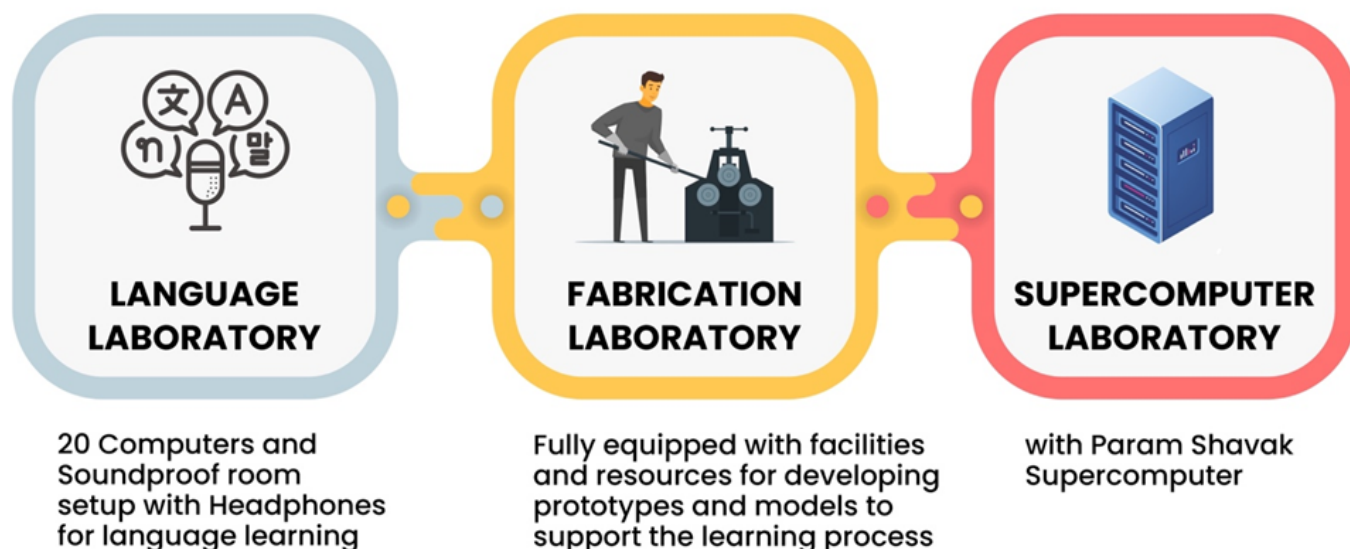


5 650+ Benq LCD Projectors in ICT



Specialized ICT-Enabled facilities

Specialised ICT-Enabled facilities



Online Learning Resources

The Faculties and experts of the University have been extensively engaged in developing online resources for the students to support their learning process. Faculties have been trained on 22 different tools such as Edorer by World Assessment Council, Google Meet, Zoom, Whiteboard.fi, Powtoon, Jitsi, Microsoft Teams, Google Classroom, Moodle, etc. For examination and continuous assessment virtually, the University has put in place the World Assessment Council platform which makes every form of learning and evaluation possible. The University has further developed an e-learning platform PULMS, which allows the students to gain an exposure to various resources and value-added courses.

Online Reading & Reference Resources

To complement the e-learning resources the university has put in place digital reading & reference materials. Some of the reading materials includes 797 e-books, 30,121 online journals/magazines and remote access to thousands of libraries through DELNET, Knimbus M-Library. The MoU with INFLIBNT, library gets various services support of SOUL 3.0 Library Management System, Sodhganga, e-Sodh Sindhu, SWAYAM, NDLI (National Digital Library of India). The University's students can also take benefit from subscribed resources such as Bentham Science, Manupatra, Micromedex (Pharmacy), IEEE provided for impactful learning. The Clinical Decision Support System (CDSS) and lexicomp software have been procured for the medical science and pharmacy students to get an extensive exposure into evidence-based medicine.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link of the details of ICT-enabled tools used for teaching and learning | View Document |
| Link for additional information | View Document |
| Link for list of teachers using ICT-tools | View Document |

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 19:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 1223

| File Description | Document |
|---|-------------------------------|
| Records of mentors-mentee meetings. | View Document |
| Log Book of mentors | View Document |
| Institutional data in prescribed format | View Document |
| Details of fulltime teachers/other recognized mentors | View Document |
| Copy of circular pertaining to the details of mentor and their allotted mentees | View Document |
| Approved Mentor list as announced by the HEI | 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: 100

| File Description | Document |
|--|-------------------------------|
| Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution) | View Document |
| Institutional data in prescribed format | View Document |
| Faculty position sanction letters by the competent authority | View Document |
| Appointment letters of faculty during last five years | View Document |

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years

Response: 42.93

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 459 | 442 | 451 | 383 | 290 |

| File Description | Document |
|--|-------------------------------|
| List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the | View Document |
| Institutional data in prescribed format | View Document |
| Copies of Guide-ship letters or authorization of research guide provide by the competent authority | View Document |

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 8.67

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 11038

| File Description | Document |
|--|-------------------------------|
| List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience | View Document |
| Institutional data in prescribed format | View Document |
| Experience certificate of full time teacher | View Document |

2.4.4 Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.

Response: 68.13

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1138 | 1029 | 408 | 490 | 357 |

| File Description | Document |
|---|-------------------------------|
| Reports of the e-training programmes | View Document |
| List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years | View Document |
| List of e-contents / e courses / video lectures / demonstrations developed | View Document |
| Institutional data in prescribed format | View Document |
| Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations | View Document |
| Web-link to the contents delivered by the faculty hosted in the HEI's website | View Document |

2.4.5 Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies /

registered professional associations / academics during the last five years**Response:** 12.85

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 346 | 183 | 13 | 82 | 58 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Certified e-copies of award letters (scanned or soft copy) | 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 to the date of declaration of results during the last five years

Response: 12.2

2.5.1.1 Number of days from the date of last semester-end/ year- end examination to the date of declaration of results year-wise in that year and during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13 | 12 | 12 | 11 | 13 |

| File Description | Document |
|---|-------------------------------|
| Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details. | View Document |
| List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.5.2 Average percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.04

2.5.2.1 Number of student complaints/grievances received about evaluation year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 11 | 12 | 8 | 0 |

2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22053 | 18781 | 16621 | 12504 | 9281 |

| File Description | Document |
|---|-------------------------------|
| Reports of Examination Sections | View Document |
| Minutes of the grievance cell / relevant body | View Document |
| List of complaints / grievances year-wise during the last 5 years | View Document |
| Institutional data in prescribed format | View Document |
| Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation) | View Document |

2.5.3 Evaluation-related Grievance Redressal mechanism followed by the Institution: ... The University adopts the following mechanism for the redressal of evaluation-related grievances. Options(Opt one which is applicable to you):

- 1. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script**
- 2. Double Valuation/Multiple valuation with appeal process for revaluation only**
- 3. Double Valuation/Multiple valuation with appeal process for retotalling only**
- 4. Single valuation and appeal process for revaluation**
- 5. Grievance Redressal mechanism does not exist**

Response: A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

| File Description | Document |
|--|-------------------------------|
| Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website | View Document |

2.5.4 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

Evaluation and quality assessments make up one of the most significant aspects of the University's teaching and learning processes. The University has been reforming its procedures and processes for conducting examinations. In addition to this, the University has maintained a comprehensive internal assessment system for improving the examination system. To ensure efficiency and credibility, the examination system has been digitalized and automated through the Management Information System Network (PUMIS) to integrate all the pre and post examination activities, enabling students to download hall tickets and results, maintenance of records related to exams and other relevant data required for evaluation.

Examination and Assessment Procedures

The assessment methods are followed as per the guidelines of the respective regulatory bodies such as such as MCI, PCI, CCH, and CIIM and approved by the University Academic Council including Formative and Summative Assessment for all the affiliated health Sciences colleges. As a part of continuous internal assessment system each subject/course is evaluated in two main parts namely Internal (IE) and External (ESE).

Components of Internal Valuation



- MCQ tests based on competitive exam pattern of respective disciplines are conducted
- The Question Paper for internal examination is set by the course teacher who ensures that the questions are thought-provoking and practical-oriented.
- The University has established Central Assessment Centre for evaluation of answer papers with all modern amenities.
- Security reforms taken to maintain confidentiality and vigilance by the University such CCTV, Unbroken Seals, System of nominating flying squads, committee for addressing cases of Unfair means (UFM)

Practically Structured Forms of Examinations

The University in its examination processes has further devised

- Objective Structured Clinical Examination (OSCE)
- Objective Structured Practical Examination (OSPE)
- Practical Patient Bed Side Exam
- Formative Assessment

External evaluation also includes aspects as under:

1. Family studies examination.
2. Evaluation of Rural Camps, Study Tours and Block Placements, Hospital posting and dissertation.
3. Rural Agricultural Work Experience (RAWE) for agriculture students
4. Comprehensive Projects for Business Students.
5. Summer and Block Placements in industries and subsequent evaluation.
6. Evaluation based on Clinical legal training

Reforms on the Examination Procedures

The University has been constantly making efforts towards enhancing and developing its examination systems and procedures. The University's Controller of Examination constantly makes procedures and systems by updating systems such as automated examination system processes, exam monitoring of examination, fee payment, examination schedule, seating arrangement, attendance monitoring, coding and decoding of scripts, marks data entry, preparation of program wise results. The department also serves the purpose of regulating the internal examination processes and procedures.

As a part of its system upgrades, the University introduced the WAC (*World Assessment Council*) examination platform which has made it possible for the University to effectively conduct exams during the pandemic times and ensure the continuing of the learning process.

| File Description | Document |
|---|-------------------------------|
| Link for details of examination reforms implemented during the last 5 years | View Document |

2.5.5 Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual

1. Complete automation of entire division & implementation of the Examination Management System (EMS)
2. Student registration, hall ticket issue & result processing
3. Student registration and result processing
4. Result processing
5. Manual methodology

Response: All of the above

| File Description | Document |
|--|-------------------------------|
| The present status of automation., Invoice of the software, & screenshots of software | View Document |
| Snap shot of the EMS used by the institution | View Document |
| Institutional data in prescribed format | View Document |
| Copies of the purchase order of the software/AMC of the software | View Document |
| Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Ensuring high quality and knowledge resources is the central agenda of the University through the learning outcomes for all its courses. The university adheres to the provisions of regulatory bodies and council such

as **NMC, PCI, NCH, GNC, NCISM, COA, BCI** and notifications published in Gazette of India for designing program outcomes and learning outcomes as well as for assessment process for institutes falling under councils. For other institutes, the course outcomes, program outcomes, and program specific outcomes are organized keeping the vision and mission of the university as well the field and industry objectives of such programs through the Board of Studies.

Learning outcomes / Graduate attributes as per Regulatory Bodies and University

For the program outcomes and learning objectives of the medical programs in MBBS, the University adheres to the regulations of the National Medical Commission (NMC). The competency based Medical Education Curriculum (CBME) has been made oriented towards training students to undertake the responsibilities of a physician of first contact who is capable of looking after the preventive, promotive, curative & rehabilitative aspects of medicine. To meet the objectives of University's health sciences programs various methods and systems have been established for assessment which include the OSCE/OSPE, Formative Assessment, Bed Side Exams, Observation of Log Books, Community Posting, Hospital Internships amongst other forms., end/mid semester examination, practical exams, internships, projects, dissertations etc.

To ensure the best quality and highly trained workforce, the University ensures that its graduates possess the best attributes which allows them to be resourceful experts in their respective fields. The University centers on developing attributes which include:



The University has devised and put together facilities which are dedicated towards ensuring the delivery of each of the learning attributes.

Adherence and relevance to course outcomes and programs outcomes

- Regular feedbacks regarding the curriculum from students, teachers, employers and professionals.
- Considering and imbibing the academic inputs from AICTE, UGC, PCIetc. and Institutions of Eminence like IITs and NITs
- Students-Alumni-Parents-Teacher's interaction to receive feedbacks of graduate attributes and learning outcomes in the real world.
- Research and survey of model curriculums in related disciplines.

Publicizing through the website and other documents

The course outcomes and program outcomes are mentioned on website as well as students' booklets published each semester. COs, POs and PSO are also discussed by the teacher in the classrooms in their respective institutes. Regular Orientation Programs for each academic year is executed where COs, POs and PSO are announced by the respective Institutes. The learning outcomes are precise, competent, and realistic reflected clearly in the course outcomes and program outcomes of each program.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for relevant documents pertaining to learning outcomes and graduate attributes | View Document |
| Link for methods of the assessment of learning outcomes and graduate attributes | View Document |

2.6.2 Incremental performance in Pass percentage of final year students during last five years

Response: 84.23

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4809 | 3383 | 3459 | 881 | 652 |

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4935 | 4074 | 3764 | 1064 | 772 |

| File Description | Document |
|--|-------------------------------|
| Trend analysis in graphic form (Refer annexure 02 of SOP) | View Document |
| List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years | View Document |
| Institutional data in prescribed format | View Document |
| Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years | View Document |

2.7 Student Satisfaction Survey

| 2.7.1 Online student satisfaction survey regarding teaching learning process | |
|---|-------------------------------|
| Response: | |
| File Description | Document |
| Institutional data in prescribed format | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined Research promotion policy and the same is uploaded on the institutional website

Response:

The University's Centre of Research for Development (CR4D) has been playing a pivotal role of promoting research initiatives as well drafting policies, guidelines and SOPs for researchers. The vision of this center is to drive the teachers and students to engage in society oriented, evidence based translational research and for this reason, it has formulated relevant policies and has taken multiple initiatives focusing on promoting Research & Development in the University. **The In-house C4RD is recognized by Department of Scientific and Industrial Research (DSIR).**

Research Policy Areas



These policies have been providing clear guidelines for conducting research as well as for promoting research while maintaining the highest standards of quality. To administer these policies, the University

has constituted various bodies and committees which include, Research Advisory Council, Human Research Ethics Committee, Animal Ethics Committee, IPR Committee, Publication Monitoring Committee amongst others.

Intellectual Property Rights Policy

The University by its IPR Policy ventures to create awareness regarding IPR, hence conducts various workshops and programs for faculties, researchers and scholars from time to time. The Policy encourages Innovations and their protection with the help of IPR cell. A mechanism is already in place for scrutinizing such drafts for Patents / Copyrights, and filing them. The University bears all expenditure for filing applications for Patents / Copyrights. If the patent is commercialized, the revenue sharing is done between researcher and the University as per the guidelines.

Human and Animal Research Ethics Policy

The University's Institutional Ethical Committee serves the purpose of administering ethics in research in line with human and animal research initiatives to ensure the highest standard and ethical values. The research policy provides that any such research should be placed under scrutiny by an authorized ethical committee. The policy encourages the reduction of reliance of animals for research, and only approves where necessary. All the ethical committees of the University are registered with the respective regulatory bodies.

Research Publication Policy

The University encourages faculties and students to publish their research. The University encourages publishing in prestigious, high-impact peer reviewed journals / outlets. Researchers are encouraged to publish papers in internationally recognized peer refereed journals indexed in Web of Science, SCOPUS, Pub Med, UGC CARE etc. Incentives are provided to the faculties for their research publications. Faculty and students are encouraged and provided incentives to participate and present their research in forms of oral / poster presentations in conferences of International or National standing.

Funding/Collaborations & Research Training

The University provides support for the relevant research grant applications under the **intramural research scheme of C4RD**. The CR4D also supports writing proposals for research grants to other funding agencies under extramural research such as ICMR, GUJCOST, DST, AICTE, amongst other International bodies. The University has also established multiple collaborations with Universities of National Repute, Foreign Universities and Industries having SIRO recognition to promote joint and collaborative research in the University. The CR4D regularly organizes seminars, workshops, FDPs in different institutes of the University.

| File Description | Document |
|---|-------------------------------|
| Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View Document |
| Document on Research promotion policy | View Document |

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

Response: 55.96

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)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 173.88 | 41.48 | 31.27 | 18.08 | 15.11 |

| File Description | Document |
|---|-------------------------------|
| Minutes of meetings of the relevant bodies of the University | View Document |
| List of teachers receiving seed money and details of seed money received | View Document |
| Institutional data in prescribed format | View Document |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01) | View Document |
| Any additional information | View Document |

3.1.3 Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

Response: 17.65

3.1.3.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 213 | 82 | 280 | 203 | 67 |

| File Description | Document |
|---|-------------------------------|
| List of teachers and their national/international fellowship details | View Document |
| Certified e-copies of the award / recognition letters of the teachers | View Document |

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

Response: 158

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 88 | 35 | 21 | 10 | 4 |

| File Description | Document |
|---|-------------------------------|
| Registration and guide / mentor allocation by the institution | View Document |
| List of research fellows and their fellowship details | View Document |
| Institutional data in prescribed format | View Document |
| E copies of fellowship award letters | View Document |

3.1.5 University has the following facilities

1. Central Research Laboratory / Central Research Facility
2. Animal House/ Medicinal Plant Garden / Museum
3. Media laboratory/Business Lab/e-resource Studios
4. Research/Statistical Databases/Health Informatics
5. Clinical Trial Centre

Response: All of the above

| File Description | Document |
|--|-------------------------------|
| List of facilities available in the university and their year of establishment | View Document |
| Institutional data in prescribed format | View Document |
| Videos and geo-tagged photographs | View Document |

3.1.6 Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)

Response: 35.71

3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10 | 6 | 9 | 5 | 5 |

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 20 | 20 | 20 | 19 | 19 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-version of departmental recognition award letters | View Document |
| Details of the departments offering academic programmes certified by the head of the Institution /University | View Document |

3.2 Resource Mobilization for Research

3.2.1 Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years

Response: 20241914

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8470000 | 2337060 | 460000 | 0 | 8974854 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of the grant award letters for research projects sponsored by non-government organizations | View Document |
| e-copies of grants awarded for clinical trials | View Document |

3.2.2 Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years

Response: 132002229

3.2.2.1 Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-----------|----------|---------|---------|---------|
| 108330780 | 12288456 | 220000 | 2369720 | 8793273 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| E-copies of the grant award letters for research projects sponsored by government agencies | View Document |

3.2.3 Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.

Response: 0:1

3.2.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 113 | 32 | 7 | 3 | 6 |

| File Description | Document |
|--|-------------------------------|
| Supporting document/s from Funding Agencies | View Document |
| Institutional data in prescribed format | View Document |
| Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR | View Document |

3.3 Innovation Ecosystem

3.3.1 Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell

Response:

To further the national and global agenda for entrepreneurship and innovation, the University has established an Entrepreneurship Development Centre (EDC). The center serves the goal and objective of creating a unique ecosystem of innovation amongst the students and faculties for ensuring the maximum benefit for the communities. The center is dedicated towards providing complete innovation support for its students and faculties from ideation and initiation, incubation, funding and investments as well as scaling.



Entrepreneurship Cell & Incubation Centre

One of the fundamental roles and responsibilities of the university's Entrepreneurship Development & Incubation Center is that it provides students with the support for start-up and business incubation. In this critical stage, the center provides the students with the operational support, access to funds, expert guidance and a networking platform with other entrepreneurs for start-up scaling. Over the past five years, the university has been pursuing an extensive agenda for start-ups which has resulted in the successful incubation of 94 start-ups. In addition to its in-campus start-up ventures, the university's EDC has taken an additional initiative by establishing Vadodara Start-up Studio, an incubation and acceleration center which offers support to young entrepreneurs in the local communities to secure early capital at founder-friendly terms.

School Level Incubation & Start-up Promotion

In addition to this, **Parul Education Foundation (PEF)** is a registered Section 8 Company which was established with the purpose to set up incubation centers dedicated to school innovations under the support and funding of the Directorate of ICT & e-Governance, Department of Science and Technology, GOG under Electronics and IT/ITeS Startup Policy.

Start-up Awareness and Promotion

At the core of the university's policy for entrepreneurship, is the building of capacity and sensitization of the students and faculties in practices relating to start-up and innovation. For this purpose, annual entrepreneurial talks, start-up festivals, awareness camps, development programs, E-talks, hands on training, youth exchange projects, and workshops are organized.

The university has received over 145 awards which been received by students, teachers and institutes for innovation from various private and public sector organizations and more than 90 patents and copyrights have been filed for innovative ideas by the university. These include a fabrication laboratory, IT laboratory, IPR Support Cell, Incubation co-working space amongst other facilities. To further support the entrepreneurial practices amongst the students, the university has bagged over 120 innovation grants from state and national agencies. In extending its entrepreneurship efforts, the university has also established the Parul Innovation and Entrepreneurship Research Centre (PIERC), a non-profit startup incubator supported by Directorate of ICT & e-Governance, Department of Science and Technology, GOG, under Electronics and IT/ITeS Startup Policy, to provide management guidance, technical assistance for student entrepreneurs.

| File Description | Document |
|---|-------------------------------|
| Geo-tag the facilities and innovations made | View Document |

3.3.2 Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years

Response:

Ensuring best practices in regards to research and development have been two of the most vital aspects of the University's research and development efforts, to create a highly sustainable ecosystem of quality and credible solutions. The university through its various bodies and institutes has conducted 115 workshops and seminars in the last five years. In addition to this, a total of 180 faculties have taken part and successfully completed training programs which have been focusing on these key areas to promote good practices. Through its GUJCOST sanctioned IPR cell, the university regularly conducts funded seminars and workshops which have been shaping the knowledge of the faculties.

Good Clinical Practice & Laboratory

The University ensures regular trainings on good clinical practices for its doctors, health care researchers and pharmacists to ensure their competencies for conducting clinical trials. The laboratories of various institutes and the clinical laboratory of the Hospital are equipped with advanced instrumentation with proper standard operating procedures (SOPs) in place. The faculty and the non-teaching staff responsible for managing the laboratories, undergo regular trainings and workshops for skill enhancement. The clinical laboratory of Parul Sevashram Hospital is accredited by NABL and all the standard quality benchmarks in the laboratory are met.

Pharmacy Initiatives

For shaping and developing knowledge in the field of pharmacy, Seminars on relevant themes such as such as Industry-Academia meets on Importance of Documentation in Academic and Pharmaceutical Industry, Pharmacovigilance, Validation of Analytical Procedures etc. are regularly organized. The Pharmacy Institutes of the University always serve as center for conducting "Refresher Courses" for practicing pharmacists in collaborations with Gujarat State Pharmacy Council (GSPC).

Research Grant Writing

As a way of developing the student and faculty skills in research, the university organizes regular workshops on research methodology, writing research papers and writing research grants. The IPR cell of the university has organized a series of workshops and conferences such as 'Recent Advances in Intellectual Property Law', "Fundamentals of Intellectual Property Rights", "National Seminar on IPR in Research and Education", "Research to Revenue- Smart way of IPR Management" amongst others.

Industry – Academic Collaboration

The University regularly organizes workshops, seminars and conferences in Collaborations with Industry Associations such as Federation of Gujarat Industries (FGI), Vadodara Chamber of Commerce and Industries (VCCI), Baroda Management Association (BMA) etc. The University also undertakes various research-oriented activities in partnership with industries such as Joint Collaborative research Projects and research internships. Following are some examples:

- Research Project Sponsored by Royal Academy of Engineering in Collaboration with L&T and University of Surrey, UK

- Clinical Trial in Department of Orthoptics sponsored Clantha Research limited
- Research Internship in Central Salt and Marine Chemicals Research Institute (CSMCRI), Bhavnagar

Industry Sponsored Research Labs / Initiatives

- Establishment of Center of Excellence for BS4 Diesel Engine by Mahindra and Mahindra
- SAP Lab by Edunet Foundation, a joint CSR Initiative of L&T, Amul and SAP
- Automation Software Lab by Automation anywhere

| File Description | Document |
|--|-------------------------------|
| Link of the reports of the events | View Document |
| Link for list of workshops/seminars on the above during the last 5 years | View Document |

3.3.3 Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

Response: 129

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 73 | 34 | 5 | 14 | 3 |

| File Description | Document |
|--|-------------------------------|
| List of teachers who have received awards and recognition for innovation and discoveries | View Document |
| List of teachers and details of the national/international fellowships awarded | View Document |
| Institutional data in prescribed format | View Document |
| E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency | View Document |

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 94

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 47 | 19 | 12 | 7 | 9 |

| File Description | Document |
|---|-------------------------------|
| Registration letter | View Document |
| Institutional data in prescribed format | View Document |
| Contact details of the promoters | View Document |
| Certified e- sanction order for the start-ups on campus | View Document |

3.4 Research Publications and Awards

3.4.1 The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

- 1. Research methodology with course on research ethics**
- 2. Ethics committee**
- 3. Plagiarism check**
- 4. Committe on Publication guidelines**

Response: All of the above

| File Description | Document |
|---|-------------------------------|
| Minutes of meetings of the relevant committees with reference to the code of ethics | View Document |
| Institutional data in prescribed format | View Document |
| Institutional code of Ethics document | View Document |
| Details of committee on publication guidelines | View Document |
| Course content of research ethics and details of members of ethical committee | View Document |
| Copy of software procurement for plagiarism check | View Document |

3.4.2 The Institution provides incentives for teachers who receive state, national or international recognitions/awards.. Option 1. Career Advancement

2. Salary increment

3. Recognition by Institutional website notification

4. Commendation certificate with cash award

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Snapshots of recognition of notification in the HEI's website | View Document |
| Policy on salary increment for the awardees | View Document |
| Policy on Career advancement for the awardees | View Document |
| List of the awardees and list of awarding agencies and year with contact details for the last 5 years | View Document |
| Institutional data in prescribed format | View Document |
| Copy of commendation certificate and receipt of cash award | View Document |

3.4.3 Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

Response: 92

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 50 | 2 | 7 | 8 | 25 |

| File Description | Document |
|--|-------------------------------|
| List of patents/Copyrights and the year they were published/awarded | View Document |
| Institutional data in prescribed format | View Document |
| Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution) | View Document |

3.4.4 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 1.86

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1894 | 519 | 372 | 464 | 512 |

3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 459 | 442 | 451 | 383 | 290 |

| File Description | Document |
|--|-------------------------------|
| Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students | View Document |
| List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc | View Document |
| Institutional data in prescribed format | View Document |
| Link for research page in the institutional website | View Document |

3.4.5 Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years

Response: 0

| File Description | Document |
|---|-------------------------------|
| Names of the indexing databases | View Document |
| Institutional Data in prescribed format | View Document |

3.4.6 Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years

Response: 0

| File Description | Document |
|---|-------------------------------|
| Names of the indexing databases | View Document |
| Institutional data in prescribed format | View Document |

3.4.7 Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years

Response: 0

| File Description | Document |
|---|-------------------------------|
| List of names of publishers : National/ International | View Document |
| Institutional data in prescribed format | View Document |

3.4.8 Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science

Response: 0

| File Description | Document |
|---|-------------------------------|
| List of the publications during the last five years | View Document |
| Institutional data in prescribed format | View Document |

3.4.9 Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.

Response: 0

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View Document |

3.5 Consultancy

3.5.1 Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy

Response:

Intellectual property rights are at the cornerstone of the research and development initiatives of the university which have been dedicated towards protecting the novelty of ideas and innovations developed by the students and faculties. As a part of its IPR policy, the University has established a GUJCOST recognized IPR cell which functions under the Centre of Research for Development.

Building the capacity of the staff members, and raising awareness regarding IPR and consultancy is at the core of the cell's initiatives through workshops, awareness programs, seminars and conferences. It also provides two streams of guidance, through patenting and copyrighting as well as financial assistance for IPR processes.



92 patents and copyrights published



240 lakhs for consultancy In 5 years

IPR Policy and Revenue Sharing

In the IPR filing process, the cell provides thorough scrutiny to each proposal, and to see its admissibility and goes on to grant financial assistance in the process of copyright or patent filing. In addition to this, the cell has also put together an effective revenue sharing model between the inventor and the university, upon commercialization. The IPR policy has been further developed in a manner that is accommodative to research that involves students as a general principle, as it recognizes the student researcher as the owner of the IPR which he/she produces while registered as a student. A well-defined process is adopted for securing Intellectual Property Rights such as disclosure of intellectual Property, confidentiality agreement, disclosure of the source of funding, and non-infringement disclosure. The IPR Policy ensures a proper structure for revenue sharing with the inventors after the grant of the patent.

Capacity Building on IPR

For Capacity building, the University has conducted various workshops, seminars and training sessions on IPR such as:

Advances in Intellectual Property Law

Fundamentals of Intellectual Property Rights

National Seminar on IPR in Research and Education

Research to Revenue- Smart way of IPR Management

IPR Filing Processes and Support

Consultancy

In regards to its consultancy initiatives, over the past 5 years, the University has received an amount of 240 lakhs for consultancy. As a part of its initiatives, the university has been encouraging its faculties to take up consultancy services to bridge the industry gap, harness new knowledge and develop innovative solutions. The revenue which has been generated from such consultancy has been further utilized to strengthen the R&D initiatives of the university. As a part of its sharing policy, the revenue ratio being 70:30, 70% of the revenue is passed on to the faculty in charge of the respective consultancy project. To ensure and maintain the highest level of quality in its consultancy services, the university has developed a consultancy cell which regularly organizes sensitization seminars for the teachers towards writing consultancy projects. Coordinators are appointed for each institute to ensure that there is a high level of inclusion for all sectors and disciplines of research and consultancy.

- Environment Audit Lab (Schedule 2)
- Sustainable Smart City Project
- Ergonomics Training for the Employees of Appolo Industries
- Implementation of Mental Health Project in one of the tribal districts of Gujarat

| File Description | Document |
|---|-------------------------------|
| List of the training / capacity building programmes conducted during the last 5 years. | View Document |
| Link to the soft copy of the IPR and Consultancy Policy | View Document |
| Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy | View Document |

3.5.2 Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

Response: 24003315

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|----------|---------|---------|---------|---------|
| 15206693 | 4104553 | 2622419 | 967650 | 1102000 |

| File Description | Document |
|--|-------------------------------|
| List of consultants and details of revenue generated by them | View Document |
| Institutional data in prescribed format | View Document |
| CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01) | View Document |
| Audited statements of accounts indicating the revenue generated through consultancy / clinical trials | View Document |
| Any additional information | View Document |

3.6 Extension Activities

3.6.1 Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

Response: 1075

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 382 | 211 | 163 | 163 | 156 |

| File Description | Document |
|---|-------------------------------|
| Reports of the events organized | View Document |
| Institutional data in prescribed format | View Document |
| Geo-tagged photographs of events / activities | View Document |
| Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated | View Document |
| Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years | View Document |

3.6.2 Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

Response: 56.49

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16692 | 10623 | 7390 | 6946 | 6241 |

| File Description | Document |
|--|-------------------------------|
| Reports of the events organized | View Document |
| Geo tagged Photos of events and activities | View Document |

3.6.3 Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

The University's constituent institutes with the support of the Social Responsive Cell, conduct frequent extension and outreach activities such as health check-up camps, medical camps, computer literacy programs, Swachh Bharat drives, plantation activities etc. The university has received over 50 awards and recognitions from International Organizations like WHO and various National Organizations for contributions to the society in various forms.

Prominent Social Initiatives

- WHO Recognized BPNI - Breast Feeding Promotion Network of India for outstanding breast feeding week celebration
- Award by Indian Red Cross Society for 100% Thalassemia testing of 1st Year University students
- Devdoot Award for Flood Relief Work by Sujal Charitable Trust
- WHO – Mission Indradhanush award for promotion of Vaccination Initiative
- Certificate of Appreciation by the Office of Superintendent of Police, Vadodara for free health checkup of 3000 police department personnel of Vadodara district.
- Covid Warrior Award by Mamlatdar, Waghodia for exemplarily work during the Covid Pandemic
- Best Performing Unnat Bharat Abhiyan (UBA) Institute of the State
- Appreciation for providing Support to Collectorate of Vadodara for helping the Disabled during General Elections 2019

Health Care Awards and Appreciations

- Future Leader in Health Care by Times Health Icons in 2020
- Silver Award for Holistic Care Approach to Combat Covid- 19 by the Skoch Group
- Award for Conducting CME for Ayurveda Practitioners by Ayurveda Parivar
- Bronze Quality Standards by National Health Authority and Quality Council of India,
- Appreciation for the Premedical Externship Program by The Arogya Foundation of India
- Several recognitions for conducting Health Check-up Camps, Free Medicine Distributions, pulse polio immunization program support, swine flu prevention camps, malaria mitigation camps.

Other Awards

Shiksha Shiromani Shreshthta Certification by Swarna Bharat Parivaar, a recognition for Mentoring, Social Responsibility, Swachhta and Care for Environment and Resources by Mahatma Gandhi National Council of Rural Education.

Award for Promotion and Propagation of Art and Science of Homoeopathy by Hahnemann College of Homoeopathy, London along with a Certificate of Appreciation for Covid 19 duty by International Human Rights and Anticrime Organization and the Prabhat Prestigious Award-2020 by CBG Edu International and WAC People Council, an Organization Register under The Ministry of Corporate Affairs, Government of India.

| File Description | Document |
|---|-------------------------------|
| Link for number of awards for extension activities in the last 5 years- e-copy of the award letters | View Document |
| Link for list of Government/other recognized bodies that have given the awards | View Document |

3.6.4 Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

The University has made the development, and building of communities towards healthcare, ecological and socio-economic welfare, a key part of its academic and administrative initiatives. To further this goal, the University has established the Social Responsive Cell, which is committed towards conduction of social initiatives by the students and staff members. Over 1100 extension activities have been conducted by the University during last five years out of with 39,000 student participants. Under the Unnat Bharat Abhiyaan, a total of 30 villages have been adopted



Social Economic Development Initiatives

As a part of these initiatives, the university has conducted various socio programs, which have been focused on uplifting the lives of the local communities and the under privileged. The Sustainable and long-term projects of the social responsive cell of the university are as below:

Multiple programs like awareness of Role of Technologies in Rural Areas for Skill Development, Livelihood for Atma Nirbhar Bharat, Hand Embroidery Workshop for Rural Women, Election Voters Awareness Campaign amongst others have been held. In addition to these other programs which include, literary programs for Gender Equality, Self Defense Camp, Enhancing Self Esteem and Assertiveness Skills among Youth, Distribution of Donated Clothes, Uniform Distribution to kids, Shawl Distribution to Old age, Blanket Distribution Activity, Child Abuse Awareness amongst others. The University's staff contributed their one-day salaries amounting to 28 Lakh, which was dedicated towards supporting the Gujarat Chief Minister's relief fund to combat the societal challenges caused by Covid 19.

Environment & Ecology

Extending its hand of concern for the environment and the natural ecology, the University has also been promoting the preservation of the environment. In line with this goal, the university has conducted various initiatives which include Plastic free awareness programs, Water Conservation and Management, Environment Day, Street Play for Saving Water Awareness Campaign, Road Safety Awareness, amongst others. In addition to its external initiatives, the university has also been following various norms of Green Campus with use of electric vehicles, solar panels for green energy amongst others.

Healthcare Initiatives

The University's teaching hospital, Parul Sevashram Hospital joined hands with Government during the

time of Covid Pandemic and served as one of the largest Covid hospital of the State with 600 dedicated beds for Covid. Amongst these, 300 beds were dedicated as free beds for providing services to the poor.

In line with healthcare, various health drives have been conducted which include general health check-ups, nutrition awareness programs, Blood Donation Camps, Eye Check Up, Menstrual Health and Hygiene Drive, Suvarn Prashan Camp etc. During the pandemic the University also carried out various drives towards the community such as Covid 19 Social Services, Covid Vaccination, Covid Screening Camp, Distribution of Ration and Hygiene kit to the needy during the lockdown period amongst others. The University's teaching hospitals have also been providing subsidized healthcare support to the local communities.

The University's teaching hospital is empaneled with various government schemes and programs like Ayushman Bharat (PMJAY), National AIDS control Program, National Tuberculosis elimination program and many others.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP) | View Document |

3.7 Collaboration

3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

Response: 97.6

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 59 | 178 | 141 | 63 | 47 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Certified Copies of collaboration documents | View Document |
| Link with collaborating Institutional website | View Document |

3.7.2 Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years.

Response: 491

3.7.2.1 Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years.

Response: 491

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| E-copies of the functional MoUs with Indicating the start date and completion date | View Document |
| Link for additional information | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate physical facilities for teaching – learning, skills acquisition etc

Response:

Ensuring quality education is at the center of the University's teaching and learning processes, for this reason, facilities and resources have been developed to provide an ideal and conducive atmosphere for learning. The University has put in place adequate infrastructure and facilities with state-of-the-art classrooms, laboratories, seminar halls, workshops etc which are digitally enabled.

Classrooms

As a way of ensuring effective teaching and learning process for every student, the University has established facilities designed to provide the most convenient and comfortable learning experience. As a way of keeping in touch with Education 4.0, the University has developed 300 plus Smart classrooms which are fully equipped with the learning equipment, such as smart boards with interactive screens / projector screens, Wi-Fi/LAN facilities, Audio-Visual facility, laptop units etc, designed to provide a digital learning experience.



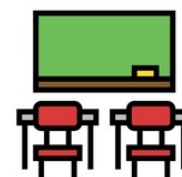
87 Computer Labs



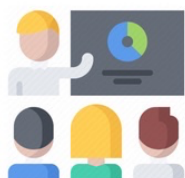
6 Laboratories (Including Skill Lab)



4 Conference Rooms



357 Classrooms /
Theatre Lectures



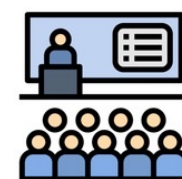
74 Demo Rooms
for Small Group Teaching



506 ICT Enabled
Smart Classrooms



5 Workshops



25 Seminar Halls

The University has also set up seminar halls and lecture halls which have been fully equipped with hi-tech technologies and facilities, to cater to large student audiences. The University has also developed studio spaces which act as classrooms for creative and technical programs.

Laboratories

Ensuring the practical learning experience of students is at the core of the University's core learning

experience and for this reason, the University has developed multidisciplinary laboratories and workshops. A total of 294 laboratories have been established, which provide students with a hands-on learning experience. The Central Research Laboratory and Instrumentation Center supports the scope of quality in research.

Some of the Specialized laboratories established in the University are:

| AR VR Lab | Fabrication Lab | Food Processing and Food Analytics Lab | OBGY and Pediatric Nursing Lab |
|---------------------------------------|--------------------------------------|--|--------------------------------|
| Industrial Chemistry Lab | Advanced Skills and Simulation Lab | Neuro-Physiotherapy and Rehab Lab | Molecular Biology Lab |
| Rasashastra and Bhaishajyakalpana Lab | Pharmaceutics and Zeta Analytics Lab | Animal Simulation Lab | Repertory Lab |
| Animal Tissue Culture Lab | 5.1 Channel Recording Studio | Entomology Lab | Demo Aircraft / Aviation Lab |
| Intel Intelligence Lab | Mycology Lab | Bioprocessing Lab | Robotics and Automation Lab |

As a way of shaping the students' skills and understanding in the field of technology, the University has advanced industry 4.0 laboratories with the goal of enhancing quality education for emerging technologies. The laboratories focus on the thrust areas of Augmented Reality, Virtual Reality, Data Analytics, Data Science, Data Management, Artificial Intelligence / Machine Learning / Deep Learning etc. It also features a highly advanced Augmented & Mixed Reality Lab. The University also focuses on equipping the students from every discipline with reverent computer skills, for this purpose the university has equipped 87 computer laboratories, with over 6000+ computer systems across all its institutes.

The University has also developed laboratories for the purpose of developing the scope of entrepreneurship and innovation amongst its students. A fabrication lab has been installed which seeks to provide start-ups with the ability to build prototypes, in support of this, a tinkering hub has also been established to further the scope of innovation in the tech industry. Further in the scope of industry aligned learning, an Intel Intelligence laboratory is also a part of the University's resources which has been developed with the goal of developing core skills in data analytics and data sciences, high performance computing etc.

Health Sciences and Medical Laboratories

As a way of enhancing its capacity in the scope of life sciences and medical sciences, the University has established various specialized medical laboratories in all the health sciences institutes such as Histology & Histopathology lab, Biochemistry Lab, Physiology Lab, Microbiology Lab, Materia Medica Lab, Dravyaguna Lab, Optometry Lab etc

Hospitals For Clinical Teaching Learning

To enhance its practical teaching in the medical field, the University is attached to a teaching hospital Parul Sevashram Hospital that is spread over 4.2 lakhs square feet with a total of 750 beds equipped with all

specialty departments including General Medicine, General Surgery, amongst many other healthcare facilities. The Hospital has 125 plus doctors and 450 nurses and paramedical staff. Additionally, there are 6 Ayush Hospitals with a total of 679 beds located in Vadodara, Ahmedabad and Rajkot cities of Gujarat. All the teaching hospitals are equipped with modern and advanced facilities. They comply all the regulatory norms of the clinical material as required for the teaching learning of under graduate as well as post graduate students in the respective programs. Further, all the hospitals meet the quality benchmarks which is supported by the fact that all these hospitals are accredited by the NABH.

To further, the scope of knowledge in other non-STEM fields, the University has established, facilities and recourses for developing practical skills in the fields of design, communications, hospitality management amongst others. The University has developed a skill language lab which allows students to learn languages through audio visual systems. The University has an in-house LMS server for all automotive operations of the university. For shaping skills in aviation management and hospitality, the University has developed a “Mock Aircraft” which provides an all-in-one simulation of the real-time aircraft along with kitchens and model restaurants. To shape its creative and design education, the University has developed various labs, workshops for areas such as interior design, animation and vfx, film studios, pattern and garment marking, sculpture wood and metal workshops among others. It also features Moot Courts for practical legal training along with Agriculture Farms, for agro based education.

Computer Technologies

To keep in touch with the growing scope of digital education, the university has developed various computer technologies which provide students with the much-needed knowledge in computing. This includes a GUJCOST sponsored super-computer facility for high-end computing and data processing. There are over 2040 computers having Intel Core i3, Core i5 & Core i7 Processors. It has also developed disseminative and lecture capturing facilities with LCD, Wi-Fi/LAN facilities, Projector, Audio-Visual facilities, and over 400 75” smart interactive panels. The University has also procured 60+ high end workstations (Intel Core i7 & Intel Xeon Processors) and 700+ Laptops with latest configurations from Dell, HP, Acer and Lenovo. To enhance quality in teaching and advanced computing, 40+ Apple iMac and MacBook (With Intel Core i5 & Apple Silicon M1-M2 Processors) have also been procured.

| File Description | Document |
|---|-------------------------------|
| Links for teaching- learning and skills acquisition facilities in the Institution | View Document |
| Links for Geotagged photographs of the facilities | View Document |
| Link for additional information | View Document |

4.1.2 The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

Beyond providing education, the University also believes in providing the students with an engaging learning experience which seeks to ensure a holistic growth for the students. For the physical and mental wellness of its staff members and students, the University has established facilities such as sports grounds, fitness center, yoga and ayush care center, auditorium for cultural activities fostering student and faculty engagement.

Sporting Facilities

Being an advocate for Fit-India, the University has developed sporting facilities which are managed by its Department of Physical Education. The facilities have been structured and designed with the goal and objective of ensuring the normative standards for sports, with dedicated coaches to train the students. The University has established 34 sporting facilities which have been designed to provide the best indoor and outdoor sporting experience. The University has put in place facilities for sports which include:

Sporting Facilities

| Name of sports Facility | No. of grounds available |
|-------------------------|--------------------------|
| Football (Ground) | 02 |
| Cricket Field | 01 |
| Volleyball | 09 |
| Basketball | 02 |
| Kho-kho | 01 |
| Kabaddi | 02 |
| Tennis | 02 |
| Cricket Practice Pitch | 04 |
| Athletics | 01 |
| Handball | 01 |
| Badminton | 08 |
| Gymnasium | 01 |

The University's sporting facilities stretch over of 37,595 Sqm. In line with this, regular events and competitions are organized to provide the students and staff members with the best sporting exposure through Intra-college, Inter-college, Intra-Hostel, Inter-hostel, Khel-Mahakumbh, Government leagues and open tournaments etc. The University has also kept various board games and indoor games such as carrom, chess, and table tennis along with a swimming pool facility.

Gymnasium

As a way of providing the best form of physical fitness and health during the learning process,

the fitness center of the University features a modern gymnasium well equipped with weight lifting, stretching and cardiac machines and equipment. In addition to this, the gym also features a 5,000 square feet space dedicated to yoga, & aerobics. To provide the best muscle relaxation and physical treatment, the gymnasium also features a steam bath facility.

Cultural Activity Facilities

The University features a wide diversity of students and faculties, and for this reason, it has established facilities for cultural exposure and development. The facilities include a spacious outdoor theatre stage established to give a platform for hosting cultural events and performances. In addition, the University also has in place its auditoriums which also act as an indoor theatrical facility, providing the best platform for cultural performances. The platform measures 20.11 ft in length and 59.11 ft in breadth and features, sound system – 3 Mid, 2 Monitors, 2 Bas, Lights in 8 profile and 16 LED (Colour & LED) and 5 Key Lights and with 2 green rooms. Separate spaces have been allotted for storage and usage of several musical and theatrical instruments. Apart from these, special dance and music rehearsal rooms have also been setup.

Yoga

The University has created an ayurvedic wellness center which caters for the students' relaxation through yoga, meditation, relaxation techniques. The yoga demonstration room yoga and wellness center are dedicated to ensure the wellness of the students during their studies.

| File Description | Document |
|---|-------------------------------|
| Links for Available sports and cultural facilities : geotagging | View Document |
| Link for additional information | View Document |

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

An enriching learning experience is what Parul University seeks to provides its students through its 150 acre campus which features the best facilities and amenities that boosts the overall ambience. The University ambience blends with the nature to inspire a sustainable learning environment.

Residential Facilities

As a way of providing the students and faculties with a comfortable learning journey and stay at the campus, the university has established hostels and residential facilities. The university has developed a total of 36 hostels which have a residential capacity of 10000 plus students. The hostels have been designed in a student's centric way featuring open spaces, WiFi connectivity, electricity, air conditioning, attached washrooms, closest spaces, study desks amongst other features. For student dining, the hostels are also attached with mess facilities which provide cuisines from different regions such as Gujarat, South India and also different countries across Africa and intercontinental tastes for the students' breakfast, lunch and dinner. The University also has a guest house for faculties and guests.

Green Campus & Student Amenities

As a way of promoting sustainability within its campus, the University is endowed with lush green pathways which feature green pathways, 10,719 tall trees & 1,00,000, small plants and shrubs. In addition, the University has also taken various green initiatives such as implementing 15 electric shuttle vehicles in the campus, and 300 bicycles to ensure sustainable mobility. As part of its amenities and to engage students while they learn, the University has established the following:

| | | |
|-----------------------|-----------------------------|-------------------------|
| Fitness Centre | Swimming Pool | Sporting grounds |
| Libraries | EV charging stations | Food courts |
| Canteens | Gardens and parks | Auditoriums |
| Temple | Convenience Stores | Laboratories |
| Bank & ATM | Stationary Store | Salon |

Medical Facilities

To cater for the medical wellness and care of the students and staff during the course of their studies, the University has set-up 5 hospitals which include a 750 bedded Parul Sevashram Hospital, along with two Ayurved and two Homeopathy hospitals with a total capacity of 679 beds. The hospital serves the medical needs of the students in various departments such as Clinical Departments, Advanced Radiology & Pathology Department, Intensive Care Units, Operation Theatres, Dialysis Units, Physiotherapy amongst others. The University also prioritizes the mental wellness of the students and has established Insight, a mental wellness center where the students can receive expert assistance and psychological counselling. For ensuring a 24*7 mental health support, the tie-up with YOURDOST (An online counselling and emotional wellness platform) has been put to practice.

Campus Convenience

The campus has been designed in a convenient manner with two banks and three 24 hour ATMs. In addition, the University houses a fleet of 70 buses and 20 passenger vehicles which provide shuttle services daily for the staff and students. The university has also taken measures to ensure the safety of the students through its secure surveillance systems for 24/7 safety. To support its electricity resources, the University has put in place D.G set, Generators, Solar Based water heating facilities, Green Belt area etc. It has also established sewage treatment plant, biogas plant and water treatment plants.

| File Description | Document |
|--|-------------------------------|
| Link for Photographs/ Geo-tagging of Campus facilities | View Document |
| Link for additional information | View Document |

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 39.58

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9427 | 7443 | 3024 | 1905 | 5334 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of budget allocation excluding salary during the last five years | View Document |
| Audited report / utilization statements (highlight relevant items) (Refer annexure number -01) | View Document |
| Link for additional information | View Document |

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1 Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

Response:

At the core of the University's teaching and learning practices is the emphasis on practical learning for the medical students. For this reason, the University has established state of art teaching hospitals to provide the students the much-needed clinical experience. In developing its teaching hospitals, the university has not only adhered to the regulations of the respective regulatory bodies, but has gone beyond that by developing highly specialized departments in the University. For providing quality education in the medical fields of the hospital which include, Medical Sciences, Homeopathy, Ayurved, and Nursing. The University's teaching hospitals include:

| Hospital Name | Bed Capacity | Affiliated Institute |
|---|--------------|--|
| Parul Sevashram Hospital | 750 | Parul Institute of Medical Sciences and Research |
| Parul Ayurved Hospital | 268 | Parul Institute of Ayurved |
| Khemdas Ayurved Hospital | 244 | Parul Institute of Ayurved & Research |
| Jawaharlal Nehru Homeopathic Hospital | 50 | Jawaharlal Nehru Homeopathic Medical College |
| Parul Institute of Homeopathy & Research Hospital | 25 | Parul Institute of Homeopathy & Research |
| Sainath Hospital (Bopal) | 43 | Ahmedabad Homoeopathic Medical College |
| Sainath Hospital (Rajkot) | 49 | Rajkot Homoeopathic Medical College |
| Total Beds | 1429 | |

Parul Sevashram Hospital

Parul Sevashram Hospital is one of the largest tertiary care hospitals of the state with 14 Broad Speciality Clinical Departments and 13 Superspeciality departments.

| Broad Speciality Departments | Superspeciality departments |
|------------------------------|-----------------------------------|
| General Medicine | Cardiology |
| General Surgery | Neurology |
| Paediatrics | Nephrology |
| Obstetrics & Gynecology | Oncology |
| Orthopaedics | Urosurgery |
| Otorhinolaryngology (ENT) | Oncosurgery |
| Ophthalmology | Neurosurgery |
| Respiratory Medicine | Cardiovascular & Thoracic surgery |
| Skin & VD | Plastic surgery |
| Psychiatry | Minimal Invasive Surgery |
| Radiology | Paediatric Surgery |
| Anaesthesia | Critical Care |
| Dentistry | Onco gynecology |
| Emergency Medicine | General Medicine |

Apart from the clinical departments, well established paraclinical departments i.e Pathology, Microbiology, Biochemistry are also functional.

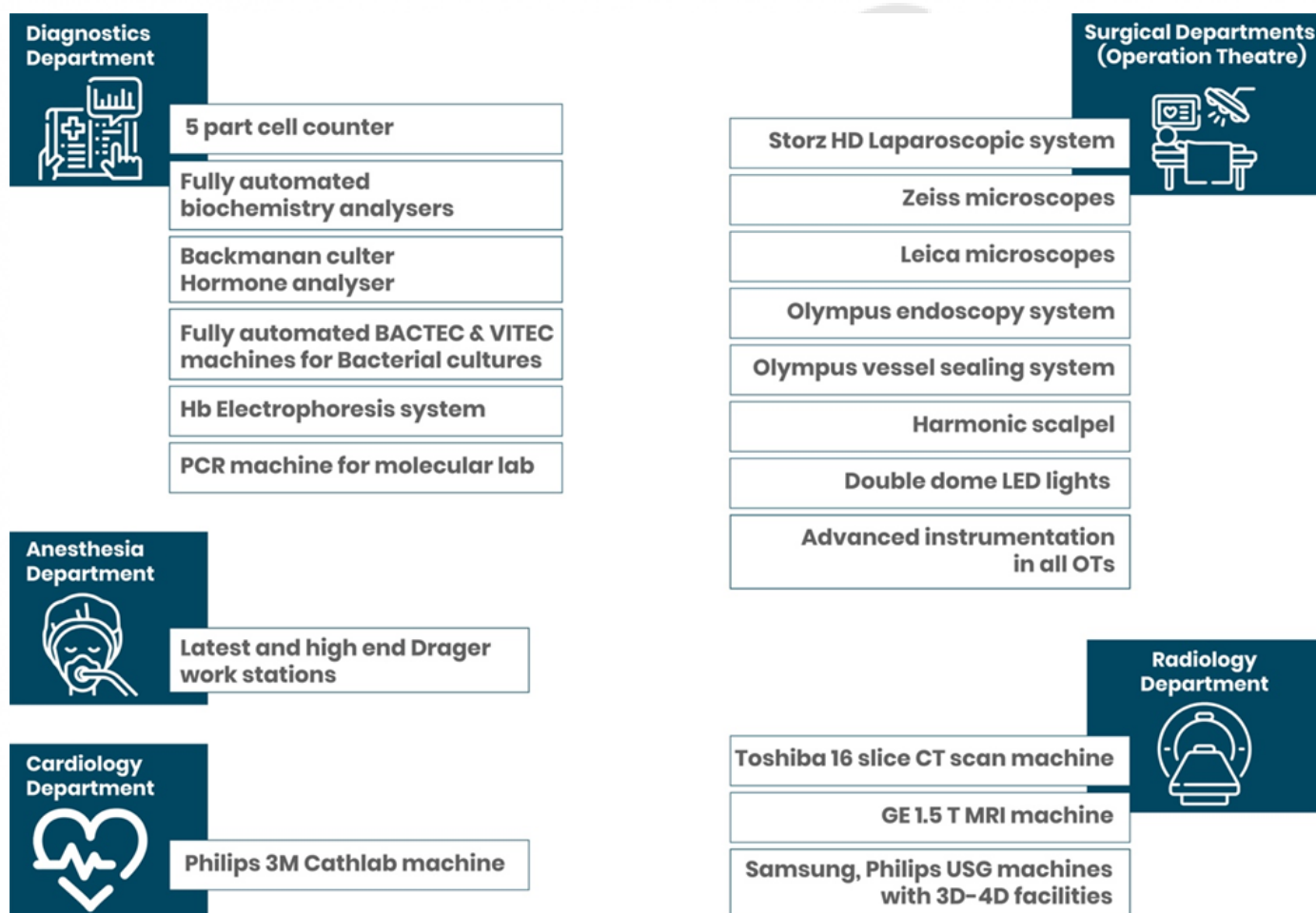
Built up in an area of more than 3 lakh square feet, Parul Sevashram Hospital has the finest infrastructure with ultramodern facilities. With a team of more than 125 doctors supported by over 450 Nursing & Paramedical staff, the hospital has more than adequate human resource to manage all the departments 24*7. As part of the of the regulatory measures, the hospital features all the allied areas like 24*7 Pharmacy, Blood Bank, Central Clinical Laboratory, Central sterilization department, Medical Records department, Laundry, Canteen, Central Purchase & Store etc.

The hospital has established some state of art centers like 70 bedded Critical Care Unit, 25 bedded Dialysis center, Kidney transplant center, holistic care Neurorahab center, excellent diagnostic center and many others.

As a measure to maintain the utmost quality in its services, Parul Sevashram is NABH accredited and also has the PMJAY Silver certification from the Quality council of India.

Equipment & Instruments

The hospital believes in continuous upgradation & use of technology in enhancing the medical services. All the departments are equipped with the latest and ultramodern equipment & instruments.



Homeopathy Teaching Hospitals

To cater to quality clinical training in the field of homeopathy, the University has in place four homeopathy hospitals which adhere to the regulatory standards of the council. All the homoeopathic hospitals are fully equipped with medical facilities like Homoeopathic OPDs, IPDS, Homoeopathic pharmacy, diagnostic facilities and minor OT.

Ayurved Teaching Hospitals

In the field of ayurved, the University has put in place two state of art ayurved teaching hospitals. Both the hospitals are well equipped with all required facilities as per the regulatory requirements, with Ayurved OPDs, wards, special rooms, Operation theatres, Labour room and Pachakarma block.

The Panchakarma block of both the hospitals are excellently equipped with the best equipments and provide all kinds of services like Shirodhara, Basti, Vaman, Virechana with the best ambience and comfort.

All the AYUSH hospitals of the University are also NABH accredited.

| File Description | Document |
|---|-------------------------------|
| Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging | View Document |
| Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences | View Document |
| Link for additional information | View Document |

4.2.2 Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.

Response:

Providing an effective practical learning experience through clinical trainings is at the core of the Parul University's teaching hospitals. The University has 5 teaching hospitals namely Parul Sevashram Hospital, Parul Ayurved Hospital, Jawaharlal Nehru Homeopathic Medical Hospital, Khemdas Ayurvedic Hospital, Parul Institute of Homeopathy and Research Hospital. The hospitals have been well equipped to provide holistic treatment to the out-patients and the in-patients on a regular basis. They have also provided effective training for the students over the years in the numerous programs from diploma, bachelors and masters in Medicine, Nursing, Ayurved and Homeopathy.

Outpatients and inpatients in the teaching hospital





Average daily OPD and IPD Patient Data Between 2016 - 2021

The hospitals have adequate outpatient and inpatients who have been receiving treatment from the hospital while at the same time providing the students with the clinical training. Between the years 2017 - 2021, Parul Sevashram Hospital has had an OPD census of 1200 plus patients daily, while the average IPD census (bed occupancy) in the same time period stands at 560 plus patients. All the AYUSH hospitals of the University also have adequate clinical material.

Programmes offered (based on HIMS /EMR)

The Institute of Medical Sciences and Research offers programs across various streams such as the Diploma in Paramedical and Health Sciences, Bachelor of Paramedical and Health Science, Bachelor of Medicine and Bachelor of Surgery, Bachelor of Science, Bachelor of Science in Public Health, and Postgraduate programs which include, Master of Science, Master of Health Administration, Master of Public Health and it also offers research centered doctoral programs. Under its Ayurved Institutes, the University offers programs at Bachelors level which includes the Bachelors of Ayurvedic Medicine & Surgery along with Postgraduate programs in MD Ayurved (Ayurveda Samhita & Siddhant), MD Ayurved (Dravyaguna), MD Ayurved (Kaumarbhritya), MD Ayurved (Kayachikitsa), MD Ayurved (Kriya Sharir), MD Ayurved (Panchakarma), MD Ayurved (Rachana Sharir), MD Ayurved (Rasashastra & Bhaishajya Kalpana), MD Ayurved (Rog Nidan avum Vikriti Vigyan), MS (Shalakya Tantra), MS (Shalya Tantra) along with PhD programs. In the field of homeopathy, the University has been offering programs which include, a Bachelors of Homeopathic Medicine and Surgery, along with post graduate programs which include MD Homeo (Materia Medica), MD Homeo (Organon of Medicine), MD Homeo (Practice of Medicine), MD Homeo (Repertory) as well programs in PhD.

Number of students trained

The University has set-up programs which have been focused on providing students with clinical learning experience across various fields. Students are posted in respective departments of clinical subjects on rotational basis in the OPDs and IPDs and laboratories.

| Teaching Hospital | Number of Students Trained (Five years) |
|---|--|
| Parul Sevashram Hospital | 600 (Undergraduate) |
| Parul Ayurved Hospital | 500 (Undergraduate), 390 (Postgraduate) |
| Khemdas Ayurved Hospital | 400 (Undergraduate) |
| Jawaharlal Homeopathic Medical College | 500 (Undergraduate), 120 (Postgraduate) |
| Parul Institute of Homeopathy & Research Hospital | 400 (Undergraduate) |
| Sainath Hospital, Rajkot | 500 (Undergraduate) |
| Sainath Hospital, Ahmedabad | 500 (Undergraduate), 90 (Postgraduate) |

Beyond clinical training the University has also been going an extra mile in providing students with effective innovation skills resulting in 20 students involved in SOIC Projects in 2020, 18 students involved in M2M Projects in 2021.

| File Description | Document |
|---|-------------------------------|
| Link for additional information | View Document |
| Links for year-wise outpatient and inpatient statistics for the last 5 years | View Document |
| Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV) | View Document |

4.2.3 Availability of infrastructure for community based learning

- 1.Attached Satellite Primary Health Centers**
- 2.Attached Rural Health Centers available for training of students**
- 3.Attached Urban Health Centre for training of students**

4. Residential facility for students / trainees at the above peripheral health centers / hospitals**Response:** All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Government Order on allotment/assignment of PHC to the institution | View Document |
| Geo-tagged photographs of Health Centers | View Document |
| Documents of resident facility | View Document |
| Any additional information | View Document |
| Link for any additional information | View Document |

4.2.4 Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? A. NABH accreditation B. NABL accreditation C. International accreditation like JCI, D. ISO certification of departments /institution E. GLP/GCLP accreditation.**Response:** A. All of the above

| File Description | Document |
|---|-------------------------------|
| Copies of Accreditation Certificate(s) duly certified | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.3 Library as a Learning Resource**4.3.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Providing students and faculties with the most convenient learning resources is one of the key focus areas of the University's teaching processes. For this purpose, the University has a digital facility, SOUL 3.0 ILMS which interconnects all libraries to meet all the requirements of the students and faculties. The system utilizes a bar code scanner which records and automates all library transactions. The system caters for all modules like Acquisition, Cataloguing, Circulation, Book Bank Issue, etc. For users who desire to acquire library resources from different locations, the platform allows the users to join through the WEB OPAC and issue learning resources. The platform classifies and records all the resources and allows the users to search the library holdings by Author, Title, Subject, Keyword, Publisher, Accession number, Class number, ISBN/ISSN number, etc. As a way of keeping the students & faculties updated regarding all the updated resources, the library generates emailers periodically.

The University through this platform has been able to ensure the best convenience for the students throughout their learning process by making available the best digital and physical resources through its management system. The system has resources in fields like medicine, management, engineering amongst others. This system has made it possible for the library to function with minimum human assistance through its automated functionalities.

The best feature of OPAC is that it is an automated and computerized library catalogue available to the students and faculties with minimum intervention from any corner of the world. The system profiles multilingual support through a Unicode-based system. The LMS platform adheres to international protocols such as MARC21, AACR-2, MARCXML and supports multi-platform for bibliographic databases such as My SQL, MS-SQL or any other RDBMS. The system allows for effective management of resources through cataloguing of virtual materials in the form of e-journals, e-books, etc. As a way of keeping the students in touch with the latest trends in research and development, the platform also features access to the latest research publications. It goes on to support the cataloguing of online copies from MARC21 supported bibliographic database and allows users to do data entry and create different document types for each entry requirements.

The platforms also allows a secure access which guarantees the security of all digital resources and reading materials, and also goes on to provide the effective practical usage of physical resources through stock verification, book bank, vigorous maintenance functions, transaction-level functionalities amongst others. In order to keep a track on the reading practices, the platform allows users to export their search results through PDF, MS Excel, and MARCXML formats. It also allows for the exchange of data through ISO-2709 standard. It also provides a simple budgeting system and single window operation for all major circulation functions.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link to Geotagged photos | View Document |
| Link for additional information | View Document |

4.3.2 Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines

Response:

The University library has been a center of resources for the students with an adequate number of books, journals and other references. The libraries also endeavor to ensure the sanctity of ancient knowledge and its preservation. This has been done through the effective compilation, and digitization of manuscripts, and traditional sources of knowledge from across multiple disciplines as well as special reports which relate to various subjects including traditional medicines.

Total Number of Books and Reference Volumes

- **16 Total Libraries**
- **1,76 400 Books**
- **470 E-books**
- **30,121 Online Journals**
- **288 Print Journals**

The library's collection of resources includes 1,52,106 text books and 16 497 reference books as well as 5,273 general books. In addition to this, the university's library also contains a collection of 2256 ancient books manuscripts and digitized traditional manuscripts. These have been kept according to discipline specific requirements and they also preserve the ancient Indian languages. The library wing organizes seminars and knowledge sessions for ancient languages which are directed towards improving the understanding of such traditional manner prescription.

Reference Journals

Research and development have been two of the major forms of knowledge acquisition for the students and faculties. For this purpose, the university has a total of 19 print international journals and 269 print national journals. These journals have been put in place so as to provide the students with the best ways of knowledge acquisition in regards to the latest trends in research and development. In addition to the print copies the library also maintains online and virtual catalogues of the journals which include a total of 30,121 e-journals which are kept for this purpose. The university has also kept 4,250 bound copy journals which allow students to gain a periodic understanding of concepts and subjects across disciplines such as medicine law business amongst others.

Special reports & knowledge resources

The library also features a curated collection of resources such as textbooks, reference material or advanced learning materials. PU library subscribes to many more databases like Micromedex to search drugs, diseases, toxicology and much more evidence-based medicine. As a way providing the students with additional knowledge and information, the University's libraries have also put in place numerous E-Resource packages namely Bentham Science, IEEE, Physical Therapy, Preclinical Simulator, SodhSindhu, Sodhganga, SWAYAM amongst others. The traditional systems of medicine resources cover the various fields of medicine which include ayurvedic medicine, phytopharmacy and other methods of natural pharmaceuticals, physiotherapy, ancient medical sciences along with the various forms of Homeopathic medicines. The resources are available in multiple languages including Hindi, Gujarati, Sanskrit amongst others.

The University library has also developed its infrastructure in such a way that that provides additional value to learning and reading though facilities such as DSpace (Institutional Repository), DELNET: (Inter Library Loan Facility), KNIMBUS a remote access facility, M-Library a Mobile Application, NDLI

amongst others. The University uses its library sources to help the underprivileged through its initiative such as “Gyandhara” a vehicle Library and “Gyandhara” a reading club in remote villages and “Gyanoday Bhavan” a knowledge portal.

| File Description | Document |
|------------------------------------|-------------------------------|
| Links for library acquisition data | View Document |

4.3.3 Does the institution have an e-Library with membership/subscription for the following:

- 1.e – journals / e-books consortia
- 2.e-ShodhSindhu
- 3.Shodhganga
- 4.SWAYAM
- 5.Discipline-specific Databases

Response: All of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted | View Document |
| Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years | View Document |
| Details of e-resources with full-text access | View Document |
| Any additional information | View Document |

4.3.4 Average annual expenditure for purchase of books and journals (including e-resources) during the last five years

Response: 151.2

4.3.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 335 | 194 | 85 | 78 | 64 |

| File Description | Document |
|--|-------------------------------|
| Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer | View Document |
| Proceedings of Library Committee meetings for allocation of fund and utilization of fund | View Document |
| Institutional data in prescribed format | View Document |
| Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01) | View Document |

4.3.5 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any Four of the above

| File Description | Document |
|---|-------------------------------|
| Supporting documents from the hosting agency for the e-content developed by the teachers need to be given | View Document |
| Institutional data in prescribed format | View Document |
| Link for additional information | View Document |

4.4 IT Infrastructure

4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)

Response: 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 456

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 456

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Geo-tagged photographs of the facilities | View Document |
| Consolidated list duly certified by the Head of the institution. | View Document |
| Any additional information | View Document |

4.4.2 Institution frequently updates its computer availability for students and IT facilities including Wi-Fi

Response:

The University endeavors to provide the best form of digital support through its IT resources, computer infrastructure and WiFi resources. These resources are regularly updated, upgraded and expanded to provide quality and efficient support. The University has put in place the Systems Support Cell which provides technical support through managing and maintaining the University's computer resources and infrastructure with a current total of 2040 computers, and IT facilities for various administrative and academic purposes as well as a current 8.1 Gbps of Internet Leased Line Bandwidth WiFi connectivity to make learning highly convenient.

Computer Facilities

From a previous total of 1040 computer facilities, the University in the past year procured 500 additional computer facilities and has been committed towards ensuring an annual addition of 500 computers to meet the demand of the students and faculties. The computer infrastructure also provides the much needed tech support in research. The University's 102 labs with computer resources having Intel Core i3, Core i5 & Core i7 processors are available for the students to utilise in support of their learning. The University's 60 high-end work stations with Intel Core i7 & Intel Xeon processors provide the students with the much required resources to conduct highly sophisticated computer functionalities. To match the high computing requirements of its students the University has also put in place a super-computer facility with Param Shavak which has been providing the much need platform to conduct advanced and hi-tech functionalities. The University has set up 40 Apple iMac and MacBook with 20 iMacs purchased in year 2018 and added around 5 iMacs in 2020 and 5 MacBook Air and Pro in year 2021.

IT Facilities Upgrades

To provide the best IT support, the University has set-up an on-premise Data Centre which regularly updates and enhances to support the growing students demographic with minimal latency to reach each portal/service. For ensuring full coverage, the University adds 1 server and storage in every two years, and has expanded from 3 to 4 serves. The University's IT services have been utilised in various systems in the management of the University's Human Resource Management, the students' MIS systems, as well as the Hospital Management Systems and IT connected devices, are regularly updated for systems such as MRI,

CT-Scan, cath lab, etc

| Resource | Upgrade |
|---|--|
| Dell EMC Power Vault ME4012 Storage with 71 Terabyte of SAS MDL Storage Capacity | Purchased in 2021 upgraded in 2022 |
| Multiple QNAP 10 Bay Storage having with 50G (25G * 2) Connectivity and 100+TB Storage Capacity | Purchased in 2017, 2018 and Expanded in 2021. |
| Dell S5248-FON Core & Top on Rack (TOR) L3 Networking Switches - 4 Nos | 5 Years - 1 L3 Switch every 3 years |
| Vertiv 30 KVA UPS Facility with battery backup of 4 HOURS | Purchased in year 2018 and expanded in year 2020 & 2021. |
| 16 Port Vertiv Avocent IP KVM Switch with LRA Display | Purchased in year 2020 |
| Dlink DWC 2000 Wireless Network Controller with 512 AP | Purchased in year 2016 and expanded in 2018 |
| Ruijie WS 5504 Wireless Network Controller with 512 AP | Purchased in year 2018 and expanded in year 2019 & 2020 |
| Ruijie WS 6008 Wireless Network Controller- 2 Nos with 256 AP | 2019 and expanded in year 2020 & 2021 |
| License purchased in year Cyberoam 1000ia | Purchased-2015 upgraded to Sophos XG 550 |
| Firewall | firewall in year 2018 and again upgraded to Sophos XG 750 firewall - 2 Nos. for HA mode in year 2021 |

WiFi Resources

The University has an 8.1 Gbps of Internet Leased Line Bandwidth on Optical Fiber Cable through Internet Service provider BSNL & JIO on National Level Ring redundancy and adding the bandwidth every year. From 1 gigabyte, 2 gigabyte, to 4.1 gigabyte in 2020-21 and upgraded to 8.1 gigabytes, the university will be further extending its resources to 12 gigabytes in August 2022 to support the needs of its students and faculties. The University's WiFi is delivered through a wireless LAN of 2500 + wireless access points (of multiple OEM-Ruijie, Sophos, D-Link). The University adds 500 wireless access points every year for joining buildings and the University's resources.

| File Description | Document |
|---|-------------------------------|
| Links for documents relating to updation of IT and Wi-Fi facilities | View Document |

4.4.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: ?1 GBPS

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of available bandwidth of internet connection in the institution | View Document |
| Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth | View Document |
| Annual subscription bill / receipt | View Document |

4.4.4 Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,

Response:

Promoting technology and digitalization in education has been at the core of the university's teaching and learning processes, as a way of making education sustainable and accessible for students across multiple disciplines. For this purpose, the university has established state of the art infrastructure and resources which have been designed with the goal and purpose of e-content development, through its media center, and digital lecture resources for producing quality academic content. The university's digital learning resources have made it possible for the students to access recorded lectures and subject wise modules from anywhere. The university has established a media center and recording studio which allows faculties and professors, to record various modules and courses for the students. Such facilities provide for the students of the University, with a value-added experience in their learning processes.

To ensure the highest form of quality in developing and processing this lecture content, the university has procured, industry standard recording equipment and tools which it has been utilizing for developing its e-content. These include a green screen room, where faculties record the raw lectures. The equipment list also includes a teleprompter, which allows the feasibility in the delivery and allows the lectures to effectively and accurately deliver the teaching material. In addition to this, the University has also put in place an industry standard lighting system comprising of 2 aperture lights. The facility is also equipped with a 6K cinema grid camera, which ensures the highest form of quality in the lecture recording processes by the faculties, and this camera system is paired with a hi-def wireless audio system for ensuring quality in the lecture content recording process.

In addition to the infrastructure, the university has also onboarded highly skilled digital content creators

and production team. The team comprises of 5 cinematographers, who administer the visual and audio recording processes for the faculties during the recordings. In addition, a total of 24 full time and contracted animators serve the editing role of placing animations on the raw lectures which makes it easy for students to comprehend the content through such visual aid. To facilitate the editing and production process, the university has licensed top software which include the adobe creative studio, comprising of adobe audition, premier pro, adobe animator, amongst others.

To disseminate the digital learning resources efficiently and effectively, the university has developed a fully functional learning management system, which allows the students of the university to access the recorded modules online. In addition to the curriculum, as a special highlight the academic resources have also been developed in line with the purpose, of providing the students with additional skills and knowledge through these value adding modules. The university has also put in place 450 smart boards and interactive displays which will allow the students to access the resources in classrooms and seminar halls for lecture recalls and revision sessions. The university has also developed computer laboratories within every institute which will allow the students to access the digital libraries.

| File Description | Document |
|--|-------------------------------|
| Links for Geo-tagged photographs | View Document |
| Links for the e-content development facilities | View Document |

4.5 Maintenance of Campus Infrastructure

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

Response: 11.77

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1796.20 | 1506.92 | 1940.41 | 1090.46 | 593.51 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details about approved budget in support of the above | View Document |
| Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP) | View Document |
| Provide link to ERP | View Document |

4.5.2 There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

Response:

The University has well established procedures and structures for maintenance of academic and physical support system. A well-designed committee works for the maintenance, growth and supervision of facilities such as library, laboratory, sports facilities, computers, classrooms. To ensure the swift and regular monitoring, the University has also established feedback systems and machinery and facility complaints registry which are registered to virtually 24*7, allowing the resolution to be made within the first 24 hours of the registry. Such maintenance systems are of vital significance as they ensure that high standards of quality are maintained and preserved all throughout the process.

Laboratories and Health Facilities Maintenance

To ensure a system of order and efficiency the university has defined standard operating protocols for usage of laboratories and classrooms and maintenance of the entire infrastructure. In regards to its laboratory facilities and instruments in the science laboratories and teaching hospitals are calibrated on regular intervals by bioengineers and validity is notified to the managing body. In addition to this, the Internal NABL and NABH audit of the teaching hospitals are also carried out on annual or comprehensive basis. For the further maintenance, the machines are audited by either internal or external engineers as per the contract (AMC) or vendors of the machines and equipment.

IT Services and Computer Maintenance

The University's digital systems make up one of the most significant part of its teaching and learning processes, and for that reason, the Systems Support Cell has a team of experts who regularly conduct system checks, and evaluations for maintenance. The IT experts conduct timely maintenance of all IT related amenities in the campus. For such maintenance purposes an on-premise Disaster Recovery Site (DR) has been established to provide support with various backups, and redundancy. Computer systems in labs and staff rooms are checked and updated on regular intervals. The classrooms in the institute are ICT enabled hence the devices are maintained on a regular basis by an exclusive team of experts and personnel who are constantly monitoring and keeping an eye on the usage of such systems. Additional ICT equipment is procured and kept ready for the replacement while the damaged one is sent for repair. The

maintenance of auditorium, seminar halls etc. is been audited on contractual basis on regular intervals under AMC (annual Maintenance contract). A service provider is hired for the audit of annual maintenance.

Sport and Recreational Facilities & Libraries

The Director of Physical Education supervises the sports amenities such as sports equipment, fitness equipment, and ground on regular basis for its indoor and outdoor games including for its sporting equipment. Maintenance drives are carried out for specific seasons to assure availability of resources without hindrance. The gym and other equipment servicing are taken up as and when required under the supervision of the Director of Physical Education. In regards to the library maintenance, it is annually made twice by the library department and the procedure involves the repairing and rebinding of damaged books.

| File Description | Document |
|--|-------------------------------|
| Links for log book or other records regarding maintenance works. | View Document |
| Link for additional information | View Document |
| Links for minutes of the meetings of the Maintenance Committee. | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 27.55

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7032 | 5587 | 5335 | 3355 | 2386 |

| File Description | Document |
|--|-------------------------------|
| Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers | View Document |
| List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes | View Document |
| Institutional data in prescribed format | View Document |
| Copies of sanction letters from the University / non-government schemes | View Document |
| Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution | View Document |
| Attested copies of the sanction letters from the sanctioning authorities | View Document |
| Attested copies of the sanction letters from the sanctioning authorities | View Document |
| Any additional information | View Document |

5.1.2 Institution implements a variety of capability enhancement and other skill development schemes

1. Soft skills development
2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development

5. Human value development
 6. Personality and professional development
 7. Employability skill development

Response: All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of capability enhancement and skills development schemes | View Document |
| Detailed report of the Capacity enhancement programs and other skill development schemes | View Document |
| Link to institutional website | View Document |

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

Response: 72.43

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 27059 | 17270 | 8452 | 7068 | 5817 |

| File Description | Document |
|---|-------------------------------|
| Year-wise list of students attending each of these schemes signed by competent authority | View Document |
| Program/scheme mentioned in the metric | View Document |
| List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years | View Document |
| Institutional Data in Prescribed format | View Document |
| Copy of circular/brochure of such programs | View Document |

5.1.4 The institution has an active international student cell

Response:

The University endeavors to foster effective internationalization practices amongst its students hence it has developed two dedicated cells:

- **International Relations Cell (IRC):** which provides platforms for global exposure through student exchange programs, faculty exchange programs, pathway programs, research collaborations, etc, which have resulted in over 445 beneficiaries.
- **International Students Affairs Cell (ISAC):** which administers the admission of full-time students to the campus. And till date 1,800 plus foreign students have been admitted to the University. The University has maintained 78 partnerships with prominent Foreign Universities and Institution across USA, Canada, France, Poland, Russia, etc.

International Relations Cell (IRC)

This department serves as a nodal point for all strategic campus activities and engagements that are international in nature. As a way of developing the ideal global ecosystem within the University's campus, the cell has various functionaries such as:

- **Faculty Exchange Programs** - The programs are designed to facilitate platforms for various faculties around the world to visit Indian institutions for collaborations and research projects. It goes on to create channels for Indian faculties to visit Universities all across the world.
- **Student Exchange Programs** - The programs provide opportunities for Indian Students to study in the various Universities across the world for a specified period. As part of such mobility programs, the University organizes bilateral exchanges between the students of the University and its partner institutions. To support such programs, students also avail funding support under Erasmus+, DAAD Lithuanian Scholarships etc
- **Study Abroad Programs** - The program is designed to provide opportunities for students to further their studies in various countries across the world. The process includes assistance in admission procedures, counselling to students and training students in IELTS.
- **Pathway** - To enhance the academic capacity of the students, the University has introduced pathway programs where students can transition from Bachelors to Masters studies through the University's Partner HEIs.
- **Collaborative Research** - Research initiatives are undertaken by the students of Parul University and foreign universities such as Wroclow University, Hochschule Aschaffenburg University of Applied Sciences, Humber University and Skoda Auto University. Research work is published in collaborative research manuals and relevant journals.
- **IELTS Coaching - Enhance Your Language Skills** - Linguistics Study Center (LSC) is dedicated and committed towards coaching learners to learn functional language skills like Listening, Speaking, Reading, Writing, Grammar and Vocabulary. The University is digitally equipped with a language lab where students get the maximum exposure to learning with audio-video support.
- **International Events** - As a way of promoting internationalization in education amongst representatives from various Universities across the world, the International Relations Cell hosts and organizes the International Day Exhibition and many similar events.

International student's affaircell (ISAC)

International student's affair cell assists the international students seeking for admission as well as all the post admission at the University. The cell seeks to promote and facilitate international student's development outside the classroom as well as enhancing the quality of life through:



| File Description | Document |
|--|-------------------------------|
| Links for international students' cell | View Document |
| Link for additional information | View Document |

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. Adoption of guidelines of Regulatory bodies
2. Presence of the committee and mechanism of receiving student grievances (online/ offline)
3. Periodic meetings of the committee with minutes
4. Record of action taken

Response: All of the above

| File Description | Document |
|---|-------------------------------|
| Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee | View Document |
| Institutional data in prescribed format | View Document |
| Circular/web-link/ committee report justifying the objective of the metric | 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: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/

AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)**Response:** 83.13

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ **PG-NEET**/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 227 | 132 | 121 | 19 | 1 |

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE/Civil Services/State government examinations **PG-NEET**/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 239 | 147 | 128 | 22 | 2 |

| File Description | Document |
|---|-------------------------------|
| Pass Certificates of the examination | View Document |
| List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers | View Document |
| List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers | View Document |
| Institutional data in prescribed format | View Document |

5.2.2 Average percentage of placement /self employed professional services of graduating students during the last five years**Response:** 37.53

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1904 | 922 | 662 | 524 | 275 |

| File Description | Document |
|---|-------------------------------|
| Self-attested list of students placed/self-employed | View Document |
| Institutional data in prescribed format | View Document |
| Annual reports of Placement Cell | View Document |

5.2.3 Percentage of the graduates in the preceding academic year, who have had progression to higher education.

Response: 15.45

5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed to higher education

Response: 743

| File Description | Document |
|--|-------------------------------|
| Supporting data for student/alumni in prescribed format. | View Document |
| List of students who have progressed to Higher education preceding academic year | View Document |
| Institutional data in prescribed format | View Document |

5.3 Student Participation and Activities

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

Response: 516

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 185 | 118 | 87 | 100 | 26 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Certified e-copies of award letters and certificates. | View Document |

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

Response:

Imparting the qualities of leadership and responsibility amongst the students is one of the primary goals and objectives of the University. To further this purpose, a Student Council was established under the Office of the Dean, Student Welfare in 2019. The council is constituted incorporating all the institutes of the University. The council's administrative structure is made up of the core members who are elected by the council members who include:

Core Structure of Student Council



The council also comprises student representatives from each institute who assist in the development of clubs and committees on campus. This nomination is purely based on the merit of their leadership abilities exhibited during the previous year's cultural and sports activities. The representatives are nominated by cultural coordinator and sports Coordinator of the institution respectively.

Activities of the Student Council

The council assists in bridging the gap between the administration and students, and creates a channel of communication through regular meetings and inquiries. This role allows the University to ensure the needs and interests of students at large under the Department of Students Welfare.

Student Clubs

The student's council serves the role of formulating student clubs which are focused on the various areas which include literature, dance, theatre, music, cultural, sports, etc. The clubs provide scope to contribute in the development of the students' leadership and management skills. The clubs go on to provide platforms for students to enhance their creative talents across multiple fields, and also creates platforms for students to nurture their abilities.

Student Led Events

Activities such as Dhoom, an annual cultural festival, several literature events and competitions, fine arts and creativity competitions, student exhibitions led by students are conducted annually. It also includes dance festival such as EDMs, orientation events amongst others. Recreational activities like open mic, days celebration, jamming session, gaming sessions, poetry, dance, musicals, etc are also conducted. The council also goes on to serve the purpose of organizing co-curricular activities, workshops, seminars and technical events which include Gujarat's Largest Annual Technical Festival Projections, project exhibition platforms like Tech Expo, and skill based workshops. As a part of the social awareness initiatives, under the aegis of NSS programs in health awareness, distribution of clothes, food, books etc and awareness activities like nukkad natak on cancer day, Anti-tobacco day, Justice Day, Language Day are also organized.

Student Internships

To encourage student development, the University provides internal internship opportunities, where students assume responsibilities under different positions and duties with possibilities for future recruitment.

Student Bodies

The students of faculty of medicine are part of Medical Students Association of India (MSAI) which regularly organizes collaborative academic and research exchange programs with Medical Universities from countries like Italy, Lebanon etc

Rotaract Club of the University

The students across various faculties of the University have formed the Rotaract club under one of the parent Rotary clubs of Baroda. This club performs several social, as well as, cultural activities to inculcate social responsiveness, leadership and socializing skills among the students.

| File Description | Document |
|--------------------------------------|-------------------------------|
| Links for Student Council activities | View Document |

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 141

5.3.3.1 Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 320 | 129 | 96 | 103 | 57 |

| File Description | Document |
|--|-------------------------------|
| Report of the events/along with photographs appropriately dated and captioned year-wise | View Document |
| Institutional data in prescribed format | View Document |
| Event photograph if available (random selection with titles and date(s) of the events marked) | View Document |
| Copy of circular/brochure indicating such kind of activities | View Document |
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Response:

The University strongly believes in building a strong community of alumni who maintain significant ties with the University and actively engage with their communities. The University has established a dedicated Alumni Association Cell since the year 2015, registered as a Public Trust under the Bombay Public Trust Act 1950 (Under Section 29). More than 30000 Alumni are registered with the Association. In collaboration with a dedicated volunteer Board of Directors, the Alumni Association works to connect alumni, support students, and build Institute experiences through various initiatives. The University's alumni over the past 5 years have been actively contributing through various financial and non-financial means.

Objectives of the Alumni Association

- 1 To establish a bonding & facilitate association with the alma matter.
- 2 Special drive to connect with alumni settled overseas
- 3 Facilitate alumni meets and interactions with current students
- 4 External support in course design with assistance from industry based alumni on market trends
- 5 Fostering alumni support through financial and non-financial means to the Institution
- 6 Collaborating with the alumni for community centered programs
- 7 To enhance the university's facilities and resources through the support of alumni

Alumni initiatives and programs

The University through its alumni association organizes various events and platforms which include interactive sessions with the alumni, alumni meets, career development and enhancement programs, expert talks, etc. As a way of recognizing the achievements of the alumni the University has put together an alumni Hall of Fame that is dedicated towards recognizing their achievements. As part of the Alumni Welfare initiative, the University Alumni Association offers Alumni Scholarships up to 30% and 55% for UG and PG courses respectively. To recognize the efforts of the Alumni community, an Alumni Awarding Ceremony has been established as part of the University's convocation proceedings annually.

Financial and Non-financial Support by Alumni Community

To ensure the continuing progression of education, the Alumni association has been making efforts through financial and non-financial forms of support. The contributions have been significant towards ensuring student benefit, with donations of up to Rs 22 Lacs from Alumni as a batch gift, to assist financially in-need students, for research excellence, for emergency cases, community outreach, faculty and staff development etc. In addition to this, the alumni community has also made possible for the University to donate a sum of Rs.54,111/- to the martyred soldier Sanjay Sadhu's family.

The community has also been working towards providing non-financial means of support through donations such as 846 books which have been donated by the students in the past five years. The University alumni have also been instrumental in providing the current students with opportunities for training and placement in the industry. They have also been making contributions through knowledge sharing and providing guidance to the current students of the University as a part of institutional endowments. The alumni community has also been providing significant support towards internship and placement opportunities for the students. In addition to such alumni efforts towards the society, alumna's such as ViveikPatelorganised a social based fundraiser which was successful towards raising over 1 Million USD, amounting to 7 crores towards the 45 CRPF soldiers who were martyred in Pulwama.

Strategic Alumni Chapters

To ensure the effective networking of the University's association, the University has established alumni chapters from various parts of the nation and the world with a total of 23 chapters, nationally and internationally.

National Alumni Chapters

Vadodara

Rajkot

Ahmedabad

Mumbai

Surat

Pune

Hyderabad

Delhi

Bengaluru

Indore

Bhopal

Lucknow

Jaipur

Goa

International Alumni Chapters

USA

Canada

Australia

New Zealand

Zimbabwe

Nepal

Europe

Russia

UAE

| File Description | Document |
|--|-------------------------------|
| Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP) | View Document |
| Links for quantum of financial contribution | View Document |
| Links for frequency of meetings of Alumni Association with minutes | View Document |
| Link for details of Alumni Association activities | View Document |

5.4.2 Provide the areas of contribution by the Alumni Association / chapters during the last five years

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| List of Alumni contributions made during the last 5 years | View Document |
| Certified statement of the contributions by the head of the Institution | View Document |
| Any additional information | View Document |
| Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions | View Document |

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The University's vision and mission, lays the foundation for the University's agenda through higher education, which transcends beyond the teaching and nurturing of students into the development of communities and the transformation of academia.

Vision

- **To make successful academic quests through entrepreneurship, research, modernization and partnerships, thus making PU the finest educational destination.**

The University reflects these areas through its establishments such as the Entrepreneurship Development Center, Center of Research for Development, International Relations Cell amongst others. The University has been introducing new programs and specializations in emerging fields such as artificial intelligence, machine learning, robotics and automation, medical coding etc

Mission

- **Bridging the gap between academia and career through development programs for both students and staff.**

The initial part of the University's mission is the need to bridge the gap between industry-academia by developing highly skilled and well-equipped students who have the ability to contribute to the overall national development. This mission has been made apparent through the establishments of cells such as the Career Development Cell, Training and Placement Cell, which provide modules and learning programs for students to gain lucrative career opportunities in the public and private sectors. In addition, the University's Competitive Examination Cell, prepares students for careers in the civil services while the Armed Forces Motivational Cell, thrives to nurture students for careers in armed forces.

- **Promoting healthy relationships between PU's existing students, alumni, teachers and staff.**

In addition, the University's mission for building relations between its current students, alumni and teachers, reflects on its community building agenda, centered on establishing a network of experts across all the sectors. The University Alumni Association has been established as one of the administrative arms of the University which creates a network between alumni and the current students.

- **Forming associations with other universities and corporate firms of the nation and the world.**

The University has developed the International Relations Cell, which is an administrative arm of the University that has been developing partnerships with prominent universities worldwide, as well as conducting collaborative research projects. Through its exchange programs, the curriculum of the University is enriched through knowledge sharing sessions with students and faculties from other countries.

- **Presenting state of art infrastructure with high quality and energized work ethics.**

The University has developed its academic facilities which include modern laboratories, state-of-art computer center, digitalized libraries and ICT enabled classrooms. The University has also developed its new residential buildings with 13,000 students' capacity, as well as recreational facilities for food, beverage and sports.

Adherence Towards the Vision and Mission

The University benefits immensely from highly qualified and experienced functionaries such as Academic Directors, Professor Emeritus, Advisor, Governing Body and Controller of Examination. There are well-established regulatory bodies in the University as stipulated by UGC. The Deans/Directors/Principals are responsible for regular vigilance and upgradation of quality at administrative and academic levels. Regular feedbacks from all stakeholders, alumni and parents are taken for upgradation in curriculum to align with the vision and mission.

| File Description | Document |
|--|-------------------------------|
| Link for vision and mission documents approved by the Statutory Bodies | View Document |
| Link for report of achievements which led to Institutional excellence | View Document |

6.1.2 Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.

Response:

The University supports a participative management culture through decentralization & delegation of authority, which can be seen at all levels of its academic and administrative operations. The responsibilities of the University are delegated in order to provide effective leadership for the implementation of numerous policies, rules, and guidelines at various levels.

Leadership & Governance Structure



To ensure efficiency in services and decision making, the University follows a decentralized and transparent work environment in management, administration, financial and academic undertakings. As per the provisions of Gujarat Private Universities Act, 2009, the Authorities of the University namely the Governing Body, the Board of Management, the Academic Council, the Boards of Studies and the Finance Committee have been constituted.

To ensure efficiency in services and decision making, the University follows a decentralized and transparent work environment in management, administration, financial and academic undertakings. As per the provisions of Gujarat Private Universities Act, 2009, the Authorities of the University namely the Governing Body, the Board of Management, the Academic Council, the Boards of Studies and the Finance Committee have been constituted.

Few key tasks allocated to different authorities are as under:

Registrar:

- The Registrar of the university frames and executes the statutory activities in the university. For a

democratic decision-making process, the policies, norms and guidelines are framed by the Registrar through systematic proceedings of Board of Studies, Academic Council and Governing Body

Dean of the Faculty:

- Responsible for the overall administration of the institutes and developing the course structure and contents of each degree programme.
- Guiding the Chairperson of Boards of Studies of the Faculty in preparing the agenda for their meetings and implementation of all the resolutions of the Academic Council and the Governing Body.

Principal/Director

- Institution's overall development adhering to the vision of the Institute in all aspects and supervising compliance in administration, academics, enrolments, placements, introduction of new programs etc.
- Ensuring maintenance of discipline among the students and the staff of the college. Recommendations for addition of laboratories, classrooms and other required infrastructure.

Heads of Departments

- Looking after the department's overall development, maintaining the record of students attendance of teaching and non-teaching staff.
- Responsible for the maintenance of staff rooms and propose requirements of the department in every aspect to the principal.
- Allotting the subjects to be offered by different teachers in the department every semester.

Experienced faculties are nominated by each department and rotated into the highest decision-making committees, such as the Board of Management, Finance Committee, and Research Advisory Committee, Sexual Harassment Committee/Internal Complaint Committee, Anti-Ragging Committee amongst others

Participative Decision Making:

- The faculty members are nominated in various statutory bodies and committees of the University / Institutions for decision making and managing of various functions.
- Regular feedbacks are taken from stake holders at different levels through monthly meetings for continuous improvement in the system.
- To ensure effective decision making, it is mandatory to move the proposals for implementation of any academic or administrative matter through the Board of Studies moving further up in the Academic Council and the Governing Body.

| File Description | Document |
|---|-------------------------------|
| Link for information / documents in support of the case study | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The university has created **Planning Cell** comprising the President, the Vice President, the Provost etc. Planning Cell is responsible for executing the strategic plan in respect of creation of/ development of new infrastructural facilities such as colleges/ playgrounds/ quarters and other amenities, starting of new courses, recruitment of staff members etc.

Planning Cell invites proposals from all Deans of Faculties and Principals of Colleges concerning starting of new programs in respective faculties, enhancing existing infrastructural facilities/ developing new infrastructural facilities in view of commencement of new courses, making applications to statutory authorities for obtaining approvals for starting new courses, developing new cells/ verticals in the university for accelerating co-curricular, extra-curricular activities, recruitment of staff members etc.

Upon receipt of the proposals from the said officials, the Planning Cell, at the beginning of every year, convenes its meeting and initiates discussions on all the proposals submitted by the said officials. The detailed discussions are held in respect of implementation of the relevant proposals. The Chairperson and Members of the Planning Cell decide on various measures which are to be initiated to bring to fruition the proposals and also assign the responsibilities to concerned individuals to ascertain that the actions to be initiated in this regard bear fruit in timely fashion. The resources required for implementation of the strategic plan are also finalized and allocated to concerned individuals during the meetings of the Planning Cell.

The proceedings of the meetings of the planning cell are circulated among the officials in the university and concerned officials who are responsible for implementation of the strategic plan are informed to take necessary action to complete various responsibilities assigned to them.

The Chairman of the Planning Cell convenes periodical meetings of the officials in the university to oversee the progress made by them in implementation of the strategic plan and to suggest solutions to them in case they face any hindrance/impediment in their assigned duties.

During the conduct of the meetings of *the Governing Body*, which is the supreme authority in the university, the activities which have been completed be it commencement of new courses, enhancement/ creation of infrastructural facilities, recruitment of manpower, policies for employee welfare/ promotion of research and development etc. are presented and discussed.

| File Description | Document |
|--|-------------------------------|
| Link for Strategic Plan document | View Document |
| Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables | View Document |

6.2.2 Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

Response:

Code of conduct and motto of the University is evident in its strict adherence to the policies, administrative setup, appointment and service rules and procedures for effective and efficient functioning. The University's statutory entities such as the Governing Body, the Board of Management, Academic Council, Finance Committee, and Board of Studies, are active in a well organized manner, with distinct roles spelt out for senior administrators to external specialists. Stakeholder feedback, statutory body rules and demanding quality parameters have all influenced the development of a slew of administrative policies and SOPs.

Effective Administrative Bodies

The University policies and SOPs for HR, Finance, student welfare etc. are dynamic and are revised with additions and omissions made on a regular basis. Dean/Head of Institutions, Directors of Cells, senior management administrators of Admin, Finance, Examination, senior faculties, and external experts officiate these bodies, thereby directly participating in efficient administrative governance of its activities for immediate remedial actions.

Implementation of Policies

Through its top most statutory bodies, chaired and supervised by the President/ Provost as Chairman, aided by the Registrar and IQAC, the University assures effective and efficient execution and operation of its policies and procedures. The Provost oversees the implementation of such an agenda in subsequent meetings of non-statutory institutional committees presided over by heads of institutions, senior faculty, and other required stakeholders. The Provost presents the outcome and consolidated progress on such efforts to the GB/ BOM on a regular basis. Organogram of the University presents clarity on the know-how of reporting and obligations of every employee in the administrative setup, ensuring efficacy and competence of working.

Formation of University Regulations

Academic regulations are formed for maintaining decorum so as to operate the university in an impactful manner. Policy and regulations adhering to research, Internal quality management, examination, women development, student's welfare, hostels etc. exhibit the intention of the University towards a transparent and efficient functioning. The University has structured a body for scrutiny, assurance and decision-making regarding adherence of policies, rules and regulations in all the Institutes.

Human Resource Policies

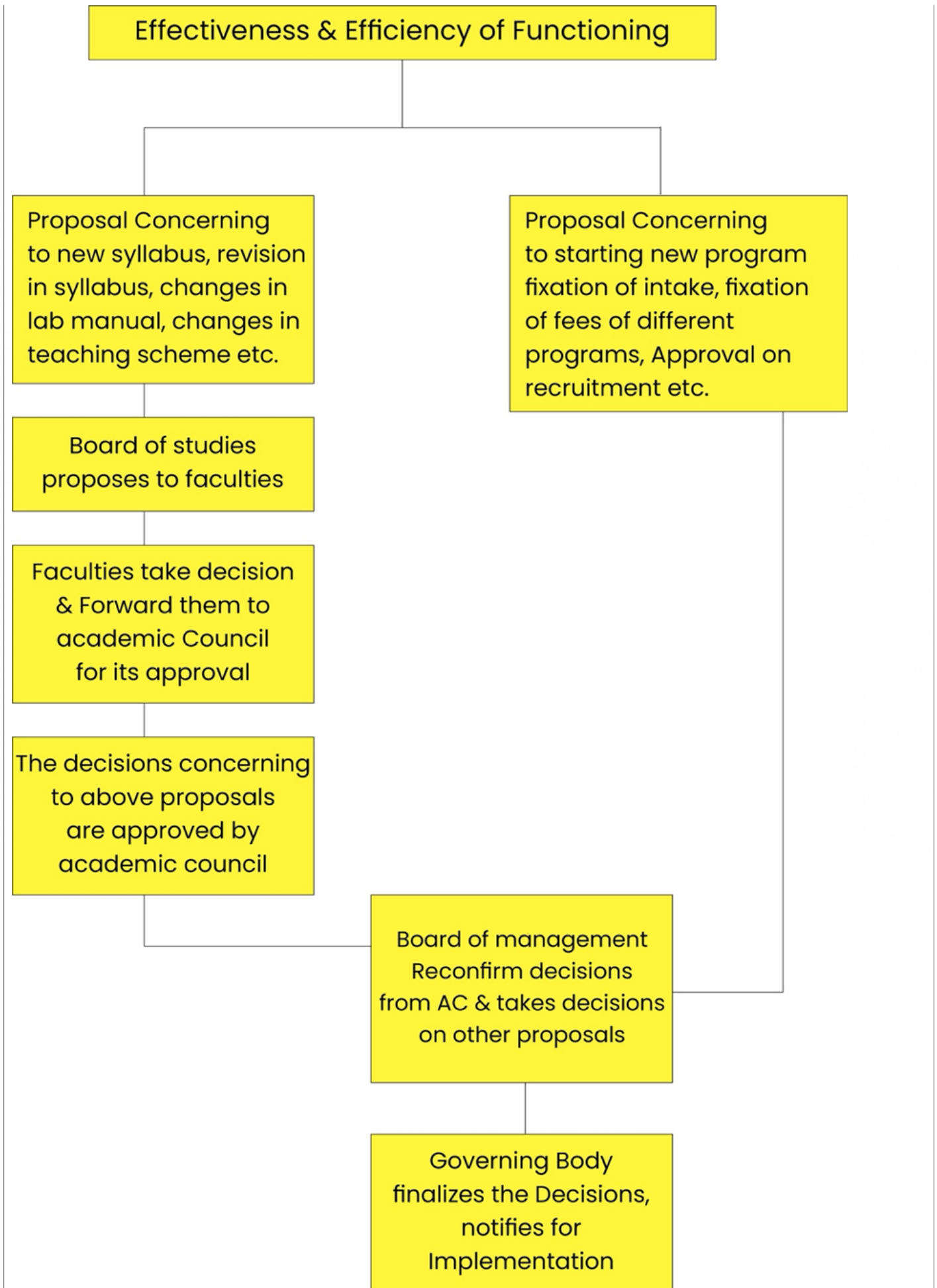
HR policies of conduct, discipline, service, and appeal rules, auditing (Internal & External), welfare

measures are some of the policies developed. The University follows established appointment and service norms for employees, which are directed by HR and welfare regulations. Service supplied by an employee is adequately appraised by the stated performance appraisal and feedback system for promotion and benefits, guided by such policies and procedures. A separate screening and selection committee for new recruitment has been established in accordance with well-defined SOP. The University has well established rules and policies for the advancement of all the stakeholders.

Decentralization of Administration

To maintain administrative decentralization, the powers and functions of the regulatory bodies are clearly stated. The meetings of various bodies/committees are held as per provisions of the UGC regulations. The proficiency of various Bodies/Committees may be seen in the minutes of meetings/resolutions adopted by the concerned bodies, prepared and distributed to all members to guarantee adequate documentation.

NAAC



| File Description | Document |
|---|-------------------------------|
| Link for Annual Report of the preceding academic year | View Document |
| Link for organogram of the University | View Document |

6.2.3 The University has implemented e-governance in the following areas of operation

1. Planning and Development
2. Administration (including Hospital Administration & Medical Records)
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Response: All of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces, if any | View Document |
| Institutional data in prescribed format | View Document |
| Institutional data in prescribed format | View Document |
| Institutional budget statements allocated for the heads of E-governance implementation ERP Document | View Document |
| E-Governance architecture document | View Document |

6.3 Faculty and Staff Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.

Response:

Ensuring the highest level of welfare for the teaching and non-teaching staff is one of the main agendas of the University. To further this agenda, various facilities have been established, and initiatives are conducted to cater for the physical, emotional, health, economic and social welfare of the teaching and non-teaching staff.

Health Welfare

To cater for the health of the staff, the University provides concessional medical facilities at its Parul Sevashram Hospital. This ensures that their health concerns are met effectively and efficiently. In addition, the University also provides medical leaves and maternity leaves for staff. The University has also established fitness facilities which allows them to regularly exercise and upkeep their physical health with the help of expert trainers and physiotherapists. A special Arogya card has been created for staff members to avail special health benefits at the University's Hospital

Economic Welfare










The University has put in place various economic welfare measures which include regular reviews conducted by the academic review committee and key performance indicators for teaching and non-teaching staff for regular increments. On the basis of such reviews, from the top 10 percent teachers, the first 5% teachers are awarded cash prizes of Rs.10,000 each and other 5% with Rs.5,000 each. Transportation facilities have been put in place with nominal charges to ensure their convenience. Housing facilities have been established for the staff members in-campus with nominal charges and a provision of children play areas, gardens etc. Advance salaries are given to the staff in need during difficult times such as the covid pandemic and during major festivals like Diwali.

The University goes on to provide seed money for faculty research work, project work and clinical trials, and also incentives for publications are announced. For research consultancy, the University works on a revenue sharing model for motivating staff members and also grants 1% of the funds received on account of extramural research projects as incentives to the investigator from institutional funds. In times of adversities like COVID-19, the University has maintained a strong economic welfare policy through no salary deductions, annual increments and 15 day paid leaves to quarantined staff. The University has also put in place a gratuity and provident fund.

Social Welfare

To promote the social welfare of the teaching and non-teaching staff, facilities such as cafeterias and lunch provisions mess have been made. The University also builds its staff community through community viewings of significant movies. The University has also created open platforms where staff members can take part in cultural activities and sporting games to showcase their talents.

Professional Welfare

| | |
|---|---|
|  Sponsored In-service Opportunity for higher education |  Skill development courses for non-teaching staff |
|  In-service training programs |  Various awards such as Best Teacher, Research Excellence etc |
|  Faculty abroad program to enable faculties to visit foreign universities |  Reduced workload for staff doing PhD/higher studies |
|  Faculties are encouraged to enrol for Ph.D. with fee concessions |  Sponsorship to attend conferences/CMEs Workshops at state/national/international level |
|  Faculty development and training programs | |

Emotional Welfare

The University has established Insight, its center for counselling and mental wellness where staff members can receive personal and professional counselling in confidence from the experts. The University also put in place relaxation and recreational activities for staff such as visits to sights like Statue of Unity, resort and recreational activities at camps, and paid for vacations to eligible staff members.

| File Description | Document |
|--|-------------------------------|
| Link for policy document on welfare measures | View Document |
| Link for list of beneficiaries of welfare measures | 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: 32.15

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 638 | 373 | 345 | 244 | 73 |

| File Description | Document |
|---|-------------------------------|
| Policy document on providing financial support to teachers | View Document |
| List of teachers provided with membership fee for professional bodies | View Document |
| List of teachers provided with financial support to attend conferences, workshops etc. during the last five years | View Document |
| List of teachers provided with financial support to attend conferences, workshops etc. during the last five years | View Document |
| Institutional data in prescribed format | View Document |
| E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | View Document |
| Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies. | View Document |

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 248.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 602 | 286 | 178 | 111 | 64 |

| File Description | Document |
|--|-------------------------------|
| List of professional development / administrative training programmes organized by the University year-wise for the last five years | View Document |
| Institutional data in prescribed format | View Document |
| Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). | View Document |
| Copy of circular/ brochure/report of training program self conducted program may also be considered | View Document |
| Certified list of the participants who attended the professional development/administrative training programmes during the last five years | View Document |
| Certified list of organisations / agencies that sponsored/supported/supervised the programmes | View Document |

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 69.34

6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 519 | 639 | 807 | 637 | 558 |

| File Description | Document |
|---|-------------------------------|
| List of teachers who attended Faculty Development Programmes including online programmes during the last five years | View Document |
| List of sponsoring/supporting/supervising agencies | View Document |
| Institutional data in prescribed format | View Document |
| E-copy of the certificate of the program attended by teacher | View Document |
| Annual reports of the IQAC and the University for the last five years. | View Document |

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The University has a well-defined framework in place for performance appraisal of teaching and non-teaching employees that takes into account the overall progress.

Academic Performance Indicator & Approval Process

The Academic Performance Indicator (API), a UGC project, is integrated into the faculty appraisal process. The format fundamentally includes self-appraisal in the form of an authenticated questionnaire to be filled by the employees and submitted to the department head within a specified timeframe for review, after which the department head remarks on the employee's efficiency over-all levels.

APIs are approved by IQAC Director, and Provost and then forwarded to the HR. To keep the analysis unbiased, the University has put up policies which involves opinion and remarks from Head of the Department and Principal of respective faculties. The teachers are informed of the report of their performance evaluation and given sufficient opportunities for quality improvement. Underachieved performers are provided personal counselling and training by Centre for Human Resources and Development.

Academic Review Committee

The Academic Review Committee (ARC) headed by Provost analyses the annual performance of the faculty in all aspects through written exams and presentations/interviews. In this process, student feedback is also a critical component. The report is thoroughly examined by the department's head and the Institute's principal. An inclusive reports prepared considering student's feedback and recommendations are passed through academic directors to the Deans of the respective colleges.

Academic Monitoring & Reporting

The University has also adopted a system of monitoring and evaluating the teacher's work through personal invigilation by Academic Directors by reviewing the on-going classes. These officials continuously monitor teacher's performance and report to the Provost periodically and such reports are a part of the performance and appraisal system.

Internal Key Performance Indicators

The University has additionally developed its own key performance indicators which are utilized for the process of appraising the staff. The staff are well informed about API, KPI and systematic distribution of marks which covers aspects such as research, grants fetched, conferences organized / participated etc. The appraisal serves as the foundation for personal and professional advancement and advancement in pay. The assessment report for non-teaching personnel is prepared by the immediate superior based on attributes such as loyalty, attitude, timeliness etc. and approved by the department head in an unbiased way.

Provisions for Improvements

In-case there are any undesirable comments, the matter is handled in confidence with the employee, and the evaluation report is given to the respective Department for further action. The Centre of Human Resource and Development then provides a need-based training to the staff such as soft skill development, basics of computer, etiquettes, time management etc.

Staff Awards and Appraisal

There is practice of organizing the "Best Teacher" awards, where in teachers are awarded cash prizes for excellent performance in academics. Looking to this contribution of the faculty members over and above their regular work, the University shares 50% of the revenue generated from the Executive Development Courses with the faculty members.

| File Description | Document |
|--|-------------------------------|
| Link for performance appraisal policy of the institution | 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:

The University believes in making the best use of available financial resources for the university's academic and infrastructure growth. The tuition fees make up the primary source of income for the University.

Sources of Additional Income

| | |
|---|--|
| Grants from Government & Private Organizations | Interest Income |
| Examination Fees | Hospital Income |
| Consultancy Income | Support From Alumni/Other Donations |

The university has a well-defined system for managing funds efficiently and effectively. Both recurring and non-recurring expenses are managed with the available funds. Infrastructure development is prioritized, and physical assets are well utilized.

Usage of Funds

The funds are used to monitor, regulate, develop, and purchase necessary assets such as land, buildings, instruments, equipment, and vehicles, as well as to upscale the infrastructure to introduce new programs, provide the finest health care services, provide the best education, and recruit experienced and skilled faculty. The finance committee prepares an annual budget based on past performance, suggestions from heads of various institutions, recommendations from heads of various cells, and management's recommendations.

Departmental Budget Requests

The finance committee begins to develop the annual budget after considering the needs of cells, various departments, academic heads, and administrative heads. The University's purchase department, systems department, Internet charges, new smart screens, computers, laptops, LEDs, accessories, and so on), Event cell, EDC Cell, Centre of Research for Development, International Relations Cell, Internship Cell, sports committee, NSS cell, cultural committee, library (New Books, Journal subscriptions, E-resources subscriptions), CSR Department, Transportation Department, Placement Cell, and Admission Cell all submit budget requests for the coming fiscal year.

Academic Utilization of Funds

For academic and administrative expenses, the university effectively implements the approved budget. Provisions are made for the construction of a new building, the renovation of existing infrastructure, the purchase of books/journals, lab instruments, medical instruments, the development of an entrepreneurial incubation center, an annual event, convocation, and salary revisions for staff. The Finance Committee and Governing Body ensure that the funds granted are used effectively and appropriately. As an institutional strategy for optimally utilizing available funds, special emphasis is kept on investing in technological advancements such as procurement of high end servers for the data center, augmenting the internet bandwidth, installing interactive smart boards, strengthening ICT Tools and acquiring latest software and equipment to ensure robust teaching learning processes.

Regular Audit Procedures

To ensure transparency in the financial utilization, the designated CA conducts a quarterly audit to ensure the smooth operation of the concerned department. The audit committee ensures that all financial transactions are properly documented with bills and vouchers. The bill payments go through a thorough verification process. The account department, audit committee, and finance committee supervise the entire purchase, bill payment, capital spending, and revenue expenditure process.

| File Description | Document |
|---|-------------------------------|
| Link for procedures for optimal resource utilization | View Document |
| Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council | View Document |

6.4.2 Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

Response: 372080628

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-----------|----------|----------|----------|---------|
| 242012763 | 75357429 | 36167423 | 16273061 | 2269952 |

| File Description | Document |
|---|-------------------------------|
| Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer | View Document |
| List of government / non-Governmental bodies / philanthropists that provided the funds / grants | View Document |
| Institutional data in prescribed format | View Document |
| Copy of letter indicating the grants/funds received by respective agency as stated in metric | View Document |
| Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP) | View Document |

6.4.3 Institution conducts internal and external financial audits regularly

Response:

To maintain financial compliance and transparency, the University has built a framework for performing internal and external audits on financial transactions every quarter. The institution's internal financial committees perform internal audits on a quarterly basis. The income and expenditure figures are properly verified by the internal committee. The same expenditure figures are also verified by an external committee constituted by the designated Chartered Account. The University's management receives the internal audit's compliance report. An annual external audit is also performed by a designated Chartered Account.

Established Process for Financial Utilization

The following are the processes in order to ensure that financial resources are utilized effectively and efficiently:

- Prior to the start of each fiscal year, the account and finance team allocates the funds under separate heads in different institutions. The allocation of funds is based on the preceding years' expenditures and requisition/suggestions provided by the heads of all departments.
- The college budget includes recurring expenses such as salary, academic expenses, library, administrative expenses, computers, printers, maintenance, infrastructure augmentation, training & placement, research and development, electricity, internet charges, maintenance costs, stationery, and other consumable charges, as well as non-recurring expenses such as lab equipment purchases, furniture, and other development expenses.
- The expenses are monitored by the accounts department in accordance with the budget allocated by the management.

Process of the internal audit:

The internal audit of the University is conducted on a quarterly/half-yearly basis, an internal finance committee audits all vouchers. The bills and vouchers are meticulously examined to ensure that the expenses incurred under various headings are accurate. If disparity is observed, it is brought to the attention of the key stakeholders, and corrective action is performed. An internal audit report is compiled and presented at the end of each auditing cycle.

Process of the external audit:

The accounts of the college are audited by chartered accountant quarterly and annually as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of auditing are attended by the account and finance team on immediate basis along with the supporting documents within the prescribed time limits. Having such an effective auditing system in place, has ensured that the University has not come across any financial objections till date.

All of these procedures demonstrate the university's financial transparency and adherence to financial discipline in order to avoid defalcation of cash or property at all levels. The audited statement is signed by the authorized person and a chartered accountant.

| File Description | Document |
|---|-------------------------------|
| Link for policy on internal and external audit mechanisms | View Document |

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

To ensure quality in the teaching and learning as well as the administration processes, the University has developed systems and procedures for quality checks and evaluations. The University has instituted the Internal Quality Assurance Cell, which is a dedicated body, constituted in 2016. For effective operations, the IQAC has a well-established and documented policy and standard operating protocols, with the goal of continuously working to improve quality parameters while taking into account all current elements, educational developments, stakeholder viewpoints, and expert advice. The major objective of establishment of IQAC is to internalize quality consciousness which is valuable for enhancement of quality within the institution.

Core Values of the IQAC

Contributing to National Development

Fostering Global Competencies among Students

Inculcating a Value System among Students

Promoting the Use of Technology

Quest for Excellence

Goals

- To develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the University.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Structure of IQAC:

The University has designed below structure of IQAC:

Chairperson: The Provost

Eight Senior Teachers and One Senior Administrative Official

Three External Experts of Quality Management/Industry/Local Community

Director and Member Secretary IQAC

University IQAC Coordinators

Institute IQAC Coordinators

Department IQAC Coordinator

Procedure for Quality Assessment

Firstly, the IQAC data is submitted on frequent intervals by Departmental IQAC coordinators to the Institute IQAC coordinator which is then scrutinized and verified by Principal and Dean of the respective Institute. Further the data is handed over to the University IQAC Team, which is then verified, formatted and furnished.

The data is then inspected by the panel of external experts, senior teachers and administrative officials, and IQAC director and finalized after thorough invigilation adhering to the norms stated by the accreditation, ranking and rating bodies applicable. The cell provides plans and goals to all academic and administrative departments, which are used to perform academic and administrative audits of reports presented by institutes and central level departments/sections/committees in accordance with mandate.

Functions of IQAC

- Development and application of quality benchmarks/ parameters for the various academic and administrative activities of the University;
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes;
- Dissemination of information on the various quality parameters of higher education;
- Organization of inter and intra University workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programs / activities of the University, leading to quality improvement
- Acting as a nodal agency of the University for coordinating quality-related activities, including

adoption and dissemination of good practices;

- The academic audit of the different units in the University is carried out regularly in the form of IQAC which looks into every detail of the course delivery system and the improvements to be implemented in every department.
- Reviewing the Performance Appraisal Index and Career Advancement Scheme applications and forward it with appropriate comments adhering to rules and regulation governed by statutory bodies internal as well as external.
- Reviewing the quality of work submitted by PhD students such as research papers

| File Description | Document |
|--|-------------------------------|
| Link for the structure and mechanism for Internal Quality Assurance | View Document |
| Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC | View Document |
| Link for the minutes of the IQAC meetings | View Document |

6.5.2 Quality assurance initiatives of the Institution include: 1. Academic and Administrative Audit (AAA) and initiation of follow-up action 2. Conferences, Seminars, Workshops on quality 3. Collaborative quality initiatives with other Institution(s) 4. Orientation programmes on quality issues for teachers and students 5. Participation in NIRF process 6. Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc., | View Document |
| Institutional data in prescribed format | View Document |
| e-copies of the accreditations and certifications | View Document |
| Any additional information | View Document |

6.5.3 Impact analysis of the various initiatives carried out and used for quality improvement

Response:

Well established IQAC cell ensures timely execution of impactful initiatives throughout the University.

| Initiatives for Quality Improvement | | |
|--|---|--|
| Action Plan | Quality Initiatives | Impact |
| Teacher's Performance appraisal | Student's Feedback, Written Exam, work-done report involving weightage for Research and regular vigilance by HOIs, and awards with incentives | <ul style="list-style-type: none"> • Increase • Enhance • Improve |
| Capacity building of Teachers for quality of education & Improvement in standards of non-teaching staff | Establishment of Human Resource Development Cell Conducting need-based training programs for teachers and non-teaching staff. | <ul style="list-style-type: none"> • FDP • 2020 • Train |
| Enhance the quality of research in the University | Revision in policy of incentives for research papers. Assistance by Centre of Research for Development for publications. | <ul style="list-style-type: none"> • Increase • 21 |
| Enhance the performance of students with focus on slow learners | Implementation of Mentorship system to assist each student. | <ul style="list-style-type: none"> • Increase • disse |
| Enhance the culture of entrepreneurship. | Establishment of Entrepreneurship Development Cell Assisting students for innovative ideas and business. Develop Laboratory for Start-ups. Promote start-up centered events. | <ul style="list-style-type: none"> • Increase • Incul • Govt • Fabri |
| Syncing Curriculum with regular updating on the basis of advancements in relevant domains and value-added courses across various programs. | Feedbacks on curriculum from students, employers, alumni, parents and all other stakeholders. Establishment of Continuing Education programs Cell to run various certified courses. | <ul style="list-style-type: none"> • 85% • years • Inclu • impl • Certi • 120 v • stude |
| Increasing faculties with doctoral degrees and IPR such as copyrights, patents and design. | Assistance and funding by Centre for Research and Development. Ph. D Scholarship to faculties. Establishment of IPR cell in the University. Regular modifications in rules governing Ph. D programs. Thesis submission in electronic form through INFLIB NET. | <ul style="list-style-type: none"> • Enro • Incre • 92 pa • 20% |
| Enhancing the capacity of teachers for using digital tools & techniques. | Establishment of E-Content Development cell ICT tools training for teachers Issuing Laptops to teachers | <ul style="list-style-type: none"> • Succ • 100% • Prob |
| Enhancing the international exposure of students | Establishment of International Relation Cell and ISAC. | <ul style="list-style-type: none"> • 800 s • progr • 75 in |
| Improvement in standards of teaching | IQAC department established in all hospitals | <ul style="list-style-type: none"> • All h |

| | | | |
|--|---|-----------------|-------------|
| Hospitals | | | • Bedd |
| Enhancing placement activities and awareness for competitive examinations. | Establishment of training and placement cell and competitive examination cell | 17,500 students | More studen |
| File Description | Document | | |
| Link for relevant documents/information on the process and results of impact analysis on the above aspects | 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:

The University makes constant efforts to promote gender equity amongst its stakeholders while taking initiatives towards the empowerment of women. The University has been organizing co-curricular and curricular activities for gender equity sensitization as well as developing facilities for this purpose.

Gender Promotion & Sensitization in University Policies

In the administration, a significant emphasis has been placed on the promotion and deputation of female faculties in the governance and leadership framework to encourage the participation of women. The University ensures inclusivity by encouraging the participation of female staff in campus annual festivals, technical events, sports etc. Support is also granted to the faculties for pursuing their higher studies and taking part in workshops, seminars and faculty development programs externally. The University has also implemented policies for incentives, increments and seed money for male and female faculties. As per UGC guidelines, the *Women's Development Committee* is constituted. The *Internal Complaints Committee* addresses grievances and makes appropriate decisions to protect rights and privileges of women.

Women Development Cell

Primary responsibility of the **Woman Development Cell** in the university is to promote gender sensitivity and equity amongst the students and faculties. The cell is responsible for developing gender-based programs, women safety and awareness events and workshops for gender sensitization. The cell also acts as a platform for developing the women's professional competences, thus equipping them with the vital skill sets to explore effectively their career potential.

Promoting Women Entrepreneurship and Innovation

The University has been making efforts to provide women with entrepreneurship platforms like the *Women Entrepreneurship Meet*, a unique platform for the overall development of women in entrepreneurship. This annual event provides women with opportunities for investment, incubation, mentorship, project acceleration etc.

Facilities for Women Development

To ensure the welfare of women within the campus, the University has developed essential facilities such as

- *day-care center* with caregivers, who look after the staff members' children.
- *Common rooms for girls* have been established in all the institutes, to provide right spaces for recess and recreation.
- The University has installed *CCTV cameras* which ensure a *safe-environmental campus for girls*.
- For the welfare of the local community women, *electric rickshaws* have been procured in the campus which are *operated by women drivers*.
- *Girls' Hostels* of the University are *supervised by female rectors* to ensure the safe and open environment for the girls residing in the campus.

Workshops & Awareness Programs on:



Others:

Women's day is celebrated with great zeal and spirits in the University every year. **The women achievers of the University in various domains of academics, research, culture and sports are felicitated** as a part of the celebration of the day. The University has conducted numerous activities such as talks on women empowerment by Padma Shri Sudha Varghese, sessions on reproductive health, gender stereotyping, workshops for female housekeeping staff on health care etc.

The **Head Psychologist in the University** is also a member of the **SHE team** formed by the Commissioner of Police of Vadodara for ensuring the safety of women in the city.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for 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 |
| Link for 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: Any Four of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Geo-tagged photographs of the facilities | View Document |
| Any additional 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:

Ensuring a sustainable and green campus is at the cornerstone of the University's effective practices for degradable and non-degradable waste management, treatment and disposal. The University has been making efforts which are dedicated towards ensuring a healthy campus environment. For wastes which are environmentally damaging, the University has restricted the use of harmful wastes such as plastic bags in all its establishments. In addition, in line with its principles for reuse and recycling, the wastes are further used by the University's institutes in disciplines such as architecture, design and engineering, to make instruments, eco-models, sculptures etc. The process of management and administration amongst other systems have been made digital so as to reduce the use of paper.

Specific facilities in the campus:

The process of waste management is carried out meticulously at the University level. To ensure the best convenience on the campus, the University has fixed dustbins at different locations for the students and faculties.

Waste Management steps includes:

- Solid waste management
- Liquid waste management

To ensure proper waste management system, University has set up a systematic waste segregation system. As the next step, COMPOST machine for organic waste management and recycling and 3.5 MLD SEWAGE TREATMENT PLANT for liquid waste management and recycling has been established.

Bio-Waste Management and disposal of hazardous chemical waste management:

For bio-waste management, the teaching hospitals have well-defined policies and measures in place. The University's teaching hospitals adhere to the legal compliance for handling biomedical wastes and an approval for the same has been taken from Gujarat Pollution Control Board (GPCB).

E-Waste Management:

For electronic waste, various methods and strategies for electronic waste management have been put in place. In line with this, the E-waste scrape is handed over to UNICARE the e-waste recycler management firm (under the MOU) annually to assure safe disposal and recycling of electronic waste of the University.

Institutional Biogas plant

The waste from campus messes and canteens is further channelized productively to generate Biogas with the help of a 85 + 25 cumm Biogas plant in the University. The generated gas is used as a source of energy in one of the messes in the University only.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for Geo-tagged photographs of the facilities | 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: All of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Geo-tagged photographs / videos of the facilities | View Document |

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of Plastics
5. Landscaping with trees and plants

Response: All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Geo-tagged photos / videos of the facilities | View Document |

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

- Green audit
- Energy audit
- Environment audit
- Clean and green campus recognitions / awards
- Beyond the campus environmental promotion activities

Response: Any Four of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Audit reports of the institution related to the metric | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: All of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Link for relevant geo-tagged photographs / videos | 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:

Inclusivity and unity in diversity are amongst the main pillars of the University's teaching and learning practices which have allowed the University to create within its campus a harmonious atmosphere of education for its students from all the states of India and diverse countries.

1200+ students from different countries and 6000+ students from states other than Gujarat are studying in the University, hence inculcating an inclusive environment.

Throughout the year, the University organizes initiatives centered on harmony, cultural, regional, linguistic and gender diversities as well socio-economic welfare.

Creating Harmony Amongst Students

With every new student that comes into the campus, the University organizes orientation programs and induction programs which brings students from various cultures and nationalities to a common platform.

Such an exposure is made possible through various events and activities such as cross-cultural communication workshops, competitions, cultural nights etc.

Students are enrolled in different classes on assorted basis. The University ensures the allocation of divisions and stay in hostels focusing on grouping students of different culture, caste and creed together to ensure exchange of thoughts, culture, acceptance and diversity among the students so as to develop tolerance and harmony among the diversity.

Mental Wellness and Student Support

INSIGHT cell headed by the University's head clinical psychologist, provides counselling and assistance to students from different castes, creed and country to adapt to the learning environment in the campus. This cell also conducts student support groups and gatherings where students get to share their campus experiences and support one another.

Cultural Festivals and Day Celebrations

As a way of making the learning experience worthwhile, the University celebrates the multi-cultural essence within the campus through an array of festivals and events. Annual cultural festival Dhoom allows the students to showcase their indigenous heritage through processions representing every state and country and other cultural exhibits. Days and festivals for all different regions and countries as well religious days of all faiths are celebrated throughout the year such as Ramadan, Christmas, Diwali, Ganesh Chaturthi, Pongaletc.

In Collaboration with the Indian Council of Cultural Relations, the University has also been conducting harmony promoting events with icons from across the world such South Korean musicals, Hakuna Matata from Africa, Ramayana performers from Srilanka etc.

Communal socio-economic diversity:

The University also seeks to ensure the protection and safeguarding of the marginalized groups by providing equal opportunities and a highly inclusive environment that looks after the socio-economic interests of students. Cells for SC, St and OBC and Minorities have been established which seek to ensure the upliftment of such groups and supports the students through various initiatives. The students are invited for admission and given equal opportunity and benefits without discrimination on basis of financial income, background, race, community, appearance, physical ability, color etc.

Promoting Linguistic Diversity

Events and activities such as Hindi Diwas, Essay, Poem, Slogan writing competitions are held with the goal to create awareness about different languages. The University has also established the language lab, a dedicated ICT powered facility for students to learn languages such as French, German and English

| File Description | Document |
|--|-------------------------------|
| Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |
| Link for additional 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

Response:

The constitutional values, and in particular the fundamental duties, have been at the core of the University's teaching and learning experience through its curricular and co-curricular activities designed to nurture every student into a responsible citizen. Throughout the academic year, a series of activities and events are organized so as to sensitize the students and employees in regards to the importance of the constitutional values such as service to others, respect for cultures, importance of democracy, safeguarding the environment, ensuring equality, furthering education, ensuring justice amongst others

Lok Tantra - Electoral Literacy Club

The University has established an Electoral Literacy Club that is dedicated towards inculcating among the students and employees the values regarding the importance of democracy by educating about the electoral process. Throughout the year, the club organizes a series of workshops, expert sessions, competitions on voter registration in collaboration with the district election officers. The club has been focusing on ensuring maximum voter registrations for eligible members, and providing the young voters with the right training and guidance through Campus Amassadors, NSS / NCC, etc.

Activities Organized Under the Club Include:



Community Service Activities

As a way to teach students and faculties regarding the importance of selfless services, the University conducts voluntary activities like volunteering for Lok Sabha Election helping Divyangjan, Election Voters Awareness Campaign, Volunteering for assisting Persons With Disabilities during the elections, Election duty for NSS Volunteers, Volunteering for flood relief activities, Volunteering for COVID-19 relief services and other social responsive activities such as joy of giving, blanket distribution, free medicine distribution, literacy drives for under privileged villagers have been executed by the students of the University. Students participate in various social government initiatives like Unnat Bharat, Swachta Pakhwada and other government drives.

Armed Forces Motivational & NCC

The Armed Forces Motivation Cell is a division of the University that is committed towards shaping, nurturing and motivating students towards recruitments in the armed forces (Navy, Airforce and Army). The cell conducts activities which are designed to educate students regarding the importance of the armed forces, provide guidance for the competitive exams. The cell conducts various activities and events such as expert talks with ex-majors, captains, soldiers as well as conducting field trips to Army and Air Force camps.

Gujarat Chhatra Sansad & Expert Sessions

To expose students with various personalities of National significance and importance, the University hosted the Gujarat Chhatra Sansad, a platform with the national icons in governance and national service. The platform featured informative sessions with icons such as Dr. Kiran Bedi, Former Chief Justice Ranjan Gogoi, amongst others. The University has developed PU Talks program where sessions with various personalities and social activists such as Shyam Sunder Paliwal, Padma Shri Prakash Amte and Dr Mandakini Amte have been held.

Days of National Significance

Days such as Independence Day and Republic day are celebrated with great zeal to pour the feeling of patriotism among the students along with quiz competitions and cultural activities.

| File Description | Document |
|--|-------------------------------|
| Link to details of activities that inculcate values, necessary to render students in to responsible citizens | View Document |
| Link additional information | View Document |

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: All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Institutional code of conduct and code of ethics | View Document |
| Details of the monitoring committee of the code of conduct | View Document |
| Any additional information | View Document |

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

The University has created within its campus a uniquely enriching diversity of cultures with students from 67 countries and all the states of India and for this reason the University makes efforts to celebrate the national, international commemorative days, events and festivals. The celebrations and events are designed in such a way that provides students with a platform to express their nationalism and to align with the global values.

Days & Festivals of National Significance and Other States of India

In addition to this, the University also celebrates festivals from various cultures, and days of religious significance. Throughout the year, festivals from South India, North India, East and Western India are held. Festivals such as Pongal, Onam, Lohri amongst others are celebrated by students of the native states. Such culture specific festivals allows the students of the University to come together and share their cultures and festivities through clothing, traditional foods art and sculpture amongst others.



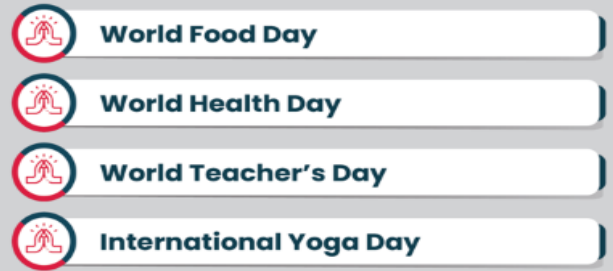
Academic Day Celebrations

In addition for the various disciplines which are offered, various festivities are also held which include



International Day Celebrations

To align with the global goals and agenda, the university goes on to conduct a series of International Day Celebrations which are centered on providing the students with an international exposure during the course of their programs and these include:



Foreign nations and their National Day Celebrations

In recognition of its global diversity, the University goes on to commemorate the national days of students from other countries. The University has developed a unique calendar of celebrations for the national days of students from across Ivory Coast, Zimbabwe, Zambia, Bhutan, Bangladesh, etc. Through these days the University exposes students to a wide array of culture, food, music and dance.

| File Description | Document |
|---|-------------------------------|
| Link for annual report of the celebrations and commemorative events for the last five years | View Document |
| Link for Geo-tagged photographs of some of the events | View Document |
| Link for additional information | 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:

The two best practices successfully implemented by the University are as under:

Holistic & Integrated Health care – “Health for All”

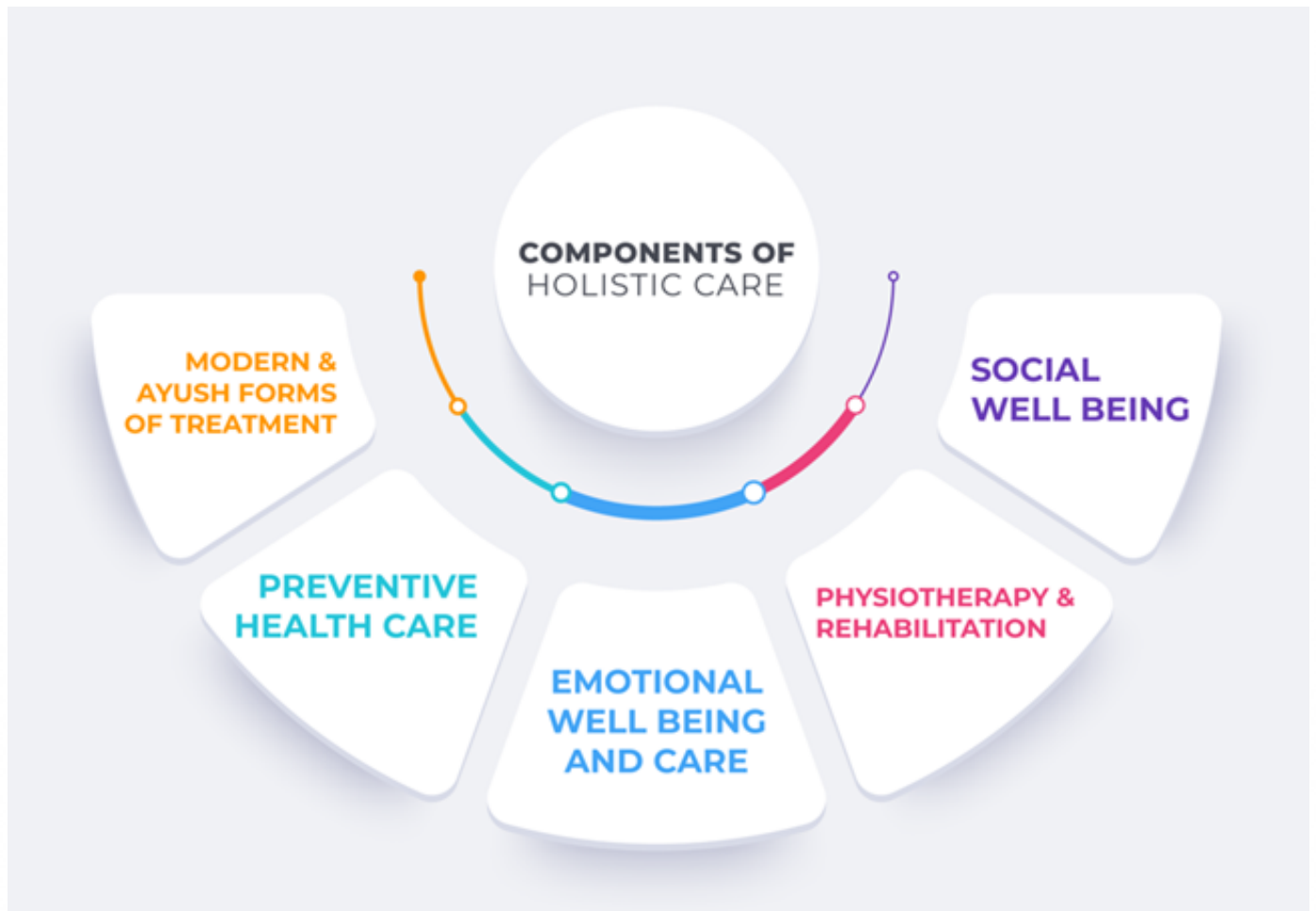
One of the major motives of the University has been to provide holistic and integrated healthcare to the society and align this motive towards the best clinical learning of the health science students in the University.

Through the seven teaching hospitals under the University which work with a broad vision of “Health for all”, a holistic care model has been developed across all the hospitals to ensure providing complete

physical, mental, social and spiritual wellbeing of all its patients.

It is correctly said that “We learn what we see and what we practice”, hence the same approach is getting inculcated in the thousands of students who receive clinical learnings in this hospital.

Components of Holistic care



Patients visiting all the hospitals, are provided with the best-in-class **Modern / AYUSH form of treatment** as per the disease condition. Many times, both the forms are integrated in order to give the best possible results, justifying the holistic care approach.

All the patients in need of **physiotherapy & rehabilitative care** are provided with the best-in-class physiotherapy, exercise therapy and rehabilitative services in a dedicated Physiotherapy & Rehabilitation department.

Preventive health care, being one of the most crucial components of holistic health, is given special importance and the hospitals of the University provide free health check-up and thalassemia testing for all the first-year students of the University. Further, under the “Parul Arogya Card” scheme, all the teaching & non-teaching staff of the University get health check services at discounted rates. Housekeeping staff, Drivers, canteen staff are also provided with free health check services at the hospitals of the University. Going beyond the campus, Parul Sevashram Hospital provides multiple health check-up services, ergonomics training, preventive health seminars to the neighbouring industries.

Emotional wellbeing & care is also an important component of Holistic health care specially in patients

with long term hospitalization in ICU, cancer patients, spine surgery patients etc. With its multiple initiatives like wellness sessions by Psychologist, music therapy in ICU, Yoga and meditation sessions in wards, Parul Sevashram Hospital ensures to provide a holistic experience to its patients.

Further Ayurved hospitals of the University provide all kinds of therapeutic and preventive treatments through the purest ayurvedic panchakarma procedures to all the patients admitted in various hospitals.

Dedicated Neurology & Neuro- Rehabilitation centre of the Parul Sevashram Hospital works in a completely **integrated manner** with Modern Medicine, Ayurved, Physiotherapy, Acupuncture, Rehabilitation therapies administered to patients through an efficiently integrated approach, leading to extraordinary results especially in patients of Stroke and Paralysis.

De-addiction center in the hospital also gives an opportunity to the faculty and students of Psychiatry, Psychology, Pulmonary medicine, Dentistry and others to work together towards an integrated management of the patients.

Postgraduate and Undergraduate **students of Ayurved and Homoeopathy courses are regularly posted in various departments of the 750 bedded Multispecialty Hospital, Parul Sevashram Hospital affiliated to Parul Institute of Medical Sciences & Research giving them an exposure to the Holistic care.** Similarly, students pursuing MBBS are posted in the Ayurved hospitals of the University during internship to expand their understanding regarding the strengths in the Indian forms of medicine.

Also, students from various other courses like Nursing, Physiotherapy, Psychology, BSc healthcare, Pharmacy are also posted in the hospitals as per the regulatory bodies to ensure sufficient holistic care exposure to these students.

Holistic Health Care during Covid Pandemic

The Covid pandemic presented unprecedented challenges before the entire health care system of the nation.

Parul University and Parul Sevashram Hospital stood strong contributing maximally in this battle. Parul Sevashram Hospital was a 600 bedded Dedicated Covid hospital, and Ayurved hospital of the University served as 100 bedded Covid care center. Out of the 600 beds, 380 beds were reserved for underprivileged patients giving completely free services, under collaboration with State government. More than 3000 patients were successfully managed in the hospital with the help of a holistic care approach. All the doctors, interns and students of modern and AYUSH hospitals worked together day and night with an integrated approach to benefit maximum patients. Patients were not only given treatment as per the modern medicine guidelines, but were also given AYUSH medicines, yoga and rehabilitative therapy, emotional wellness therapies and much more.

This novel approach of the hospital was appreciated with various awards.



CERTIFICATE OF EXCELLENCE

For The **Holistic Approach** by **ELETS Health**
in The 10th Healthcare Leaders Forum

SKOCH Award (Silver Certification) for Excellence in Healthcare
(For A **Holistic Care Approach to Combat Covid-19**).



Again, taking a sound grip on the preventive healthcare component, Parul Sevashram Hospital being a designated Covid Vaccination center has vaccinated more than 10000 people with the due Covid vaccine doses.

The doctors and students of the University made sure to publish the plenty of data available during the Covid Pandemic in form of relevant researches and nearly 7 Research articles on various covid related topics like “Mortality analysis of Covid patients”; “Protection offered by Covid -19 vaccine against morbidity & mortality due to Covid-19 infection” etc were published in reputed journals.

With its dedicated efforts towards attaining the “Motto – Health for All”, through its holistic care approach of management, Parul Sevashram Hospital is one of the well-known and reputed health care destination in the State of Gujarat, and hence attracts many students across the state to join health science courses at Parul University.

Global Learning and Internationalization at PU

Personality Development across stakeholders of an institution is inevitable when the normal classroom becomes a global classroom. A classroom that offers sessions by International Professors along with National ones becomes a strong learning environment for the students from all background and capabilities. A culture that strongly affiliates to imbibe the best practices from across the world is possible only when Faculty members travel for education and comes back to initiate positive actions. A student becomes a globally competent professional right after education when there is a global exposure opportunity during the academic tenure. Educating through Internationalisation prepares the youth towards more Globally Competent Skills thus making them more Employable in the current Global World (Global and Local). **This happens at PARUL UNIVERSITY when we connected with more than 80 International Universities across USA, UK, Europe, Russia, Asia and Canada. A dedicated department to handle Internationalisation and International student admissions help in ensuring that all possible opportunities and collaborations are explored and benefited by the students.**



Strongly believing this ideology of maximum global exposure for staff and students, Internationalisation has always been a constant focus at the University. Interacting with International students and faculties while experiencing the pedagogical practices along with the experiential cultural learning has been strongly deep rooted in the academic learning system thus making the later a wholesome experience.

The University sends more than 500 students every year abroad for various programs of Semester Exchange, Summer/winter schools or Further Education. With more than 35 International Summer Schools in place, students' study across the globe earning academic credits and global exposure. The University has established Erasmus+ Mobility Partnership with European Universities, which allows students to study a semester abroad with full funding/scholarship. Our students have also reaped the prestigious Lithuanian National Scholarship for a full semester several times. The major highlight of such mobility programs is the credit transfer along with the cultural exposure. Industry embedded programs also are offered and one such program is with Skoda Auto University in Czech Republic where students study the practical aspects of their subjects at Czech. **Several online programs to provide students with Internships and Expert sessions are designed and nearly 300 students have taken advantage of such International Online Programs during challenging times of COVID'19.** The University sends students for Masters and PhD research work also and partnership with Mainz University in Germany and UMons University in Belgium has provided such opportunity for one year for the University's students. More than 100 students can participate in the semester exchange programs each semester from Parul University at partner Universities mostly with tuition fees waiver category and academic credit mapping benefits. Students have won various project competitions during such summer schools and some have gained internship opportunities. The University's Indian Summer Schools hosted three times each year also is very popular among it's partner Universities in Europe and Russia. The University has received program grants from DAAD to host students from Germany and more than 60 students have participated in bilateral exchange. Programs like Young Entrepreneur Research Project organised for Swiss Students is a curriculum-embedded program at Bern University of Applied Sciences. Students from Canada, Russia and

Czech have participated in research-based projects during summer schools at the University.

Educating Teachers through International Exposure is one of the best workshops for understanding pedagogical practices for academics and research. **The University's students benefit when more than 100 teachers in a year take such experiential learning.** Professors from the University take part in Erasmus+ Mobility and visit Partner International Universities for sessions and research. **Nearly 10 Professors participate in such scholarship mobility every year.** The University offers experiential learning to the international community through International Week (a 5-day intensive program of networking and learning) and Visiting Professor Program (which involves inviting International Professors for teaching our students for one semester), thus making the local students aware of global practices, and creating long lasting bonding. **Receiving more than 20 Partner University representatives in a year makes it more valuable for the student community at the University.** The University has also organised International Conference in association with Partner University, WRUST, Poland thus enabling Professors and their research to come together on a common platform. International Professors from Partner Universities have also participated in Govt. conferences and events through Parul University thus contributing to the academia at large than only Parul University. International Professors have taken sessions for Technical Subjects, Cuisines, Business, Entrepreneurship etc and students have taken benefits of such sessions.

Research has been a constant endeavour and it has enabled the University to be a part of CABCIIN (a European Union funded 3-year Research Project with financial grant) and Royal Academy (A Funded Project partnership with Industry and UK Universities), which has brought in a lot of capacity building of staff members at the University. The University has hosted students from USA for Medical Internships, Switzerland for Nursing and from Belgium for Research in the area of Education through our Partner Universities. Innovative areas and ventures like, Hackathon event with ITMOU, Russia, Social Innovation Projects with International Companies in USA and COIL Programs in Social Work and Design with Canadian International Partner Universities have been developed to ensure skill development among students. Research at the University through such International and collaborative learning is published every year in a book form. Proposals are also sent for various Research Joint Projects with different countries. Professors at the University have also recently applied for Post-Doctoral fellowships, which are funded for 2-year programs.

We not only commit to fulfil the dreams of students while they are studying at the University, but we also work with them to achieve their dreams to study further and specifically when they want to study abroad. **Connecting them with Partner Institutions abroad in Canada, US, UK, Europe with scholarship benefits, for direct admissions, somewhere serves the University's interest of having its alumni Seek quality education abroad and also strengthens the collaboration between the Universities.** At the University, there have been students who have done bachelors in Indian with PU and taken semester exchange opportunity at Partner University going on to do full time Masters with complete scholarship at the same University. Thus, the Internationalisation at the University provides students with a pathway to continue their studies abroad after completing their education at Parul University.

Study Abroad process support along with **Language coaching is given to nearly 200 students every year** for continuing their higher education abroad. **Study Abroad Centre helps students to learn for clearing IELTS, Duo Lingo, French and German Language Examinations** for their admission process. **Nearly 400 students are enrolled in IELTS coaching.** Pathway programs created help students with scholarship and language benefits to study abroad. Connecting with Alumni students settled abroad is also a part of the Study Abroad process, thus helping students with end-to-end process.

Nearly 80 students were sponsored for free education at Parul University by respective government bodies of countries like Gambia, Rwanda, Ethiopia, Zimbabwe etc. The University has given tuition fees waiver to around 100 students from Nepal under Special Scholarship aid programs. International students arrive from across the world for their education at PARUL UNIVERSITY right from **Africa, Asia, Mongolia, Russia, Germany, Bolivia and Fiji** etc. International Admissions happen at all levels of education and PARUL UNIVERSITY has Govt. Sponsored Teachers for PhD programs.

It is very important for the University to be present in the global community as a member of Association of Common Wealth Universities and Euraxess, seeking opportunities at **EURAXESS and DAAD** and marking its presence at world summits like **NAFSA, EAIE and APAIE** etc. The University is also proud for its strengthened bonds with Embassies of Partner Countries. Major events of Internationalisation are graced by the presence of dignitaries from the Embassy Offices from USA, Europe and Canada. The International Relations Cell at PARUL UNIVERSITY, which is a central contact point for students to achieve their dream of Global Exposure, strives from 2013 to make students a globally competent citizen.

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| Link of the best practices in the Institutional web site | 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:

India aspires to become 5 trillion GDP economy by 2024 and this can be achieved by taking innovation, technology and start up as key instruments to gear up the socio-economic development process and adopting reformative policy approaches and making HEIs innovative and entrepreneurial in function. In line with this vision, the University has established Entrepreneurship Development Centre back in 2013 with the aim to shift its students' focus from Job Seekers to Job Providers. The goal is to encourage entrepreneurship and innovation at such a scale that significant number of students start their own businesses. In April, 2015 under companies' act 2013, PU registered Parul Innovation and Entrepreneurship Research Centre (PIERC) as an incubator to meet the larger objective of fostering the culture of entrepreneurship and innovation. A team of full time Dedicated Incubation Managers have been hired to strengthen the Regional Eco System promoting Innovation and Entrepreneurship Culture in the University. In order to strengthen the start-up culture in Vadodara city, a new accelerator unit has been established called **Vadodara Startup Studio**. It provides assistance in securing early-stage funding and, through its network of investors and partners enabling start ups to develop more swiftly, achieve product-market fit, and raise follow-on funding more quickly. It has another extension unit known as **Fab Lab** which is a technical prototyping platform for innovation and invention, providing stimulus for entrepreneurship. A **Tinkering Hub**, an advanced lab for AR/VR and IoT technologies has also been set up for students to gain exposure to such advanced futuristic technologies.

To reinforce innovation & entrepreneurship across the university, a student driven club called **Institute Innovation Club** has been established at each constituent institute of the University. The club consists of **Student Innovation Ambassador, EDC institute Faculty Coordinator**, Institute Dean/Principal and Central EDC Team. The club is in charge of leading projects and activities related to entrepreneurship and innovation at their particular institute.

The University's EDC every year organizes sensitization campaigns to orient all its students about Entrepreneurship, Innovation and Start-ups. Various inspirational talks, webinars, seminars, workshops etc are conducted on regular basis, giving students enough exposure and opportunities to work on their ideas as well as aspire others to do the same. The EDC also works on idea generation across the university by organizing **Idea Generation Boot Camps** which encourage the young minds to brainstorm towards real life problems that exist around them through their innovative thinking. The main aim behind organizing these camps is to teach students from grassroot level, about the idea generation and how students can use this knowledge to tap the right problem and convert their idea into a Start-up. The University has also introduced **Credit course on Innovation and Entrepreneurship** into mainstream curriculum. The University has sponsored **500 students** across various disciplines of the University for **Level Next paid program by IIM - Ahmedabad and Entrepreneurship Development Institute of India on Entrepreneurship, Startup and Innovation** this year. A President's Gold Medal is awarded to Best Startup from the Graduating batch in every convocation of the University to motivate the students.

GOVERNMENT GRANTED INCUBATORS AT UNIVERSITY

Name of Incubator & Amount Sanctioned

Parul Education Foundation

Rs 335 Lacs

Parul Innovation and Entrepreneurship
Research Center

Rs 235 Lacs

MedTech IT and Health Care Innovation Council

Rs 305 Lacs

Sanctioned by

Department of Science and Technology, Government of Gujarat

Another novel initiative known as **Startup support system** which aims to bring gap between start-ups and capital incentive service and consultancy required at early stage, is also in pipeline from current year. This will provide service in area of website and app development, legal and compliance services, photography/videography service, payment service, branding service and product design services.

From the last few years, the University has been organizing its Flagship events in the field of Entrepreneurship and Innovation, which are intended to act as a catalyst for the startups and budding entrepreneurs, ensuring effective support along with the proper mentorship in order to contribute to the Make in India campaign.

1. **Vadodara Startup Fest:** A platform to showcase innovative projects, ideas, products and startup by innovators. It provides opportunity to innovator to interact with students, faculties, industry experts and investors.
2. **Women Startup Meet:** The motive of this event is to boost women lead entrepreneurial ecosystem in Gujarat region and bring together aspiring women entrepreneurs, policy makers, mentors and students under one roof.
3. **Vadodara Hackathon:** This is an initiative which provide students a platform to solve some of the pressing problems faces by individuals or industries and inculcate a culture of product innovation and a mindset of problem solving.

4. **Vadodara Start-up Demo Day:** This is a platform provided to student start-up founders all over the Gujarat to pitch about their business to industry experts and Investors.
5. **Vadodara Kidovation Festival:** This is a new initiative of the university to provide platform to young school children to foster their creativity and curiosity and get the right support, mentorship and resources to realise their innovative ideas.
6. **Vadodara Toycathon:** This is an initiative to provide the students an opportunity to identify innovative toys and convert their ideas into reality and is in sync with the initiative taken under Aatma Nirbhar Bharat Abhiyan' to challenge student innovative minds to conceptualize novel Toy and Games based on Bharatiya civilization and history.

The incubation efforts have yielded results in the form that 150+ Startups are currently supported by the University's incubation Centre which has cumulatively created 1000+ employment and generated 20+ Crore revenue. **The University has received full star rating (4 Star rating) with Score of 100 out of 100 in Institution's Innovation Council (Year 2020-21) ratings by Ministry of Education's Innovation Cell, Government of India.**

Parul University is the only institution in Gujarat and amongst TOP 50 institutions across the country that is selected as a Mentor organisation by Ministry of Education's Innovation Cell, Govt of India under their Mentor Mentee program. 125+ student innovations have received the funding in last 1.5 years at an early idea stage through Government of Gujarat's Student Startup Innovation Policy and iHub, Gujarat initiatives. Amongst all the Mind to Market Challenges floated by iHub Gujarat, almost 70% of the winners and grant receivers are from Parul University.

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5. CONCLUSION

Additional Information :

Parul University (Overall), Parul Institute of Engineering and Technology, and Parul Institute of Architecture acquired **3 stars, 3 stars, and 4 stars respectively in Gujarat State Institutional Rating Framework** for the year 2021.

Best University Campus Award – 2016: University with "The Best Campus" Award at ASSOCHAM Education summit cum Awards 2016

Best University in Placements Award – 2019: Best University in Placements by ASSOCHAM during the Assocham National Summit on Skilling India- The Way Forward Awards 2019

Parul University is recognized by Department of Scientific & Industrial Research.

Parul Innovation and Entrepreneurship Research Centre (PIERC) a start-up Incubator supported by Directorate of ICT & e-Governance, Department of Science and Technology, Government of Gujarat under Electronics and IT/ITeS Start-up Policy, to promote student start-ups and innovation, is established.

Parul Education foundation (PEF) a start-up Incubator focusing on building strong support systems to fuel school innovations and launch them in the market with the support of dedicated resources is established.

Parul University is recognized by various councils such as **Central Council of Homeopathy, Ministry of AYUSH, Pharmacy Council of India, Medical Council of India, Central Council of Indian Medicine, Indian Nursing Council, Ministry of Health & Family Welfare, University Grants Commission, Bar Council of India, All India Council for Technical Education, Association of Indian Universities (AIU).**

University provides equal opportunities for development to male and female staff and students maintaining gender equanimity.

University has generated chartered in various technical/ non-technical fields by Industry Experts Students/ Faculty Exchange Programs in collaboration with various renowned International Universities in various parts of the world.

University offers series of activities through training and placement cell for enhancing performance of the students in campus recruitment drives.

A platform of PU talks (inspirational talks by real life achievers) to ensure all round development of the students and faculties.

The University received a prestigious international research project from Royal Academy of Engineering, UK in collaboration with L & T and University of Surrey. Many research projects funded by Indian Council of Medical Research, DST, DBT are functional in various institutes.

Concluding Remarks :

Parul University has adopted a highly practical, solution based academic system, with a comprehensive curriculum designed to offer the much-needed solutions in Science, Medicine, Arts, Business, Engineering and Fine Arts. In this era of globalisation, both the cultural boundaries and the national dynamics are gradually becoming more transparent by the day, and in this regard, the university has created a global atmosphere, through strategic network of partners across Europe, Asia, Africa, the Middle East and America.

Parul University offers students the most enriching global exposure by enabling to take part in a wide range of exchange programs, in Europe, Asia, America, Arabia, and Africa. Our strategic international ties, have transformed Parul University into a global village, where students learn the vital tools to navigate the globalized world.

The university does not merely provide degrees to its students. Instead, it takes the role of developing and shaping the attitudes, beliefs and ideologies of the students, to assimilate and disseminate knowledge amongst humanity. Hence, the University offers programs where students are given an opportunity to engage deeply with the surrounding communities and gain an invaluable insight into their socio-economic issues Innovation through modular curricula, Inter/multidisciplinary approach etc.

The university, having all the health science courses and amongst the largest health science students under its ambit, offers the finest holistic healthcare learning experience to its students.