



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOKUL GLOBAL UNIVERSITY

**GOKUL GLOBAL UNIVERSITY NR GRSL, SUJANPURA PATIYA SIDHPUR
384151**

www.gokuluniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gokul Foundation Trust founded in 2009, was established with a commitment to selfless service to society, focusing on the career development of individuals. This charitable trust bears its key responsibilities to impart, facilitate and manage educational institutions for raising the standards of living. The primary objective being to align professionally with global standards in higher education and the industries of the next century.

Gokul Global University was established on 23rd March 2018, through the enactment of Act No.8/2009 by the State Government. It is approved under section 2(f) by the University Grants Commission. The University, along with its sister institutions at Siddhpur, a philanthropic organization and a high-tech multidisciplinary education campus, is an initiative by a large number of industrialists and technocrats, noble farmers, and affluent businessmen for the mission of “**Social Upliftment through Education**”. The University campus is spread over 18.96 acres in a rural area of Patan district, North Gujarat region.

The university encompasses a total built-up area of 53,308.73 square meters and caters to over 4,000 students, supported by approximately 255 teaching and 154 non-teaching staff. Committed to delivering outcome-based, industry-focused education, the institution fosters an inclusive environment to meet the diverse needs of students, faculty, and staff. It offers a wide array of programs, including Graduate, Postgraduate, Integrated and Ph.D., spanning fields such as Engineering & Technology, Commerce & Management, Computer Science, Ayurveda, Homoeopathy, Law, Pharmacy, Sciences, Arts, Humanities & Social Sciences, Nursing, and Physiotherapy.

The university takes great pride in numerous initiatives facilitated by its Industry-supported Centers of Excellence viz.

- Gokul Infratech Private limited
- Gokul Agri Markets Infrastructure Private limited
- Gokul Corporate Services Pvt. Ltd.
- Gokul Minex Private limited
- Gokul Solvex Private limited
- Professional Commodity services Private limited
- Gokul Nutrients Pvt. Ltd.
- Gokul Green energy Private limited
- Gujarat Gokul Power Limited
- Siddhnath Exports Private limited
- Profitline Securities Private limited
- Gokul Agri International Limited
- Gokul Refoils and Solvent Ltd.

Statutory Approvals

- UGC
- AICTE
- NCH

- NCISM
- PCI
- INC
- GNC
- BCI
- GSCPT

Membership

1. Association of Indian Universities (AIU)
2. International Standard Organization (ISO)

Vision

Consummate growth of the Society through excellence in education, research and extension with building generations of highly employable, entrepreneurial and socially responsible global citizens.

Mission

To emphasize on all round development of the students aiming at producing not only capable and competent professionals, but also good individuals with inculcation of human values, sense of belonging and sense of responsibility.

Quality Statement:

It shall be the constant endeavor of the University to deliver global standards of excellence in all its core and allied operations and remaining accountable for national values and objectives of establishment through process of self-evaluation and continuous improvement.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Multidisciplinary University with State-of-the-art infrastructure.
- Innovative, Integrated and Value-Based Education System with CBCS across all programs.
- Strong emphasis on development of entrepreneurial spirit
- Skill-based Education through the Faculty of Skill Development.
- Innovation through Startup and Incubation Center.
- Extensive use of ICT resources.

- Provision of holistic education with strong multidisciplinary foundation using beyond classroom activities, social work and community engagement.
- Curriculum blended with social service and community outreach activities.
- Financial assistance for research, faculty exchange, and professional development programmes.
- Robust grievance redressal mechanism, student support system, mentoring programme, counseling and guidance services.
- Academic articulation agreements and strong industry interface.
- E-governance through Information Management System
- Environmental and green campus initiatives.

Institutional Weakness

- Limited progress in filing patents and commercialization of research.
- Few international students and faculty members.
- Limited inter-disciplinary research and inter-department integration.
- Reliance on student fees for revenue.
- Limited international internship.

Institutional Opportunity

- The fast pace of development by the university can be capitalized upon.
- The quality of education at affordable cost can attract students.
- The tie-ups and collaborations can yield good results.
- The strong industry interface can be further leveraged.
- Rural upliftment and societal interactions can have a strong social impact.

Contributing to the Govt. of India's mission, viz. Startup India, Digital India, Make in India, Swachh Bharat, Atma Nirbhar Bharat and green energy initiatives for the sustainable development of the nation and society. The university is committed to continue the same in the interest of nation and society.

Institutional Challenge

- The University aims at matching international standards in higher education while maintaining the requirements of national statutory/regulatory authorities, which is often difficult.
- The University aims at keeping pace with global developments in academic research, pedagogical innovations and fast-changing technology in higher education, which requires substantial resources.
- Attracting brilliant faculty and talented students to join the University.
- Maintaining proper balance between teaching and research.
- Attaining academic excellence without sacrificing values.
- Achieving paperless working in the University.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The university's curricular philosophy is actualized through the definition of program outcomes, program-specific outcomes, and course outcomes, emphasizing the expected competencies of professionals. Rooted in the foundational principle of thinking globally and acting locally, the institution's innovative curriculum ensures program relevance to national, international, local, and regional developments. Outcome-Based Education is a focal point, aligning clear goals and learning outcomes with the institution's mission.

Curriculum development prioritizes the needs of students, academia, industry, and society while incorporating the latest advancements in respective fields. Benchmarking against peers and regulatory body requirements ensures the innovation and relevance of various program curricula. The inclusion of discipline-specific electives and the CBCS provides students with tailored options aligned with their interests and goals.

Programs encompass courses on gender sensitivity, human values, ethics, community outreach, environment, and sustainability. Value-added courses, focusing on holistic development, are integrated, along with application-oriented components like internships, projects, and fieldwork to enhance employability and entrepreneurship skills. Skill-based courses and programs on innovation and entrepreneurship further contribute to practical knowledge.

To bolster continuous development, the university offers after-school advanced software training programs taught by industry professionals. Encouraging participation in physical education, sports, yoga, and cultural activities underscores the institution's commitment to holistic student development.

Outcome-based assessments and stakeholder feedback inform continuous curriculum improvement. Rigorous consultation with experts, industry leaders, and policymakers, facilitated by the Academic Council and Board of Studies, ensures university's commitment to dynamic and responsive curricular structures.

Teaching-learning and Evaluation

The University takes pride in its diverse student body, hailing from various regions and backgrounds, addressing to diverse learning needs. The institution's high demand ratio reflects its commitment to value-based education and quality teaching.

Maintaining an optimal student-faculty ratio, the university cultivates a student-centric learning environment with a strong emphasis on experiential learning. Faculty members, who are both qualified and experienced, leverage Information and Communication Technology through the Learning Management System to enhance teaching effectiveness.

The robust mentorship program ensures continuous student support, contributing to impressive enrolment ratio of 85.46% and 88.3% admissions against reserved seats, aligning with state government policies.

The institution encourages participation in co-curricular activities for advanced learners while providing extra classes, support, and motivation for slow learners. Maintaining a healthy student-faculty ratio of 18:1, with over 94% full-time faculties recruited against sanctioned posts.

Faculty members utilize ICT tools emphasizing active learning and participatory techniques for enriched student experiences. The university has developed an indigenous CMS system to ensure transparent processes throughout all examination phases. The average result declaration time is below 20 days, with only 1% average grievance rate regarding evaluation. The University Exam Section, under the direct supervision of the University Registrar office, monitors and controls examination-related activities through the CMS System.

Orientation programs and detailed course introductions educate students on outcomes, and evaluation pattern. In conclusion, the university upholds commitment to diverse learning, quality teaching, holistic student development, evident in its innovative approaches, robust mentorship, and transparent examination processes.

Research, Innovations and Extension

The University has implemented a comprehensive research policy to foster a culture of innovation among its faculty and students. Aligned with UGC guidelines, the policy provides guidance, support, grants, funding, awards, and promotions to facilitate effective research conduct and publication while safeguarding intellectual property rights. Strategic investments in state-of-the-art research labs and incubation centers have garnered substantial non-government research funding.

The institution has earned 120 awards for research and innovations, maintaining ethical standards through a research council, ethics committee, and plagiarism checks. Support is extended through faculty guidance in research paper publication and presentation at various forums. The University actively encourages researchers to seek grants and funding for disseminating findings through reputable channels. Outstanding achievements are rewarded through awards, promotions, and acknowledgment, with Intellectual Property Rights governing ownership and usage.

To boost research, the University provides seed money, disbursing Rs. 55 lakhs to 53 faculties in the last 5 years, and currently 4 Junior Research Fellows are currently enrolled. Securing Rs. 51,008,642 in research funding for 36 projects from non-government sources, the institution emphasizes research ethics through coursework, an Ethics Committee, and a Research Council. It manages academic integrity with plagiarism-

checking software.

The University has registered 6 patents, 4 Ph.D. awards, 374 research papers, and 158 books/chapters, generating a revenue of 2.5 crores through corporate training. In extension activities, 145 initiatives address societal needs, community development, and social responsibility, supported by 45 functional Memoranda of Understanding for collaborative research and extension efforts. This showcases the University's commitment to impactful contributions beyond academic boundaries.

Infrastructure and Learning Resources

University stands as an academic stronghold in North Gujarat, flourishing across its sprawling 18.96-acre Green Campus adorned with 1200 trees and 150 plant species. The Classrooms are equipped with ICT facilities, fostering contemporary teaching methods through audio-visual media and an institutional Learning Management System. Technical departments feature well-equipped laboratories and a Moot Court for the Law faculty.

The campus dedicates ample space to cultural activities in auditoriums, theaters, and multipurpose grounds. Sports complex with indoor and outdoor facilities, NCC training, yoga classes, medical facilities, gymnasium, ensures students' well-being and growth.

The Learning Resource Centre serves as an academic hub, rich repository of resources, high-bandwidth internet access, and electronic gateways. The Library's serene ambiance, equipped with computer stations, study spaces supported by Wi-Fi connectivity and an Online Public Access Catalogue (OPAC) for efficient resource exploration.

The university's IT policy underscores the responsible use of its network, emphasizing academic purposes and stringent monitoring for security and compliance. With network operating at 1 GBPS and sophisticated firewall protection, the institution guarantees a secure and efficient IT environment. A dedicated team of technical personnel maintains, upgrades IT infrastructure, facilitating academic activities and providing support during labs.

University prioritizes top-tier physical facilities, ensuring functionality and cleanliness across buildings, classrooms, libraries, labs, and sports complexes. ICT Centre manages computer systems, surveillance, software, while stringent fire safety protocols ensure occupant safety. Housekeeping services maintains conducive learning atmosphere, backed by an extensive transport network, 24-hour medical services, and an efficient online complaint system for prompt issue resolution.

Student Support and Progression

The Gokul Global University has a strong support system to help the students with all kinds of needs. The university enables students to pursue their academic ambitions without the burden of financial constraints, through its own scholarship program and also facilitates the application processes for scholarships and free ships from governmental and non-governmental organizations.

Recognizing the importance of career guidance, the university conducts counselling services. Students are equipped with the tools to navigate competitive examinations such as NET, SET, AIBE, Judiciary exams, and

more. Seminars on soft skill development, communication enhancement, and life skills enhance employability and instil essential human values in students.

The University maintains an unwavering stance against grievances through its Grievance Redressal Committee. The Anti-Ragging Committee plays a pivotal role in implementing and overseeing the anti-ragging measures.

The Corporate Relations and Placement Office of the university play a pivotal role in forging strong connections with industries. This has resulted in a network of partnering organizations, ensuring placement opportunities for students. The office also monitors the progression of students into higher education, placements and entrepreneurial ventures.

The University encourages students to participate in cultural and sports activities. The student council ensures the execution of various activities on campus.

The University has an international office catering to the needs of international students. This office deals with admission processes and other support systems for international students.

The alumni have contributed immensely. The practical experiences shared by alumni contribute significantly to the development of entrepreneurial and leadership skills among current students.

Governance, Leadership and Management

The university is dedicated to ensuring effective governance by adhering to established models in alignment with UGC and other statutory bodies' guidelines. Acknowledging the imperative of continuous growth, institution emphasizes unique management strategies that are democratic, consultative, and participative, involving all stakeholders in decision-making processes.

Institution is led by the Provost, supported by Registrar, Controller of Examinations, and Deans of faculties in academic and administrative matters. The Academic Council and the Board of Governance, chaired by the Provost, serve as supreme bodies, periodically gathering views and suggestions to ensure the smooth operation of the university. Additional bodies, such as the Boards of Studies, Deans' Council, and Faculty, make significant academic decisions, adhering to statutory provisions for democratic decision-making.

The administrative structure is well-connected, with decentralized functions delegated to Deputy Registrars, Assistant Registrars, Superintendents, and others. A participatory management culture is fostered, employing both top-down and bottom-up approaches to implement policies effectively. Faculty input guides curriculum design, teaching methodologies, and general administration at the department level. Student representatives contribute to departmental societies.

University boasts an Internal Quality Assurance Cell, led by IQAC Director. The IQAC proactively reviews the university programs and policies to enhance teaching and research. Regular interactions among Department Heads and Faculties, encouraged by the IQAC, facilitate internal quality analysis and implementation of ameliorative measures.

University distinguishes itself through its dedication to efficient governance, inclusive management practices,

and a forward-looking strategy that places importance on academic brilliance, research advancements, and active collaboration with diverse stakeholders.

Institutional Values and Best Practices

Gender sensitization is actively pursued through both co-curricular and curricular activities. Statutory Committees such as Women's Development Cell, Internal Complaint Committee are established by the University. Equal Opportunity Cell and Lady Advisory Committee are formed as well. The institution prioritizes the safety and security of women on campus, employing CCTV cameras at key locations from the main gate to various building premises and day-care services are available on campus for children of teaching and non-teaching staff.

The university demonstrates a commitment to environmental sustainability by incorporating alternate energy sources and energy conservation measures. Solar panels are installed on building terraces, and the institution promotes eco-friendly transportation methods like bicycles and battery-operated vehicles. The use of efficient lighting, such as LED and sensor-based bulbs, further contributes to electricity conservation efforts.

Effective waste management practices are in place, with a contract for cleaning and housekeeping services. The university has established systems for waste disposal, including partnerships with companies for solid and biomedical waste management. Water conservation initiatives are evident through the presence of large water tanks and proper drainage systems for rainwater on building terraces.

Quality audits, including green, energy, and environmental audits, are conducted regularly to ensure compliance with sustainability standards.

The University campus is equipped with amenities that prioritize accessibility, including ramps, accessible washrooms for Divyangjan, tactile paths, and assistive technology.

The NSS unit at university serves as a platform for students to engage in community work and contribute to nation-building. Expert-led special lectures are regularly conducted to enlighten students on the significance of the Indian Constitution, encompassing its fundamental rights, duties, values, and the responsibilities of citizens. The NSS unit conducts various activities aimed at the development of rural society, seeking to establish a symbiotic relationship between the university and rural India by providing knowledge and practices that address the development needs of the community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	GOKUL GLOBAL UNIVERSITY
Address	GOKUL GLOBAL UNIVERSITY NR GRSL, SUJANPURA PATIYA SIDHPUR
City	Sidhpur
State	Gujarat
Pin	384151
Website	www.gokuluniversity.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor (in-charge)	Sunil G Joshi	02767-224855	9879112560	02767-22347 5	registrar@gokuluniversity.ac.in
Registrar	Himmatsinh Rajput	02767-220975	9316526584	02767-22347 5	ceo@gtc.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	23-03-2018
Status Prior to Establishment, If applicable	Constituent College
Establishment Date	18-03-2018

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	07-05-2021	View Document
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	GOKUL GLOBAL UNIVERSITY NR GRSL, SUJAN PURA PATIYA SIDHPUR	Urban	18.96	53308.73	UG, PG, PhD		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	115380_12961_1_1691830200.PDF	
PCI	115380_12961_6_1701407450.pdf	
INC	115380_12961_7_1701406835.pdf	
BCI	115380_12961_8_1691830427.pdf	
CCIM	115380_12961_10_1701406633.pdf	
CCH	115380_12961_9_1693738516.pdf	
COA	115380_12961_18_1701407872.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	31				32				196			
Recruited	25	6	0	31	22	6	0	28	96	100	0	196
Yet to Recruit	0				4				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				154
Recruited	132	22	0	154
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				30
Recruited	20	10	0	30
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	23	6	0	19	5	0	39	45	0	137
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	2	0	0	3	1	0	56	54	0	116
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	None	None	None

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	2223	0	0	14	2237
	Female	956	0	0	5	961
	Others	0	0	0	0	0
PG	Male	774	0	0	2	776
	Female	462	0	0	0	462
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	618	0	0	0	618
	Female	50	0	0	0	50
	Others	0	0	0	0	0

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

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	92	0	0	1	93
Female	37	0	0	1	38
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Architecture	View Document
Arts Humanities And Social Science	View Document
Ayurveda	View Document
Commerce And Management	View Document
Computer Science And Applications	View Document
Doctoral	View Document
Engineering	View Document
Homeopathy	View Document
Law	View Document
Nursing	View Document
Paramedical	View Document
Pharmacy	View Document
Science	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Gokul Global University offers Undergraduate, Postgraduate, Post graduate Diploma and doctoral programs in the field of Engineering, Management, Computer Applications, Pharmacy, Science, Commerce & Management, Arts humanities & Social Science, Homeopathy, Nursing, Agriculture, Physiotherapy & Law which making it multidisciplinary in terms of the streams of education. The Gokul Global University has taken
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significant steps to implement multidisciplinary and inter-disciplinary courses in line with the National Education Policy 2020. National Education Policy-2020 (NEP 2020) is a new platform for cultural and educational development of India. It is one of the key initiatives undertaken by the Hon'ble Prime Minister of India Shri Narendra Modi to create a new India. NEP-2020 has created a new dimension by integrating modern and global educational techniques with Indian Knowledge System. This policy will add to the continuum of the overall development of the nation. The Government of Gujarat and its Education Department are committed to an effective implementation of the NEP-2020 and prepared a booklet of 'Standard Operating Procedures' (S.O.P.) for the same. This booklet is useful for HEIs for the effective implementation of NEP. Gokul Global University also offers various open courses, such as Human Values and Ethics, Personality Development, Basics of Computer Applications and Language Studies, etc for all-round and holistic development of the students. A center for Entrepreneurship was established at the university in 2018 to foster an entrepreneurial culture and nurture the young minds for creating an entrepreneurship aptitude by organizing series of workshops on Entrepreneurship where distinguished entrepreneurs encourage the students for their entrepreneurial journey by providing all the necessary support, contributing to nation-building by creating jobs and offering unique solutions to the society. There have been initiatives towards SSIP and innovation ecosystem as well. As per the recommendations of NEP-2020, the University has started offering a 4-year undergraduate program in Bachelor of Arts, Commerce, Computer Science and Pure & Applied Science with Honors degree, having multiple entry and exit options, effective from the Academic Year 2023-24. Overall, Gokul Global University's preparedness for multidisciplinary and interdisciplinary courses demonstrates its commitment to providing students with a comprehensive education that prepares them for the challenges of the 21st century. The University's focus on developing students' intellectual, aesthetic, social, physical, emotional, and moral capacities through its curriculum is aligned with the National Education Policy 2020 and reflects its dedication to promoting

<p>2. Academic bank of credits (ABC):</p>	<p>academic excellence and innovation.</p> <p>Gokul Global University has been registered as an institutional member for the Academic Bank of Credits (ABC) recommended by the Government of India and has taken initiatives to fulfill the requirements of ABC. The University organized an orientation program for the use of Digi-locker for Academic Bank of Credits (ABC) to familiarize administrative personnel, including Assistant Registrars, Deputy Registrars, Administrative Officers, and Nominated Mentor/Coordinators, with the process flow of ABC and student registrations. The University has also encouraged the students to create their ABC IDs, and the total number of ABC registration till date is 2647. The University has started uploading the degree certificates and grade cards of the alumni to the National Academic Depository (NAD)/Digi locker to facilitate them to avail the benefits of multiple entries and exit programs. The University has uploaded a total of 2708 degree and diploma certificates of students who have been awarded degrees/diplomas from the academic year 2018-19 onwards. For the undergraduate program under NEP 2020, the University has already started the process of creating a curriculum in compliance with the Curriculum & Credit structure. Feedback on the curriculum is welcomed from the faculty and is examined by the Board of Studies. Furthermore, a webpage has been made for the understanding of ABC. (https://www.gokulglobaluniversity.ac.in/about/nad-abc) that includes a brief about NAD and ABC, guidelines to create ABC account IDs, videos for awareness about Digi locker and ABC, and a video for retrieval of documents (grade card/degree certificate) from Digi locker.</p>
<p>3. Skill development:</p>	<p>The Faculty of Skill Development was established in 2021 to prepare a trained youth force to fulfill the growing demand for skilled personnel in India and elsewhere. It is also an effort to provide the required "scale" and "speed" in order to give India the favorable environment it needs to reach its targets for skill development. In order to provide skill-based and vocational courses in addition to traditional education. The University has adopted the National Skill Qualifications Framework norms. The Regulations for the Award of Diploma, Advanced</p>

Diploma, and Bachelor of Vocational Degree Programs have been framed according to the NSQF guidelines. Here are some key features and aspects of objective skill development courses.

Targeted Learning Objectives: These courses typically have well-defined learning objectives that outline the specific skills participants will gain by the end of the program. These objectives serve as benchmarks to measure the success of the learning experience.

Practical Application: Objective skill development courses often emphasize practical application over theoretical knowledge. Participants are encouraged to apply what they learn in real-world scenarios, promoting a deeper understanding of the subject matter.

Industry-Relevant Content: The content of these courses is tailored to meet the demands of specific industries or fields. This ensures that participants acquire skills that are directly applicable to their professional needs, making them more competitive in the job market.

Hands-on Training: Many objective skill development courses include hands-on training, workshops, or projects to allow participants to practice and reinforce their newly acquired skills. This experiential learning approach enhances retention and mastery of the material.

Assessment and Certification: To gauge the effectiveness of the learning experience, objective skill development courses often include assessments, quizzes, or practical evaluations. Successful completion of the course may result in a certification, providing tangible evidence of the skills acquired.

Flexibility and Accessibility: With the rise of online education, many skill development courses offer flexibility in terms of scheduling and accessibility. Participants can often access course materials at their own pace, making it convenient for working professionals or individuals with busy schedules.

Feedback and Continuous Improvement: These courses may incorporate feedback mechanisms to allow participants to receive constructive criticism and improve their skills. Course providers may also use feedback to enhance the content and delivery of the program.

Universal Human Values: Sessions on “Discover Yourself through Bhagavad Gita” in association with ISKCON, “Integrated Personality Development Course” (IPDC) in association with BAPS, and “Ethics & Values” in association with Brahmakumaris were organized to inculcate a sense

	<p>of pride in our unique legacies that are sustainable and strive for the welfare of all. GGB has signed Memorandum of Understanding with the NSDC International for international migration skill training and placement services. The university has also applied for non-funded partnership with NSDC to facilitate and avail services such as PAN India Network of NSDC, accredited Partner Training Institutes including schools and colleges, facilitation of international market opportunities through NSDC International Limited (a 100% Subsidiary of NSDC) and Industry partnerships for apprenticeships as well as employment opportunities.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The subject 'Culture Heritage of Gujarat' is being run as an additional subject in the Arts Faculty of Gokul Global University. These topics covered in this course showcase the enriched Indian knowledge traditions. Gujarat's cultural landscape is adorned with a plethora of festivals, art forms, and rituals. The state's most famous festival, Navaratri, showcases exuberant Garba and Dandiya Raas dances, accompanied by rhythmic music that reverberates through the nights. Gujarat has a rich and diverse cultural heritage that reflects the history, traditions, and artistic achievements of the region. The university celebrates these festivals on campus. The students are being educated regarding our cultural heritage through such celebrations. Here are some key aspects of the cultural heritage of Gujarat:</p> <p>Traditional Arts and Crafts: Patola Weaving: Gujarat is renowned for its exquisite Patola silk sarees, known for their intricate geometric patterns and vibrant colors. Patan is particularly famous for this traditional weaving art. Bandhani: The art of tie and dye, known as Bandhani, is widely practiced in Gujarat. The textiles produced through this technique are colorful and often used in traditional attire.</p> <p>Festivals and Celebrations: Navratri: The nine-night festival dedicated to Goddess Durga is celebrated with great fervor in Gujarat. It involves energetic dance forms like Garba and Dandiya Raas, where people dance in colorful attire. Uttarayan (Makar Sankranti): The kite festival of Uttarayan is a major celebration in Gujarat. The sky is filled with vibrant kites of various shapes and sizes during this time.</p> <p>Cuisine: Gujarati cuisine is known for its diverse and vegetarian offerings. Dhokla, Khandvi, Thepla,</p>

	<p>Undhiyu, and Fafda are some popular dishes. The state's cuisine reflects a mix of sweet, spicy, and tangy flavors. Architecture: Gujarat boasts architectural marvels such as the Sun Temple in Modhera, the Rani Ki Vav stepwell in Patan, and the Jama Masjid in Ahmedabad. The state has a mix of Hindu, Islamic, and Jain architecture. Historical and Religious Sites: Language and Literature: Gujarati is the official language of the state, and Gujarati literature has a rich tradition. Renowned poets and writers like Narsinh Mehta, Akho, and Govardhanram Tripathi have contributed significantly to Gujarati literature. Music and Dance: Gujarati folk music and dance forms are vibrant and lively. Garba and Raas are traditional dance forms performed during festivals, while Bhavageet is a genre of emotional and philosophical songs. Gujarat's Role in Indian History: Gujarat has a historical significance as it is the birthplace of Mahatma Gandhi. The Sabarmati Ashram in Ahmedabad, where Gandhi lived, is now a museum dedicated to his life and teachings. The cultural heritage of Gujarat is a tapestry woven with traditions, arts, spirituality, and a rich history, making it a unique and fascinating part of India's diverse cultural landscape.</p>
5. Focus on Outcome based education (OBE):	<p>The goal of outcome-based education is closely linked to the graduate attributes that Gokul Global University has defined. These qualities of graduates are: Essential proficiency in the core domain, employability, inventiveness, entrepreneurship, community engagement, cultural competency and acceptability. After implementing outcome-based education, Gokul Global University conducted a workshop to increase faculty awareness of the concept and its efficacy. This was followed by a brainstorming session of the leadership to discuss how to incorporate OBE into the design of curricula, pedagogical activities, and assessment rubrics. The emphasis at Gokul Global University is on learning and this is a crucial distinction. At the conclusion of a program or course, students' knowledge, abilities, and other qualities are more valuable than the content or method of instruction. To ascertain precisely what students should be able to do after completing a course or program, Gokul Global University's faculty members began deliberating over the Course Outcome (CO), Program Outcome (PO), Program</p>

	Specific Outcome (PSO), and Program Educational Objective (PEO).
6. Distance education/online education:	<p>Online education is an important component as a teaching pedagogy to supplement the expertise of teacher in the specialize subject also for providing the value-based education and enriching the curriculum. The university's teachers have actively contributed to this shift by developing e-books, presentations, and audio-video course content, all accessible through the institutional Learning Management System (LMS). Video lectures, hosted on both the institutional website and YouTube, ensure widespread availability for students seeking additional resources. Different faculties in the university such as Faculty of Commerce and Management, Faculty of Engineering, Faculty of Science, Faculty of Paramedical, Faculty of Law, ITI, Faculty of Ayurveda, Faculty of Nursing, Faculty of computer science, 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 set up Learning Management Systems which offers as a repository of audio and video lectures developed by staff members on various subjects offered in multiple disciplines. This resource empowers students to engage with course material at their own pace, promoting a deeper understanding of the content. The flexibility of LMS modules facilitates both self-based learning and tutor-guided instruction, contributing to a well-rounded educational experience.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Electoral Literacy Club (ELC) has been setup in the Gokul Global University in 2022 and is functioning along with National Service Scheme (NSS). The Registrar is the Chairperson of the ELC with NSS Program Officer as the faculty coordinator. Two students are also appointed as Student Coordinators. 100 students are members in the club. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.</p>
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the students' coordinator and coordinating faculty members were appointed by the Gokul Global University NSS Cell. The ELC is functioning with the following objectives: 1. To create awareness and interest among faculties and students through awareness activities and camps. 2. To educate the targeted populations about voter registration, electoral process and related matters. 3. To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. 4. To help the targeted unaware people understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 5. To facilitate voter registration for its eligible members who are not yet registered. 6. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'. 7. To motivate the students to participate in the ELC activities.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following are the Initiatives undertaken by the ELC of the Gokul Global University. Right to Vote - Pledge Right to Vote - Awareness in the Institution and in nearby villages Right to Vote - Poster Competition to College Students Right to Vote - Participation in Assembly Election duty Right to Vote - Promotion of ethical voting Right to Vote - Promotion of voting among senior citizens Right to Vote - Special camp for Training and integrity of the Electoral process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<ul style="list-style-type: none"> • The Gokul Global University NSS Cell, has arranged facilities in the premises to conduct training programs to the College Teachers by the District Election Officer. • NSS Volunteer Students of the Gokul Global University actively participate the Govt. programs in electoral process. • Out student Mr. Ashok Mahendrabhai Parmar has received an appreciation from the District Election Officer for voter's day awareness program.
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<ul style="list-style-type: none"> • The students above 18 years age are persuaded to be the registered voters through awareness camps and pledge. • The Gokul Global University NSS Cell – ELC conducts year-wise camps for the same.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4436	4194	3511	1890	865
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1305	1252	749	280	0
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
202	178	109	55	38
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 323

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1046.33	617.43	465.92	507.20	668.39

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, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

The Gokul Global University is dedicated to fostering highly skilled and proficient individuals through its academic programs, strategically designed to address developmental needs at the local, national, regional and global levels. With this objective in view, the university has embraced outcome-based education as a core strategy since its inception.

The various institutes and departments within the university have systematically crafted and updated their program curricula and syllabi, considering feedback from diverse stakeholders such as students, alumni, employers, industry experts, and peers from other academic institutions. This process aligns with the university's vision and mission. Curriculum development has been an evolving process at the university, with all academic programs subject to regular reviews on a semester or yearly basis. The emphasis is on creating curricula that cater to the dynamic needs concerning the development aspects of society, nation and the global community as a whole.

Curriculum development at the university has been a process of integrating several provisions and practices. The university adheres to the norms and standards set by regulatory bodies like the University Grants Commission, All India Council for Technical Education, Pharmacy Council of India, Bar Council of India, Central Council of Physiotherapy, among others, during curriculum preparation. Stakeholder opinions, especially from employers hailing from different regions and from the alumni, are actively sought throughout the curriculum design and development stages, aligning with current employability requirements. Finally, relevant inputs from prominent national institutions are also incorporated into the curriculum. All the above inputs in conjunction, form the guiding factor for defining the Program Outcomes (POs), based on which each institute or department formulates its Program Specific Outcomes (PSOs) and Course Outcomes (COs).

The proposed curricula, in alignment with these POs, PSOs and COs, are planned and framed. These documents undergo rigorous deliberations by the Board of Studies (BOS). Any recommendations or modifications suggested by BOS members are incorporated and presented to the Faculty Board, eventually reaching the Academic Council for final approval. Upon approval, the curriculum and syllabi are implemented and made available on the university's website, for wider access and dissemination by all the stake holders.

The university's objective is to consistently update the curriculum, focusing on employability, entrepreneurship, and skill development in line with professional and industry needs. Curriculum revisions aim to enhance students' higher-order thinking, problem-solving abilities and knowhow of the

latest industry-relevant technologies. The university's curriculum, based on the concept of 360 Degree Education, prioritizes the acquisition of knowledge, technical skills and communication skills, seeks development of personality, character and leadership qualities among other virtues, emphasizes on teamwork as well as instilling a sense of responsibility towards the nation and society in general.

The consistent creation or modification of the curriculum by the university's constituent institutes ensures that students acquire relevant knowledge, technical skills, and are industry ready. The university is committed to benchmarking its programs with reputable national and international academic institutions, integrating interdisciplinary approaches to provide comprehensive learning on technological aspects, human values, gender and environmental issues in both national and global contexts.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The institution's curriculum is developed and implemented by keeping employability, entrepreneurship and skill development of the learners in main focus. This commitment is evident in the alignment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) of the various programs offered. The institution takes a proactive approach to ensure that its educational offerings address the evolving demands of the job market and entrepreneurial landscape by regularly updating course syllabi to meet contemporary requirements.

Offering a diverse array of programs, the institution places a strong emphasis on enhancing employability, fostering entrepreneurship, and developing essential skills among its students. Each educational course is meticulously designed to strike a balance between theoretical knowledge and practical applications, promoting hands-on learning and the cultivation of problem-solving skills. Recognizing the integral role of employability skills, the institution prioritizes attributes such as effective communication, teamwork, leadership, adaptability, and critical thinking. The aim is to produce graduates who can seamlessly transition into the workforce and contribute meaningfully to their respective fields.

In addition to the broader institutional focus, there is a specialized course that addresses key aspects for professional and personal growth in the 21st century. This comprehensive program covers employability skills, constitutional values, professionalism, digital, financial, and legal literacy, diversity and inclusion, English and communication skills, customer service, entrepreneurship, and preparation for jobs and apprenticeships.

Upon completion of this program, students acquire a diverse skill set and are capable of:

- Creating a career development plan and identifying well-defined short- and long-term goals.
- Utilizing the acquired skill set for securing job, estimating futuristic requirements and creating a pathway for adopting a continuous learning mindset for personal and professional development.
- Finding avenues in industries, judging trends and available opportunities using different learning and employability-related Government of India (GOI) as well as private portals by understanding their utility.
- Writing notes, paragraphs, letters, and emails with appropriate language, correct grammatical usage and proper communication in print as well as conversation.
- Using techniques like critical, adaptive and creative thinking, problem-solving and time management to enhance learning experiences.
- Discerning the role and significance of personal values like ethics, honesty, integrity, compassion, dignified conduct in life and appreciating the importance of virtues like self-awareness, emotional awareness, spiritual awareness, social and cultural awareness.
- Understanding and professing constitutional values, civic rights & duties, citizenship values and social responsibility.
- Adopting an eco-friendly approach for self and society.

The departments within the institution, such as the Ayurveda college, the Faculty of Arts, Humanities & Social Sciences and the Faculty of Commerce & Management offering the Bachelors and Master's program in Business Administration have specialized courses catering to specific areas like language and literature skills, business & spiritual entrepreneurship, business strategy and many other relevant to their respective disciplines.

The diverse and technically updated curriculum, along with the comprehensive approach ensures that the institution's curriculum remains not only academically robust but also relevant to the evolving needs in the local, national, regional and global contexts.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 86.56

1.2.1.1 Number of new courses introduced during the last five years:

Response: 1095

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1265

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document

1.3 Curriculum Enrichment**1.3.1****Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum****Response:**

The University has taken a comprehensive approach to integrate cross-cutting issues such as professional ethics, gender sensitivity, human values, and environmental sustainability into its curriculum. The incorporation of specific courses and practical activities demonstrates the institution is fostering a holistic development approach for its students.

Acknowledging the significance of soft skills in readying students for their prospective careers, the institution places a strong emphasis on Professional Ethics. This dedicated course equips students with essential tools to navigate the intricate ethical challenges they might face in their professional journeys. Furthermore, the institution underscores its commitment to instilling ethical values by actively engaging students in social development activities, such as partnering with NGOs and orchestrating health-related events. Notably, similar courses on Professional Ethics are also integrated into programs like LL.B., emphasizing broad reach of ethical education across various disciplines.

Gender sensitivity is a key focus, with the integration of a course on "Women Entrepreneurship" in the MBA program. The hands-on experiences provided through fieldwork, community outreach, and gender sensitization activities under the Lady Advisory and Internal Complaints Committee (LA & ICC) allow students to confront real-life circumstances. The institution's efforts extend beyond the academic realm, encompassing events like quizzes, competitions, and programs aimed at raising awareness about gender-related issues. The reconstitution of the Lady Advisory Committee into the LA & ICC further emphasizes the commitment to fostering a congenial working environment for female faculty and

students. Programmes like "Awareness on Sexual Harassment at Workplace", "Laws related to Women", "An Orientation on Behavior and Discipline of Girl Students", "Violence against women-Safeguards-awareness of women laws", among others were conducted in last five years.

Human values are deeply embedded in the curriculum through a specialized course titled "Professional Ethics and Human Values." The practical application of these values is evident in students' active involvement with NGOs, participation in blood donation camps, health check-up initiatives, and endeavours promoting environmental awareness. The college mandates all students to participate as volunteers in NSS/NCC programs, instilling values, ethics, and a sense of social responsibility. Active contributions to societal well-being through street plays, awareness campaigns, and debates have become a consistent practice.

The curriculum extends its influence on broader societal issues through courses on Human Rights and Constitutional Law integrated across various programs. Emphasizing the importance of legal and ethical frameworks, these courses contribute to nurturing a just and equitable society.

In alignment with the recommendations of NEP-2020, university has introduced a 4-year undergraduate program with Honors degrees in Arts, Commerce, Computer Science, Pure & Applied Science, providing multiple entry and exit options effective from the AY 2023-24. The curriculum, aligned with the NEP 2020, offers open courses like Human Values and Ethics, Personality Development, Basics of Computer Applications and Language Studies.

University's visionary approach to education encompasses not only academic excellence but also the cultivation of ethical values, gender sensitivity, and a commitment to societal well-being through this holistic curriculum.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 67

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc.	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 84.31

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 43

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 51

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis and its report to appropriate committee/bodies	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 85.46

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2232	1989	2313	1532	1171

2.1.1.2 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1897	1837	2073	1222	865

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 84.32

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
978	922	974	554	386

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1093	974	1133	750	573

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The institution plays a pivotal role in shaping the academic journey of students. Assessing their learning levels is fundamental to ensuring a balanced and inclusive educational environment. A multifaceted approach is employed to evaluate and support students, addressing the diverse needs of both advanced and slow learners.

The academic departments have devised a strategy for assessing students at the onset of their academic

journey. This initial evaluation categorizes students into slow and advanced learners based on distinct criteria, forming the foundation for tailored support and enrichment. This personalized approach sets the stage for a dynamic educational landscape that accommodates the varied learning needs of students.

For students identified as slow learners, the institution has implemented specific support strategies to bridge the gap in their understanding. Individual counseling, remedial coaching and additional notes are provided to address their unique challenges. Group discussion sessions and encouragement in non-academic activities such as NSS and sports aim to create a supportive and inclusive environment for their holistic development. The internal examinations serve as checkpoints, allowing teachers to gauge progress and adjust support accordingly.

On the other hand, advanced learners are encouraged to delve deep into the syllabus, aiming for high marks and success in competitive exams. They are motivated to maintain journals or diaries to track their progress, fostering a sense of self-awareness and responsibility. The institution recognizes and celebrates academic excellence by awarding Gold Medals during the Convocation ceremony, reinforcing the importance of dedication and hard work.

Faculty members play a crucial role in this process, prioritizing patience and accessibility. They make themselves available through various channels, including in-person interactions, phone calls, emails, and social media. This accessibility creates a conducive learning environment where students feel supported in their academic journey.

Moreover, the institution promotes collaborative learning through peer tutoring by seniors and mentors. Proficient students are encouraged to take on mentoring roles, assisting their peers with explanations and notes. This peer-to-peer learning not only enhances the understanding of the subject matter but also fosters a sense of camaraderie among students.

To further facilitate improvement, corrected assignments and answer scripts are shared with the students, promoting self-reflection and identification of areas that need enhancement. This feedback loop encourages a proactive approach to learning, empowering students to take charge of their educational progress.

In terms of specific activities, slow learners benefit from individual counseling, remedial coaching and supplementary notes. Involvement in group discussions and extracurricular activities provide a well-rounded approach to their development. For advanced learners, activities include advanced notes, seminars, participative learning sessions, experimental learning opportunities like industrial tours, projects, assessments and group discussions. These activities not only enhance their academic capabilities but also contribute to the development of their overall personality.

Institution's commitment to assessing and supporting students at different learning levels reflects a dedication to creating an inclusive and dynamic learning environment. By implementing tailored support strategies and providing diverse opportunities for enrichment, the institution ensures that every student, whether slow or advanced learner, is empowered to reach their full potential.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 21.96

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The teaching-learning process is characterized by a diverse range of pedagogical approaches across faculties, emphasizing experimental, participative and problem-solving methods. In the Faculty of Law, students engage in simulated courtrooms, applying legal principles to practical cases, fostering an experimental understanding of the legal system. The students of Faculty of Nursing participate in clinical rotations, actively applying theoretical knowledge to patient care scenarios, promoting hands-on learning.

The Faculty of Commerce and Management faculties encourage participative learning through case studies, group discussions, and business simulations. Problem-solving skills are honed through real-world business challenges, preparing students for dynamic corporate environments. The Faculty of Science employs experimental methods, with students conducting laboratory work and research projects to reinforce theoretical concepts.

The Faculty of Ayurveda and the Faculty of Homeopathy integrate experiential learning by exposing students to clinical settings, encouraging active participation in patient care and diagnosis. The Faculty of Pharmacy emphasizes problem-solving through practical applications of pharmaceutical knowledge, ensuring graduates are equipped for the challenges of the industry. Physiotherapy students actively

participate in clinical exercises and real-life scenarios, enhancing their problem-solving skills.

The Faculty of Arts and Humanities foster experimental thinking through creative projects and participative discussions, encouraging students to explore diverse perspectives. In the Faculty of Computer Science and Applications, problem-solving is central, with students engaging in coding challenges, software development projects, and collaborative problem-solving exercises.

The Faculty of Engineering employs hands-on experiments, encourages active student participation, and fosters critical thinking through problem-solving methodologies. This dynamic pedagogical approach aims to cultivate practical skills, enhance collaboration, and prepare students for real-world engineering challenges.

Across all faculties, the university-level teaching-learning process is characterized by integrating theory with practical application. This diverse and comprehensive educational methodology prepares students for the complexities of their respective fields, emphasizing critical thinking, creativity and adaptability.

Top of Form

The faculties utilize ICT-enabled tools across all departments to elevate the teaching-learning process. The adoption of these tools is evident in various faculties, each employing strategies tailored to their specific disciplines.

1. **Online Resources:** Teachers across faculties leverage academic journals, e-books, research databases and educational websites. This broadens the scope of course materials, providing students with comprehensive and up-to-date resources.
2. **Social Networking Sites:** Recognizing the influence of platforms like Facebook, Twitter, and LinkedIn, faculties create engaging and interactive learning environments. Dedicated groups or pages on these sites facilitate informal communication, collaboration and community-building among students and teachers.
3. **Blended Learning Platforms:** Google Classroom is a key tool embraced by Gokul Global University. It serves as a centralized hub for distributing assignments, sharing materials, and facilitating online discussions. This fosters seamless collaboration between teachers and students, allowing for real-time feedback and personalized learning experiences.
4. **Complete Adoption of ICT-enabled Tools:** Faculty members actively explore and employ various educational technologies, including multimedia presentations, interactive simulations, virtual laboratories, and video conferencing. These tools enhance engagement, making complex concepts more accessible and promoting active student participation.

The integration of learning experiences with technology prepares students for the demands of the digital age to thrive in an interconnected world.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

In the pursuit of student development, our university has embraced an effective Mentor-Mentee Scheme designed to address both academic and psychological aspects of student life. This innovative program goes beyond traditional mentoring models, aiming to create a supportive ecosystem where students thrive academically and nurture their psychological well-being.

Academic Mentorship:

Our Mentor-Mentee Scheme begins with a focus on academic excellence. Each student is paired with a dedicated academic mentor, a faculty member who provides guidance tailored to the individual's academic needs and aspirations. These mentors serve as a vital link between students and the academic avenues available on campus, helping them navigate the complexities of their chosen field of study.

The academic mentorship process involves regular one-on-one meetings where students can discuss their academic progress, set goals, and receive personalized advice on coursework, research opportunities, and career paths. The mentors, drawing on their expertise, also assist mentees in identifying and overcoming academic challenges.

To further enhance academic support, mentees are encouraged to participate in peer-to-peer learning initiatives facilitated by the mentorship program. This collaborative approach not only strengthens students' understanding of academic concepts but also cultivates a sense of community and shared success within the student body.

Psychological Support and Guidance:

Recognizing the importance of mental health in the overall well-being of students, our Mentor-Mentee Scheme places a strong emphasis on addressing psychological issues. Beyond academic concerns, mentors are trained to identify signs of stress, anxiety, and other mental health challenges that students may face in their campus life.

Regular wellness check-ins are incorporated into the mentorship program, providing a safe space for mentees to discuss their emotional well-being. Mentors, equipped with resources and referrals to counseling services, serve as a bridge between students and mental health professionals, ensuring that no student feels isolated in their struggles.

To foster a positive and inclusive environment, mentorship activities extend beyond the academic realm. Social events, group discussions, and team-building exercises are organized to create a sense of camaraderie among mentees, promoting a support network that extends beyond the mentorship sessions.

Outcomes and Impact:

The implementation of our comprehensive Mentor-Mentee Scheme has yielded tangible positive

outcomes. Academic performance has seen a notable improvement, with mentees reporting increased satisfaction with their educational experience. The emphasis on mental health has resulted in a more resilient and emotionally aware student community, reducing the stigma associated with seeking psychological support.

The success of the program is further evidenced by the retention rates, as students participating in the Mentor-Mentee Scheme are more likely to persist through challenging academic periods. The sense of belonging and purpose instilled through mentorship has contributed to a thriving campus culture where students are not only academically successful but also emotionally equipped to navigate life beyond the classroom.

The institution's Mentor-Mentee Scheme addresses both academic and psychological dimensions to nurture well-rounded individuals ready to face the challenges of the modern world. Through innovative mentorship initiatives, we continue to foster a supportive and empowering educational environment that prioritizes the growth and flourishing of each student.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 69

2.4.1.1 Total Number of Sanctioned year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
259	222	173	98	51

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 52.01

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 168

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 8.05

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 1626

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	17	16	18	13

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

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

Response: 0.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	18	13	8	5

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4396	4180	3492	1866	865

File Description	Document
List the number of students who have applied for re-valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	View Document
Copies of the purchase order and bills/AMC of the software.	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The University has meticulously documented and disseminated the learning outcomes, both generic and program-specific, as well as graduate attributes. The institution has undertaken a comprehensive process, including consultation with various stakeholders, to outline the outcomes for each program it offers. This exercise aligns with the objectives of the National Assessment and Accreditation Council (NAAC). The university also adheres to the provisions of regulatory bodies and council such as PCI, NCH, GNC, NCISM, BCI, GSCPT, INC 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. All courses offered by university and the stated outcomes are approved by Academic Council.

The learning outcomes are achieved primarily through the method and practice of teaching which includes the optimum utilization of resources in terms of human capital, laboratory facilities and ICT aids. The syllabus is prepared based on the course outcomes. It includes objectives, content, textbooks, practicals and references, lecture outlines, and evaluation patterns for better dissemination by stakeholders.

The learning outcomes are also integrated into the assessment process, forming an intrinsic link between teaching, learning, and evaluation. The assessment process serves as a robust mechanism to gauge the attainment of these outcomes, and also a means for continuous improvement in the academic framework.

The students are apprised of the objectives and expected outcomes during the post admission Orientation Programmes and by each course instructor. The Dean(s)/Principal(s) explain the importance of POs and PSOs along with the evaluation pattern for course outcomes to the students during the orientation program. The COs, POs and PSOs are also discussed by the teachers in the classrooms in their respective institutes. Programs are conducted for the students in every academic year by the respective Institutes to convey the POs, PSOs and CSOs. The learning outcomes are precise, effective, realistic and reflected clearly in the learning outcomes of each program. Students are provided with copies of syllabus and course outcomes in each course.

All the institutes maintain a file containing the list of Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) of all courses offered by the program. The learning outcomes are also reviewed regularly by examiners and experts in the Departmental meetings as well as the Board of Studies and IQAC. To achieve the learning outcomes in University's health sciences programs, various methods and systems have been established for assessment which include Formative Assessment, Bed Side Exams, Observation of Log Books, Community Posting, Hospital Internships amongst other forms, and the usual end/mid semester examinations, practical exams, internships, projects, dissertations, etc.

The program outcomes, program specific outcomes and course specific outcomes are publicized through various channels and mentioned on the website. They are also included in the brochure and in students' booklets.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 96.02

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

Response: 1253

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.97

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Gokul Global University and its constituent colleges consistently update their research facilities and have a clearly defined policy for the promotion of research, which is diligently implemented. It is available on the institutional website. The university has instituted the Gokul Global University Research Council to uphold high standards of integrity and accountability in academic research in line with UGC guidelines. Emphasizing the importance of nurturing and elevating research activities, the university has established modern laboratories and supporting infrastructure to create an enabling environment for a robust research culture.

Fostering innovation, knowledge creation, and academic excellence is a priority, and the university's policies encourage collaboration among researchers within the institution, with other academic institutions, and industry partners to facilitate interdisciplinary research. The university has outlined a comprehensive action plan that includes the following policies to support and promote research facilities and activities:

1. Formation of research committees at both university and constituent college levels.
2. Guidance and support for research paper publication, as well as paper presentations in workshops, conferences, and seminars.
3. Provision of financial assistance in the form of seed grants, research grants, and funding opportunities.
4. Incentives for the completion of research publications, book publications, and the attainment of Ph.D. degrees.
5. Implementation of an intellectual property rights policy.
6. Offering research scholarships, including Junior Research Fellowships (JRF) and Senior Research Fellowships (SRF).

The university's Research Committee oversees the overall functioning and activities related to research, ensuring that the policies and facilities in place support researchers in various disciplines. These policies include guidance and support for publishing research papers, encouragement for researchers to seek grants and funding, recognition and rewards for outstanding research achievements, and the establishment of intellectual property rights policies. Additionally, the university provides funding through JRF and SRF to support researchers in their endeavors.

The Gokul Global University Research Council plays a pivotal role in creating a conducive and supportive environment for researchers. It ensures the maintenance of research facilities, provides access to necessary resources, and implements a systematic approach to acknowledge and promote research excellence. By incorporating these elements into the university's research promotion strategy, the University is committed to fostering an environment that supports ongoing research and cultivates a culture of continuous improvement and innovation.

The research policy document distinctly specifies the procedures for financial support sought by teachers and students. This includes detailed format to apply for project grant.

The institution has a well laid out policy for Intellectual Properties. It clearly mentions the purpose, objectives and application terms. Terms and conditions for ownership of the intellectual property as well as copyrights have been specified as well. The confidentiality of trade secrets has been also considered. The condition for undertaking innovations and subsequent application for patents has been dealt with adequately. Finally, the issue of technology transfer and royalty sharing has been also included, making it a comprehensive document. The ethical and legal issues like conflict of interest, infringements, damages, liability and indemnity insurance have been also taken into consideration.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

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

Response: 11

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
23.97	15.5	7.29	8.24	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document

3.1.3

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

Response: 0

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 100

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 4

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 4

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 510

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years

Response: 0.11

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

Response: 36

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
E-copies of the grant award letters for research projects sponsored by government agencies.	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The university has an ecosystem for innovations, including an incubation center for both students and faculty members. The Incubation Center is to facilitate students' conversion of ideas into technological innovations. An IPR cell has been established, which takes initiatives for raising awareness about Intellectual Property Rights (IPR). Other efforts aimed at creating and transferring technology and knowledge have been made.

At University, there exists an innovation ecosystem for both students and faculty members, with the incubation center at its focal point. It encourages individuals to propose and develop their ideas, leading to the creation of new technologies or products. Proposals are solicited from both students and faculty, and after careful examination, grants are allocated.

The positive outcomes of these endeavors are visible.

The university has signed a MOU with the Gujarat Knowledge Society for the implementation of the SSIP 2.0 within the state. The university adheres to the Student Startup and Innovation Policy of the Government of Gujarat, an initiative aligned with the national programs such as Make in India, Startup India, Digital India, Atal Innovation Mission, well in line with the objectives of the National Innovation Council.

The key objectives of SSIP include:

1. Developing a student-centric innovation and pre-incubation ecosystem.
2. Creating an environment that fosters creativity and provides end-to-end support for idea execution.

3. Enhancing the internal capacity of educational institutions and key components of the innovation ecosystem.
4. Establishing pathways from idea generation to market implementation.
5. Providing a common platform to showcase, support and scale innovations.

As a part of this policy, over a span of five years, the government intends to build the capacity of at least 200 educational institutions in the state to have a robust pre-incubation facility for student and alumni startups and innovations. Introduced in 2017, by the end of Phase III implementation, the government has endorsed 24 universities and 52 institutes in the state as SSIP Nodal Centers.

GGU, designated as an SSIP Nodal Center under Phase-I (2012–2027), commits to spending Rs. 1 crore over five years, supplemented by a Rs. 1 crore government grant.

The funds support various SSIP activities, such as establishing an innovation center, a pre-incubation process, a tinkering lab, awareness programs, workshops, and mentoring. The primary focus is on funding innovative projects, developing PoCs and prototypes, and filing patents. The development of new laboratories and the upgrading of existing ones is a continuous process at GGU. Laboratories are equipped with the latest tools and technologies that facilitate research and prototyping activities.

As a part of the activity of SSIP, an IDEATHON was organized on March 13, 2023, where proposals were invited from the students of constituent colleges of the university. The total number of participants was 61, and the prizes were distributed to the first, second, and third winners. The projects of the winners would be further sent for approval under SSIP.

The university, with its commitment to NEP would also take initiatives for studies on Indian Knowledge System (IKS).

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	View Document

3.3.2

Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years

Response: 31

File Description	Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document

3.4.2

Total number of Patents awarded during the last five years

Response: 6

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant	View Document

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 4

3.4.3.1 How many Ph.D s were awarded during last 5 years

Response: 4

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

Response: 1

File Description	Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document

3.4.4

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 1.15

3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years

Response: 373

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Institutional data in the prescribed format (data template)	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.48**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 156

File Description	Document
List of chapter/book with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4.6*E-content is developed by teachers :*

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

Response: A. Any 5 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.7

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

Response: 0.88

3.4.8

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

Response: 1

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 251.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	9.50	0	31.20	210.48

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

The Gokul Global University has been actively engaged in diverse extension activities aimed at bridging the gap between academia and society. These initiatives align with the commitment of the university to community development, knowledge dissemination, and fostering mutually beneficial relationships with various stakeholders. Gokul Global University undertakes extension activities and outreach programs in its neighbourhood community to sensitize students to social issues and promote their holistic development. The objective is to promote societal and community activities to sensitize students and to shape the students, faculty, and staff into responsible citizens of the nation and imparting the all-round development of students in each vertical.

Overview of Extension Activities:

1. **Health and Wellness Programs:**

Health Camps: The university has organized weekly, monthly, and quarterly health camps in collaboration with local healthcare providers through its various constituent colleges. These camps offered free medical check-ups, consultations, and health awareness sessions, benefiting community members in each camp.

Mental Health Workshops: Several workshops were conducted to address mental health issues among students and the community, with experts providing guidance on stress management and mental well-being.

2. **Educational Outreach:**

Collaborative efforts were made with nation-wide institutions to offer educational seminars, career guidance sessions and motivational talks for students, as a part of their holistic development.

Awareness Programs: The university-initiated awareness programs, catering to the educational needs of neighbouring communities.

3. **Environmental Sustainability Initiatives:**

Tree Plantation Drives: Regular tree plantation drives were organized by planting of trees within university premises and outside the university in the surrounding areas.

Swachh Bharat Abhiyan Campaign: Awareness campaigns were conducted to educate community members about the importance of cleanliness, hygiene under the Swachh Bharat Abhiyan campaign.

4. **Blood Donation Camps**

Camps were organized to encourage voluntary blood donations and raise awareness about the critical need for blood to save lives in medical emergencies and for patients undergoing treatments.

Students and faculty from constituent colleges participate in a variety of initiatives, which sensitize them towards social issues and bolster their commitment for the society. Some of them are:

- Awareness program to attain the Swachh Bharat vision
- Cleanliness campaign in local villages
- Green Environment and Tree Plantation
- Awareness programs on government welfare schemes like drug abuse, road safety, etc.
- Cancer awareness sessions
- Women's health check-up and screening camp
- Celebration of International Women's Day
- Programs on gender sensitization and related issues
- World Yoga Day celebration
- Hygiene and Environment Awareness
- National Youth Day celebration
- Road safety awareness campaign

- NSS Day celebrations
- Blood donation camps
- Eco-friendly activities
- International Disability Day activities
- Awareness programs on AIDS and its prevention
- Awareness programmes on Schizophrenia and its prevention
- Mental health awareness programmes

All these activities have a positive impact on the students. They help to develop student community relationships, leadership skills, and self-confidence. It has also helped in cultivating the hidden personalities of students and creating awareness among them. The overall outcome has been the holistic development of the students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 109

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
42	39	9	12	7

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.7 Collaboration

3.7.1

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

Response: 47

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

Gokul Global University has a green campus sprawling across 18.96 acres of land. More than 1200 trees and about 150 species of plants make the campus scenic and rich in biodiversity.

Different types of classrooms are available on the campus. Each classroom is fully equipped with a projection system and Wi-Fi facility that allows the use of an institutional Learning Management System (LMS) for contemporary teaching pedagogies using audio-visual media. The minimum area of each classroom is 78 sqm. Tutorial rooms are smaller in size and equipped with ICT facilities. In all, there are 235 classrooms/laboratories/seminar halls on campus.

Technical Institutions of the University have well-equipped laboratories with their experimental setup, analytical equipments and their required simulation software. The faculty of Engineering features the bulk of the laboratories. The Civil Engineering department houses the laboratories on Heavy Structures and Earthquake Engineering. Laboratories in the Department of Mechanical Engineering include CNC Machine equipped Mechanical Workshop, Bosch Rexroth Automation Lab, Smart Foundry and Rapid Casting Lab. All the computer laboratories of the University are well-equipped computer laboratories for UG and PG studies. All the machines are connected via a fibre-optic cable network to provide high-speed LAN as well as wireless connectivity. University has Language laboratories with special modules for Listening, Speaking, Reading and Writing skill assessment of students to enhance student employability through communication skills.

The University has established the “Gokul Global University Centre of Innovation & Startup” which focuses on boosting ecosystem for NextGen entrepreneurs. GGU is a Nodal Centre supported by SSIP initiatives of the government for fostering innovative ideas. The Faculty of Law has a state-of-the-art Moot Court.

Adequate facilities are available on the campus for cultural activities, yoga, games, and sports. A cluster of conference halls and auditoriums is available on campus to organize various events of students and cultural activities. The capacity of spaces range from 1000 seats to auditoriums. The University also hosts a theatre with a seating capacity of 500 seats.

The university actively promotes sports and fitness amongst students as well as staff. A well-equipped sports complex with indoor and outdoor sports facilities is available in the campus. The outdoor facilities include a football ground, handball court, basketball court, kho-kho court, an open tennis court and a cricket ground. The indoor facilities include badminton, table tennis, carom and chess. The university also has yoga, gymnasium and fitness centers. The university regularly appoints coaches and trainers for the students. Sports & Games meets are organized regularly in the university and students across the departments participate in them.

Apart from the above, a multipurpose ground of area 8180 sqm. is available at the campus where different activities like cultural events, technical exhibitions, photography exhibitions, technical expos, religious events etc. are organized on a grand scale.

In case of any medical emergency, an Ambulance service is available 24 hours a day on campus. Also, the campus is equipped with the latest hardware and software like CCTV cameras for security.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 31.4

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
432.24	261.04	113.36	50.12	181.07

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The University has developed a library spread across all its constituent institutes with all required academic resources, fortified with a high-speed internet facility with wide bandwidth and electronic gateways. These gateways facilitate the seamless sharing of electronic learning and teaching resources among researchers, teachers, and students.

A library budget ensures the procurement of these resources, making them readily accessible to both students and faculty. There is a continuous effort across the constituent institutes to expand the acquisition of electronic library resources, aligning with the evolving needs of the academic community.

The library offers an environment conducive to focused study, the library offers a tranquil space for students. Equipped with computer stations and study areas, it provides a comprehensive computational facility that extends online and internet services to faculty, research scholars, and students. All libraries and reading rooms are equipped with Wi-Fi connectivity to facilitate seamless access to digital resources.

To streamline and automate its services, the Gokul Global University Learning Resource Centre utilizes the Library Automation Software "SOUL 2.0," fully automated since 2018. The Online Public Access Catalog (OPAC/Web OPAC) serves as the primary tool for accessing the extensive library collection. The library website serves as an informative platform, providing details about available resources, rules, and regulations.

The Gokul Global University Learning Resource Centre has adopted Enterprise Resource Planning (ERP) system, incorporating modules such as Books Inventory, Borrowing Master, Library Calendar, Book Issue, and Book Return. This system not only facilitates efficient library operations but also enhances user experience through features like unique barcode generation, self-check-in/out, report generation, and mail report sending.

Key features of the ERP include generating reports related to books and members, simple budgeting, and numeric search options based on various parameters. The system also maintains an accession register, contributing to the systematic organization of resources.

A dedicated Library Committee oversees decisions, including budget allocation for book and journal purchases, e-resources, subscriptions, and maintenance. The provision of remote access to students further supports their academic endeavors, allowing them to review and prepare for end-semester exams from any location.

The yearly budget prepared by the librarian, covers a spectrum of library expenses, encompassing the purchase of books, journals, magazine/e-journal subscriptions, periodicals, and overall library

development. This budget undergoes scrutiny and approval from both the Library Committee and the Financial Committee. Regular audits ensure the well-structured organization and availability of resources, fostering a conducive learning environment.

Gokul Global University's library endeavors to remain at the forefront of technological advancements, extending access to a diverse array of electronic resources. This includes e-books, e-journals, and learning materials through database subscriptions like e-Shodhsindhu. An established MoU with DELNET further enriches the library's offerings, providing access to archives, services, union catalogues, online databases, and technical guidance in database creation and networking. The university maintains a steadfast commitment to augment its electronic library resources for the continued benefit of students and faculty alike.

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

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 2.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
19.82	11.91	6.64	12.57	15.96

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The Gokul Global University prioritizes smooth and efficient functioning of its Information Technology (IT) facilities and ensures that its users adhere to a well-defined IT policy. This policy serves as a comprehensive guide, delineating the permissible and restricted practices for utilizing the institute's IT infrastructure. Spearheaded by a dedicated team of technical personnel within the IT System Department, the institution maintains various components, including laptops, desktops, projectors, L1/L2 Switches, Wi-Fi, firewall, routers and peripherals.

The cornerstone of GGU's IT policy lies in fostering responsible network usage among its users. Every user is held accountable for the network traffic originating from their devices, emphasizing the importance of responsible and considerate usage. Furthermore, the institute explicitly designates its IT infrastructure for academic purposes, discouraging non-academic activities on the network.

To ensure compliance with the established guidelines, GGU enforces robust monitoring and regulation measures. The resources employed by users undergo continuous scrutiny to maintain a secure and efficient IT environment. The network boasts a substantial bandwidth of 1 GBPS, facilitating smooth and high-speed internet connectivity for academic pursuits.

The institute employs Sophos XG210 as its firewall, bolstering the security of its IT infrastructure. This state-of-the-art firewall system enhances protection against potential cyber threats, safeguarding sensitive data and ensuring the overall integrity of the network.

University maintains a sustainable and reliable IT ecosystem through a dedicated team responsible for proactive addressal of issues including the upkeep of IT facilities, including Wi-Fi. Various IT-based tools are integrated into the infrastructure, encompassing computers, laptops, LAN and Wi-Fi connectivity, CCTV systems for security & surveillance, and biometric attendance systems for both teaching and non-teaching staff. The availability of a laboratory assistant further strengthens the maintenance of the computer laboratory and its optimal functioning.

The campus-wide security and surveillance system, consisting of multiple CCTV cameras is managed in-house. A vigilant security team conducts regular inspections, promptly reporting any issues to the IT Infrastructure Department for swift resolution. This proactive approach ensures a secure and protected environment, aligning with the university's commitment to the safety and well-being of its constituents.

The IT facilities at the university have played an enabling role for the efficient and effective functioning of many other systems, which are based on online mechanisms. The library system, MIS and Accounts system operate efficiently due to the availability of this robust IT facility.

GGU's commitment to modernizing and fortifying its Information and Communication Technology

(ICT) infrastructure is evident in its comprehensive information security policy. This policy aims to safeguard the availability, integrity, and confidentiality of university ICT resources. To support these endeavors, the university meticulously prepares a yearly budget, encompassing the needs of all departments and schools. This budget is closely monitored against actual expenses throughout the financial year, ensuring efficient allocation and utilization of resources to meet the evolving demands of a dynamic academic environment.

Gokul Global University's proactive approach to IT management, stringent policies, and robust infrastructure maintenance underscore its commitment to providing a secure, efficient, and conducive technological environment for academic and administrative activities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 4.53

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 980

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	View Document

4.3.3

Institution has the following Facilities for e-content development and other resource development

- 1. Audio visual center, mixing equipment, editing facilities and Media Studio**
- 2. Lecture Capturing System(LCS)**
- 3. Central Instrumentation Centre**
- 4. Animal House**
- 5. Museum**
- 6. Business Lab**
- 7. Research/statistical database**

- 8.Moot court
9.Theatre
10.Art Gallery
11.Any other facility to support research

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 35.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
301.11	205.14	145.70	257.93	278.33

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The Gokul Global University stands out through its comprehensive protocols and procedures governing the utilization and maintenance of diverse physical, academic, and support facilities. The institution's commitment to providing a world-class infrastructure, covering essential aspects such as laboratories, libraries, sports complexes, computers, and classrooms, is underscored by an efficient administration and effective mechanism for maintenance that plays a pivotal role in fostering an environment conducive to educational growth.

The university's infrastructure includes basic facilities such as buildings, classrooms, libraries, laboratories, sporting arena with courts & grounds, students' amenity areas, ramps, drinking water with RO plants and several others, which renders a comfortable environment to the students and staff for teaching & learning. A comprehensive team of maintenance supervisors and area officers oversees the cleanliness and upkeep of various university spaces including the basic facilities and the supporting ones like water tanks, drainage, electrical network & appliances, furniture, medicinal gardens, staff offices and others.

The Information and Communication Technology (ICT) Centre has been entrusted with the responsibility of maintaining ICT facilities, which include computers, networking, Wi-Fi systems, CCTV surveillance systems and servers. This center ensures the provision of necessary computing software, the procurement and installation of systems, antivirus and firewalls, as well as system upgrades.

In terms of fire and safety, the university ensures that the fire equipment is consistently maintained in optimal service condition.

Efficient housekeeping and support services, overseen by designated area officers for each building, ensure campus cleanliness, timely opening and closing of classes, and the maintenance of furniture and electrical fittings. The university's infrastructure includes a spacious auditorium, seminar halls, a conference room and well-equipped classrooms.

The university provides efficient transportation services, which is facilitated by a fleet of 14 buses operating in two shifts, covering the relevant routes. A university ambulance operates 24/7 to address medical needs. The university has implemented an online system for lodging complaints, utilizing a ticket-based approach for efficient complaint resolution. Feedback is collected for each closure, contributing to continuous improvement in support services.

The university follows a systematic process of planning, creating, maintaining, and utilizing its physical infrastructure, aligning with its Mission and Vision. Maintenance works are categorized into day-to-day repairs/service facilities, annual repairs, special repairs and preventive maintenance. Each building has a separate unit of engineering team, with technicians handling daily repairs based on complaints. Preventive maintenance has been effectively used to minimize equipment malfunctioning.

Classrooms, furnished with instructional aids and furnishings, are handled as well as maintained by the respective Head of the Department/School with the assistance of attendants and department personnel. Periodic reports on upkeep functions are submitted by department heads to the administration.

Laboratories maintain logbooks, asset registers, stock registers and tools to document entries and maintain records for the problems addressed. There are SOPs for high-end equipments. The library staff undergoes comprehensive training on handling and maintaining library materials, with a focus on processing, shelving and transportation. Pest management, fumigation, repellents along with exposure to sunlight is employed to mitigate insect-related issues in the library materials.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 66.21

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3454	2639	1970	1304	496

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

In the past five years, Gokul Global University has organized various career development programs aimed at providing valuable insights and guidance to its students. These programs were both general as well as subject specific. Some of the major ones are mentioned herewith.

AIBE EXAM Guidance Seminar: The University has been instrumental in providing guidance to B. Com LL.B. and LL.B. students through AIBE Exam Guidance Seminars. These events, aimed at

preparing students for the All-India Bar Examination, have witnessed active participation and engagement. In the academic year 2022-23, a total of 105 students participated in the seminar, conducted by the expert, Dr. Rugvendra Vyas. This significant turnout reflects the growing interest and recognition among students for the importance of such guidance sessions.

The university's commitment to career counselling is further evident in the consistent organization of these seminars in previous years. In 2021-22, Dr. Akil Saiyed guided 72 participants, and in 2020-21, Dr. Rekha Patel led a session attended by 61 students. These events not only provide valuable insights into the AIBE but also foster an environment of mentorship, enabling students to make informed decisions about their legal careers.

Judiciary EXAM Guidance Seminar: Recognizing the significance of the Judiciary Exam for law students, Gokul Global University has been proactive in organizing guidance seminars in this domain. In the academic year 2022-23, the university conducted a Judiciary Exam Guidance Seminar for B. Com LL.B. and LL.B. students, with A.N. Kariya as the expert. Despite the competitive nature of the exam, 36 students actively participated, benefiting from the expertise provided.

In the preceding years, the university organized similar seminars, with Dr. Akil Saiyed and Dr. Rugvendra Vyas serving as experts. These sessions, with 22 and 25 participants respectively in 2021-22 and 2020-21, showcase the university's commitment to preparing students for a career in the judiciary. The guidance offered by experts contributes significantly to the holistic development of students and prepares them for the challenges of the legal profession.

NET/SET EXAM Guidance Seminar: The University's efforts extend beyond undergraduate programs, with a focus on guiding LL.M. students through NET/SET Exam Guidance Seminars. In the academic year 2022-23, A.N. Kariya led a session that attracted the participation of 48 students. Similarly, Dr. Smita Vyas and A.N. Kariya conducted seminars in 2021-22 and 2020-21, with 54 and 34 participants respectively.

Training Program for higher education in UK and USA: Gokul Global University organized a career development program aimed to guide students, particularly B.Sc. (N) IV & GNM III-year students, interested in pursuing higher education in the UK and USA. Mr. Pradyumansinh Raj the Director of the Career Development Cell and Mr. Adarsh Ahuja, the Associate Director at RSR Global UK conducted an insightful training program covering various aspects of higher education in the UK.

While the number of students participating and benefiting from these events varies, the university's efforts have been commendable. The seminars not only offer academic guidance but also contribute to fostering a culture of continuous learning and preparation for competitive examinations.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
Report with photographs on Language & communication skills enhancement programs	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format (data template)	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 79.66

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
950	808	510	230	0

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years**Response:** 22.98**5.2.2.1 Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
108	92	42	8	0

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document

5.2.3**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 0.89**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 32

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	33	25	16	9

File Description**Document**

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

At Gokul Global University, the Student Council stands as a dynamic and crucial entity, embodying the vibrant spirit of student participation and collaboration. The council serves as a bridge between students, faculty, and the administration, actively contributing to the university's growth and fostering an inclusive educational environment.

Student Council's Role: The Gokul Global University Student Council operates with clear objectives aligned with the university's mission. These objectives include enhancing communication among students, faculty, and administration, creating an environment conducive to educational and personal growth, promoting camaraderie and respect, and contributing to the overall development of the

university. The council plays a pivotal role in advocating student views on general concerns, cultivating professional integrity, and ensuring a harmonious campus atmosphere.

University and Student Council Collaboration: The collaboration between the university and the Student Council is integral to its effective functioning. The university actively supports the establishment of the Student Council and plays a crucial role in defining its rules and procedures. While the council proposes activities, a collaborative agreement with the university administration ensures that these activities complement the university's overall objectives. There are provisions for maintaining a balance between student autonomy and institutional governance.

Student Council Functions: The functions of the Student Council extend beyond mere representation. The council collaborates closely with the university administration, faculty, and students, ensuring regular consultations with the student body. Key activities include maximizing student participation, representing student views to the administration, supporting educational development and facilitating job opportunities. The council also actively contributes to the induction and mentoring of first-year students, promoting their seamless integration into university life.

Events Managed by the Student Council: Over the past three years, the Gokul Global University Student Council has successfully organized a diverse array of events, showcasing its commitment to holistic student development. Sporting events such as cricket, football, kabaddi, and athletics not only promote physical well-being but also develop a sense of teamwork and sportsmanship among students. Cultural events, including group songs, classical vocal solos, folk dances, and fashion shows, celebrate the rich diversity of talents within the student community.

These events serve as the platforms for students to showcase their skills, fostering creativity, leadership, and teamwork. Importantly, the Student Council ensures a gender-balanced representation in its activities, promoting inclusivity and diversity. The council's commitment to social responsibility is evident from the events aimed at fundraising for charitable causes or supporting financially disadvantaged students.

Communication and Representation: Effective communication is the cornerstone of the Student Council's success. The council maintains consistent communication with students, keeping them informed about its plans and activities through regular meetings and surveys. Each council member plays a vital role in representing student views, building a trust-based relationship with the university administration, Vice Chancellor, and staff.

University Statutory Bodies: The constitutions of university bodies, including the Internal Complaint Committee, Women Development Cell and Student Grievance Redressal Cell have student representatives. A student relations and welfare committee coordinates activities, and student members participate in university committees for convocation, events, conferences, and cultural activities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities	View Document

5.4 Alumni Engagement**5.4.1**

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 101.73

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	9.50	61.65	30.58

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The First Alumni Meet was organized at Gokul Global University campus for all the departments together in June 2022 which included registration, photography session, cultural program, award function and dinner.

Gokul Global University's Alumni Cell was established by the Hon'ble Provost sir in May 2023. Alumni Cell plays a pivotal role in fostering and nurturing alumni relations for the benefit of students across all constituent colleges and institutes. The Alumni Cell aims to create a strong network that provides support, expertise, and mentorship to current students while promoting a sense of belonging and pride among the university's graduates.

In the first meeting held on 17/05/2023, the focus was on introducing the members of the Alumni Committee and discussing the functions and working mechanisms of the committee. No specific table agenda was proposed for discussion during this session. The second meeting continued with a similar format, introducing members, discussing the functions of the Alumni Cell, and presenting the agenda with the chair's permission.

During the second meeting, plans were set in motion to establish an alumni association, aimed at providing multifaceted support to current students. The proposed areas of assistance include acting as a support system, offering expertise, providing assistance in employability, and offering mentorship opportunities.

As the Alumni Cell moves forward, its future plans include the successful execution of the Alumni Meet and the establishment of an alumni association, creating a lasting impact on the Gokul Global University community.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The University's vision and mission form the bedrock for its academic and administrative governance. It focuses beyond academic excellence, aiming to nurture responsible global citizens making meaningful societal contributions.

The vision focuses on society's comprehensive advancement through education, research, and extension, fostering individuals who are highly employable, entrepreneurial and also socially responsible. This vision transcends traditional education by emphasizing values and a sense of responsibility alongside professional competence.

Key goals center on academic excellence, practical skill development, integrity, transparent governance and societal contributions. In accordance to the vision and mission, short-term and long-term perspective plans have been outlined for institutional goals, strategies and actions, serving as roadmaps towards the envisioned futures. They are periodically reviewed to adapt to changing contexts.

The institution actively cultivates inclusive environments that foster relationships among students, alumni, faculty and the wider community. Initiatives like the Alumni Association, collaborations with other institutions and corporations demonstrate the University's commitment to an inclusive ethos.

The International Relations Cell establishes strategic partnerships with national and international universities and corporations and facilitates exchange programs for inculcating enriched educational experience and diverse perspectives.

Investments in modern infrastructure and amenities reflect the institution's commitment to holistic education, providing spaces for both academic and extracurricular pursuits.

The Institution's commitment to its vision and mission is enabled by a structured governance framework involving various stakeholders, which ensures continuous quality enhancement across administrative and educational domains. Regular feedback mechanisms involving these stakeholders contribute to evolving curricula in alignment with institutional goals.

The leadership and governance structure further bolster this approach, with designated roles for contributing to specific facets of institutional growth and administration, ensuring prevention of oversight and increasing efficacy.

Decentralization and participative management are integral to the University's operational model,

fostering diverse inputs across all levels and encouraging a collaborative environment. This decentralized approach permeates task allocation and decision-making processes, empowering stakeholders, and nurturing accountability. Decentralization has empowered departments and stakeholders, fostering accountability, innovation, and responsiveness to local needs, enabling institutions to adapt swiftly to educational landscape changes.

Participative decision-making involving faculty in statutory groups and committees ensures a democratic and inclusive process. Rigorous review processes involving bodies like the Board of Studies, Academic Council and Governing Body, validate changes, fostering continual improvement.

The university attaches utmost significance to the national vision for improvement and restructuring of education. Hence, the policies and guidelines of the central and state government are followed in letter and spirit. In view of this, the university is committed to the implementation of NEP and would strive for fostering sustained institutional growth, embracing decentralization, active participation in governance, and formulating comprehensive perspective plans, serving as pillars for a progressive educational institution.

NEP implementation will involve aligning curriculum, pedagogy, and assessment methods with the policy's objectives, preparing students for future demands through holistic development and flexible learning pathways by investments in teaching methodologies, infrastructure updates, faculty retention, and collaborations with industry and academia. Sustained institutional growth would encompass academic excellence, infrastructural development, faculty enrichment, research prominence, thus creating vibrant learning ecosystems.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The Gokul Global University was established with a vision to foster global competencies among the students along with a commitment to contribute to the local needs and national vision. It is envisaged to fulfil this vision by providing them quality education through better teaching and learning and help them in realize their inherent potential. The quest for adhering to quality standards and its proper implementation needs to be ascertained, which is the primary motive for this young institution to decide to go for NAAC accreditation within five years of its inception.

To continue with this quest for excellence, the Gokul Global University has meticulously crafted a comprehensive strategic blueprint known as Vision-2028, aligning seamlessly with its fundamental vision and implementation of mission. This strategic roadmap is designed to propel the institution to the forefront as a premier center for education, research, and innovation. Vision-2028 emerged from a rigorous exercise of self-assessment that engaged stakeholders, including experts from esteemed Higher Educational Institutions in India and abroad.

Embedded within this strategic plan are robust accountability mechanisms, covering review, evaluation, reporting and recalibration, as needed. The plan operates at two pivotal levels: Institute and University, in conjunction with the Internal Quality Assurance Cell (IQAC), securing approval from the Board of Governors.

Within the framework of Vision-2028, the university has identified eight overarching goals and underscored six key plans, strategically prioritizing objectives across culture, teaching and learning, research and development, student and customer focus, financial security, sustainability, placement and training, and effective administrative bodies.

The University exhibits agility in its policies and standard operating procedures (SOPs) for HR, Finance, student care, etc., ensuring prompt corrective actions. Administrative bodies, spearheaded by Deans/Heads of Institutions, Directors of Cells, senior administrators in Admin, Finance, and Examination, alongside senior faculty members and external experts, actively contribute to the operational aspects of the institution.

Implementation of policies is scrupulously overseen by top statutory bodies, supported by the President/Provost, Registrar, and IQAC, ensuring streamlined operations. The organizational structure delineates clear reporting lines and responsibilities for all employees, fostering efficient functioning.

A dedicated body ensures compliance with university regulations spanning academic conduct, research, quality management, exams, student welfare, among other areas. Human resource policies, covering behavior, discipline, service, appeals, auditing, and welfare, adhere strictly to HR guidelines for recruitment and staff treatment, maintaining transparent rules and procedures.

The University's administrative decentralization is precisely defined, aligning with the guidelines of UGC for convening bodies and committees. Specialized committees, involving both teaching and non-teaching staff and students, address critical matters such as student affairs, alumni engagement, NEP 2020 implementation, etc. These committees would deliberate and provide recommendations for policymaking within their scopes, ensuring a well-rounded governance structure.

The committees include:

- NEP Implementation Committee
- GGU Alumni Committee
- Internal Complaints Committee
- Rankings & Rating Committee

- Internal Quality Assurance Committee
- Infrastructure Development & Maintenance Cell
- Sports Activities Committee
- Committee for Memorandum of Understanding

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Institutional data in the prescribed format (data template)	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The university has established a comprehensive system for evaluating the performance of both teaching and non-teaching staff, which includes mechanisms for performance appraisal. There is adequate scope for promotions. Effective welfare measures are in place for the entire staff.

The Academic Performance Indicator (API), a UGC initiative, forms a pivotal part of evaluating educators. This structured process involves self-assessment by staff through a verified questionnaire, which is then submitted to the department head within a specified timeframe. Following this, the department head evaluates the overall efficiency of the employee. To ensure fairness, API approval is required from the IQAC Director and the Provost before submission to HR. Input from Heads of Departments and Principals is also solicited to provide comprehensive feedback. The University supports teachers in their professional development by offering performance reviews with opportunities for improvement, facilitated by the Center for Human Resources and Development, which provides counseling and tailored training.

The Academic Review Committee (ARC), chaired by the Provost conducts an annual scrutiny of faculty work through tests, presentations, interviews, and importantly, student feedback. Reports are meticulously reviewed by department heads and Institute leads before being relayed to Deans, incorporating student suggestions. Ongoing evaluation through Academic Monitoring & Reporting involves classroom observation, with regular reports sent to the provost contributing to the performance assessment system.

Adding another dimension to evaluation, Internal Key Performance Indicators (KPIs) have been devised by the University to measure staff performance based on various criteria such as research, grants, and professional engagements. This evaluation plays a significant role in personal and professional growth, influencing remuneration. For non-teaching staff, evaluations consider attributes like attitude and punctuality, assessed impartially by direct supervisors and department heads. Negative assessments are discussed privately with employees, leading to tailored training via the Center for Human Resource and Development.

The University places a strong emphasis on the well-being of both teaching and non-teaching staff. Health welfare initiatives include discounted medical services at the University Hospital, allotted medical leave, and fitness centers with professional guidance for staff and students. Economic welfare is addressed through performance-based raises, crisis support, seed funding for research, incentives for publications, and financial aid during festive periods. Social welfare initiatives, such as communal spaces, film screenings, and sports events, aim to foster camaraderie among staff.

Professional welfare measures encompass skill development courses, awards, reduced workload for those pursuing higher education, fee concessions for Ph.D. enrolment, conference sponsorships, and faculty development programs. Emotional welfare is addressed through Insight, a counselling center, and recreational activities like trips, resort stays, and paid vacations for eligible staff.

The staff welfare measures are designed to attract and retain talent by offering benefits such as transportation subsidies, housing facilities, education support, provident funds, professional society memberships, laptop allowances, research grants, online courses, duty leaves, gratuity, and mobile allowances. In adherence to HR policies, all teachers and staff are entitled to their allocated leaves. The University strives to create an amicable environment where the staff feel supported and valued, enhancing their professional and personal lives.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 97.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	190	168	78	27

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	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

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**Response:** 100**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
202	178	109	55	38

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization**6.4.1****Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The university was established in 2018. Being a young institution, generation of resources and their effective as well as optimal utilization is a priority. Besides, fiscal prudence is ingrained in the philosophy of the institution. Hence, the university is committed to optimizing the use of available financial resources for academic and infrastructure growth.

Tuition fees constitute the primary source of income. The institution is bound statutorily to adhere to the rules and regulations framed by the Government of Gujarat regarding this from time to time. Besides this primary source, the institution also employs various other strategies for mobilizing funds and follows

practices for ensuring efficient resource utilization.

Diversification of Income Sources:

- The university explores additional income streams including grants from government and private organizations, examination fees, consultancy income, interest income, hospital income and support from alumni and other donations.

Effective Fund Management:

The institution has a well-established system for managing funds efficiently, covering both recurring and non-recurring expenses.

- Priority is given to infrastructure development in an attempt to enhance the quality of campus life of the students and increase their satisfaction level. The physical assets are utilized optimally.

Utilization of Funds:

- Funds are allocated for acquiring, developing, controlling, overseeing and maintaining essential assets such as land, buildings, tools, equipment and vehicles.
- Infrastructure upgrades are undertaken to introduce new programs, provide high-quality medical care, offer the best education and recruit qualified faculty.

Budgeting Process:

- The finance committee formulates an annual budget based on past performance, management recommendations, input from institution leaders, suggestions from various departments, cells as well as other stakeholders and future projections.

Departmental Budget Requests:

- Budget requests are generated by various departments, academic heads, and administrative heads, covering needs such as internet costs, equipment purchases, event planning, research initiatives and other specific requirements.

Academic Utilization of funds:

The university diligently allocates the budget for administrative and academic costs, covering initiatives like establishing an entrepreneurial incubation center, constructing new buildings, rehabilitating existing infrastructure, acquiring books and journals, procuring lab and medical equipment, organizing events, and adjusting staff compensation.

- Emphasis is placed on technological advancements to enhance teaching and learning processes, including investments in high-end servers, increased internet bandwidth, interactive smart boards, ICT tools, and the latest software and equipment.

Regular Audit Procedures:

- A quarterly audit, conducted by a designated Chartered Accountant (CA), ensures the effective operation of the departments, and maintains transparency in financial utilization.
- The audit committee verifies that all financial transactions have accurate supporting documents, and bill payments undergo thorough scrutiny before approval.
- The entire financial process, including purchasing, bill payments, capital spending, and revenue expenditure, is supervised by the account department, audit committee, and finance committee to ensure compliance with established procedures.

There are established procedures to provide adequate checks and balances right from generation of demand, requisition, pre-procurement, procurement, and invoicing to audit and payment.

The generations of resources through multiple channels and its prudent utilization have contributed to the wellbeing of this young institution.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 115

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	28.00	87.00	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The university conducts both internal and external financial audits on a regular basis to ensure financial compliance and transparency. Internal audits are carried out quarterly by the institution's internal financial committees, which meticulously examine income and expense figures. An external committee, led by an authorized Chartered Accountant, independently verifies these expenditure estimates. The results of the internal audit, including a compliance report, are presented to university management. Additionally, an annual external audit is conducted by a certified Chartered Accountant.

The financial utilization process involves the allocation of funds across various departments and units of the institution at the beginning of each fiscal year. The allocation is based on requests and suggestions from department heads and previous year expenditures. The university budget covers ongoing and one-time costs, with the accounts department closely monitoring spending to ensure alignment with the allocated budget.

Internal audits are conducted by a dedicated finance committee during quarterly or semi-annual cycles. Vouchers are thoroughly examined to verify the accuracy of costs in different sections, and any discrepancies are promptly addressed. At the end of each audit cycle, a comprehensive report is compiled and presented.

External audits, conducted twice a year or quarterly in compliance with government regulations, are performed by a Chartered Accountant. The audit report undergoes management review, with the auditor ensuring proper authorization of all payments. The account and finance team promptly addresses any queries, providing necessary documentation within specified timeframes. The robust auditing system in place has resulted into the maintenance of high standards of fiscal prudence.

These processes exemplify the institution's commitment to maintaining financial discipline and transparency, mitigating the risk of misappropriation of funds or assets at all levels. The audited

statement is signed by both the authorized personnel and the Chartered Accountant, further reinforcing the credibility of the university's financial practices.

The audit policy of the university is a well laid out document, addressing all issues of checks and balances of expenditure, with well-defined roles and processes. The provisions in the policy are in compliance of the statutory requirements of the University Act.

While the stated objective of the Internal Audit is to give recommendations for improvement in those areas where opportunities or deficiencies are identified, the main object of statutory or external audit is to ensure compliance of all statutory provisions and requirements laid down by various laws applicable to the organization and the university.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The quality assurance mechanism at the university is overseen by the Internal Quality Assurance Committee, operating in accordance with the ISO 9001:2015 Quality Management Certification. This certification underscores the commitment to high standards across various facets of operations. The quality aspects of almost all functions of the university are covered under this mechanism.

Embracing transparency, the institution ensures a merit-based admission process, providing counseling

services for informed academic and career choices.

Human Resources Practices are characterized by rigorous staffing and recruitment procedures, ensuring the recruitment of highly qualified individuals to contribute to academic and administrative excellence. The institution fosters an environment conducive to productive learning and research, emphasizing skill development and innovation to prepare students for dynamic professional demands.

Evaluation and Examination Processes are designed to be fair, transparent, and aligned with academic standards, ensuring reliable assessments of student performance.

The institution maintains an efficient Purchase and Procurement Process with a well-managed inventory system. Transparent and accountable Financial Management Practices are implemented for the effective utilization of resources.

Estate Management and Maintenance Processes ensure a comfortable environment for learning and research.

Integrated Management System (IMS) procedures are implemented for seamless coordination, and Management Information System (MIS) facilitates data-driven decision-making.

Health, safety and security protocols prioritize stakeholder well-being. Environmental protection practices are in place.

The institution actively engages in project Implementation, provides relevant training, facilitates placements and supports overall student development.

Contributing to societal development, the institution engages in various outreach services. A well-rounded education is promoted through the Co-curricular Enrichment Process. Transparent mechanisms address grievances promptly, ensuring a harmonious environment. Focus on hospitality and branding enhances the institution's reputation. Library, Publication, and Reprography Systems facilitate access to information and scholarly activities.

Stringent Documentation and Regulatory Processes ensure compliance with educational standards. Regular Institutional Audits evaluate and enhance processes. Continuous Quality Assurance and Management Processes are integral to the commitment to excellence in education and institutional performance.

In parallel, the University demonstrates a strong commitment to quality assurance through the Internal Quality Assurance Cell (IQAC). Established in 2021, the IQAC has a Director, a core team consisting of representatives from various stakeholders (Dean, faculty, administrative staff, students, external experts), and subcommittees focusing on specific areas of quality enhancement. The IQAC strives for continuous improvement, drawing on educational advancements, stakeholder feedback, and professional advice. Well-documented policies and protocols aim to internalize a culture of quality consciousness.

The Core activities of IQAC focus on enhancing quality, ensuring accountability, fostering transparency, promoting continuous improvement, engaging stakeholders, encouraging innovation, upholding ethical practices, relying on data-driven decisions, supporting professional development, valuing autonomy, and compliance with regulatory bodies. These principles contribute to ensuring quality education and

processes.

Responsibilities include policy development, self-assessment, audits, documentation, capacity building, feedback mechanisms, accreditation preparation, and sharing best practices. The IQAC's procedure for quality assessment involves data collection, review, verification, formatting, assessment by external specialists, and finalization following audits aligned with accreditation standards.

Both the Institution's Internal Quality Assurance Mechanism and the University's IQAC exemplify a commitment to continuous improvement and excellence.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

A well-established IQAC cell at the university ensures timely execution of impactful initiatives throughout the University, which leads to continuous improvement and better results. The strategic plan of GGU empowers the IQAC and supports its faculties as well as students to achieve the quality standards. The IQAC of the University has taken various initiatives in accordance with the strategic plan to achieve academic excellence and enhance the administrative standards of the University for Incremental Improvements, which have resulted into the following:

1. Patents by staff of the University.
2. Implementing E-learn as Learning Management System to facilitate students and staff.
3. Academic & Administrative Audit.
4. University received many Awards for excellence in various domains.
5. ERP system for administration, student support, Governance, Finance and Examination.
6. Implementing 400 MW Solar Power Plant and installing Biogas Plant and STP.

7. Green Audit and Energy Audit of the Campus.
8. Establishment of Corporate Resource Cell & Centre for Career Development and Entrepreneurship.
9. Introduction of Mentor Mentee system.
10. Establishing Centre of Advanced Studies at faculty of, Engineering, Computer
11. Applications, Sciences and Law.
12. MOUs signed with industry, Academia and State Government Institution.
13. Establishing Student Interaction Cell (SIC).
14. ISO 9001:2015 Quality Management Certification.
15. Automation of library facilities.
16. Establishing Alumni Society.
17. Organizing FDP's, Workshops, Seminars, conferences, STTPS Orientation and Induction Programme.
18. Construction of Playground of National standards.
19. Commencement of NCC for students.
20. Campus to corporate activities for good number of placements and interaction with industry expert.
21. Participation in NIRF
22. Digitization of Library
23. Adoption of Green Campus Policy.
24. Establishment of NAD cell.
25. Establishment of Incubation center to support & augment technical skills.
26. Endeavoring to Foster National Education Policy, Academic Bank of credits.
27. Building New Hostel for International students.
28. Up-gradation of labs/ Workshops/ establishing Moot Court/ Insect Museum/ Art Gallery/ Central Instrumentation Lab/ Poly House/ state of the art auditorium.

29. Classrooms with ICT facility.

30. Utilization of studio facility available in the university campus in covid times

The IQAC has also contributed to student admission and counseling process, human resources practices (staffing and recruitment), productive learning and research, skill development and innovation, evaluation and examination process, purchase and procurement process (inventory system), financial management process, health, safety, security and environmental protection process, project development process, societal extension outreach services, estate management and maintenance process, IMS implementation procedure, MIS establishment and execution, co-curricular enrichment process, student and staff grievance redressal process, hospitality and branding process, library, publication and reprography system, documentation and regulatory process, institutional audit process, quality assurance & quality management process'

The quality initiatives have also helped in training and placement by engaging industry and alumni, fostering global competency among them, engrossing academic flexibility, introducing multidisciplinary/interdisciplinary courses and outcome based education (OBE) to enrich and modernize curriculum, putting in practice a feedback mechanism to boost learning efficiency, increasing student enrolment, incorporating learner centric teaching learning process, improving and promoting research by resource mobilization.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

GGU has implemented a comprehensive set of measures in the last five years to promote gender equity, safety and inclusivity on its campus.

Safety and security protocol at university places paramount importance on guaranteeing the safety and security of every individual within the campus. To achieve this, the university has instituted a thorough security system, incorporating strategically positioned CCTV cameras in crucial areas. Trained security personnel, including female officers, are present around the clock to uphold a secure environment. The university enforces stringent entry conditions for external individuals, necessitating mandatory security checks at all entry and exit points. Additionally, vehicle entry passes are issued, and authorized vehicles are easily identifiable through university stickers. The monitoring of safety and security is undertaken by the Internal Complaint Committee (ICC) for the prevention of sexual harassment. There is a Lady Advisory committee as well.

University is committed to promoting gender equity through its educational endeavors. All students have the opportunity to participate in the 'Gender Studies' course, which explores critical issues related to gender bias and inequality. Going beyond the standard curriculum, the university organizes impactful workshops and seminars, such as Women's Equality Day, World Breastfeeding Week celebration and Breast Awareness Programme, Mental Health Awareness Programme, Self-Awareness Programme, BLS Training and Police Recruitment Training Program. These events play a pivotal role in empowering women and fostering awareness about gender-related challenges and opportunities. Additionally, the university commemorates International Women's Day as part of its dedication to advancing gender equality.

Gender sensitization is actively pursued through both co-curricular and curricular activities. The Women's Development Cell (WDC) is established with the purpose of creating a gender-sensitive community, enhancing awareness about gender equality and promoting women's empowerment. The Equal Opportunity Cell (EOC) emphasizes the equality of students based on religion, caste, gender and disability. It works towards ensuring that all opportunities are equally available to all students.

University remains steadfast in its commitment to the well-being of both students and staff. The campus is well-prepared with dedicated emergency response task forces, comprehensive fire safety measures and easily accessible medical facilities, including a fully staffed Medical Centre with qualified doctors. To further enhance healthcare support, the university offers an affordable hospital facility, ensuring the Gokul Global parivar has access to comprehensive medical services. Regular health awareness seminars

and events are conducted to educate students on various health-related topics.

Recognizing the significance of mental health, University has introduced the Student Mentorship Initiative Programme, focusing on interactive and targeted counseling involving students, faculty, and parents.

Prioritizing a comfortable environment for female students and staff, the university has established separate Common Rooms equipped with basic facilities for relaxation. Additionally, a dedicated girls' common room is provided, featuring amenities such as a Sanitary Girls' Vending Machine.

To support a family-friendly work environment, day-care services are available on campus for children of teaching and non-teaching staff. This ensures that the university remains attentive not only to the academic and professional needs but also to the personal and familial requirements of its community members.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	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:

Gokul Global University is committed to incorporate sustainability as a fundamental tenet in the maintenance and management of the campus infrastructure.

Solid waste management: The University fosters a clean campus environment. To safely dispose of campus trash, solid waste management is undertaken using appropriately located dustbins, promoting practices of responsible solid waste disposal and encouraging a culture of sustainability among students and staff. Waste is systematically separated into organic, recyclable and inert categories and then handled according to laid down procedures. The collection and disposal of solid non-biodegradable waste from each block in the campus is undertaken with the help of government agencies. All campus amenities and washrooms are connected to the campus sewer network.

The university plans to produce biogas from kitchen waste generated within the campus. A biogas plant is being built for this purpose. Vermi-composting of organic waste from kitchen and garden is underway. The university's "No Plastic Policy" reduces plastic waste from all sources including submissions of project report by students.

Liquid waste Management: The mixture of chemical waste and water coming out of the laboratory is carried through a concealed pipeline into a soak pit, where the mixture is treated and the water extracted in the process is subsequently reused for non-potable purposes such as watering trees. Liquid waste from washrooms, toilets and other sources are diluted through an amalgamation process and then discharged into the campus drainage system.

Bio-medical Waste Management: The University has implemented a system for managing biomedical waste by providing designated receptacles for dry and wet waste. This initiative aims to enhance waste management practices by using color-coded containers to encourage the segregation of waste materials for proper disposal. Paramedical colleges have established an annual agreement with Ecoli waste management Pvt. Ltd. for the proper management and processing of solid and liquid biomedical waste produced in the hospitals, microbiology and clinical laboratories.

E-waste management: The University adopts a novel approach towards e- waste management with a twin objective of managing as well as extending community outreach by donating computers to schools and NGOs. This also promotes inclusivity, fostering educational opportunities and bridging the digital divide in underprivileged communities. The electronic waste that is collected is held in a designated storage area and then disposed of on an annual basis in accordance with established protocols.

A buyback mechanism is implemented for items in the IT labs for the purpose of disposing of broken

electronic equipments & computers. Items like empty toners, cartridges, outmoded computers and other equipments, that are safe for disposal are sold as scrap.

Hazardous chemicals and radioactive waste management: The laboratory of the Science Department is equipped with exhaust fans and fire extinguishers. The chemicals used by students in their laboratory sessions are generally in highly diluted concentrations, thereby posing no detrimental effects on either the pupils or environment. The provision of fume hoods is ensured at designated sites. Concentrated acidic and alkaline waste is stored in a secure and isolated chamber. The campus doesn't create any radioactive waste.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic,

landscaping with trees and plants etc in 500 words**Response:**

The university is located away from the bustling city center of Sidhpur. The campus is surrounded by rural landscapes, rendering it relatively untouched by vehicular pollution. The air quality index remains commendable and the campus atmosphere is preserved through proactive measures taken by the university management.

These measures include restricted entry of automobiles, provision of pedestrian-friendly pathways, use of bicycles and battery powered vehicles for internal transport and others. The entry of visitor vehicles is restricted at the main gate itself with a designated parking area outside the main gate accommodating the visitor vehicles. The staff members are allotted specific parking spaces, beyond which their vehicles are restricted. Students and staff members are encouraged to walk through the campus. Well-constructed and maintained footpaths/sidewalks crisscross the university campus, providing a safe space for pedestrians away from vehicular traffic. These pathways are designed to be wide enough to accommodate various users, including those with strollers or wheelchairs. Adequate lighting along the pathways enhances safety, especially during evenings, while green spaces, trees, and landscaping contribute to a visually pleasing and environmentally friendly walking environment.

Within the university campus, bicycles are widely used for personal transportation, particularly for short to moderate distances. They serve as an eco-friendly and health-conscious alternative to motorized vehicles. The university has also invested in a battery-operated vehicle for on-campus transportation. The management has arranged for mass transport of students and staff, with two buses serving locations such as Patan, which is around 30 km to the west and Palanpur, which is around 30 km to the north.

The ambience of the university campus and its clean environment is complimented by landscaping with trees and plants. The University has showcased its green initiatives with a commitment towards developing and maintaining the serenity of the campus by implementing landscaping initiatives throughout the campus as well as plantation drives, which are carried out on special occasions like World Environment Day, Rathyatra and other days. The forest department of Government of Gujarat has been an active partner in this endeavor. This has led to a significant rise in the number and variety of plants on campus. A comprehensive census indicates a total of 2584 plants belonging to 58 genera thriving within the university premises. This commitment to greenery obviously enhances the overall aesthetic appeal and contributes to a healthier campus atmosphere.

As part of its commitment to environmental sustainability, the university has banned the use of plastic by implementing a policy prohibiting the use of plastic within the campus premises. Circulars have been issued by the administration from time to time and required steps have been regularly taken to reinforce this ban, ensuring a plastic-free campus environment.

The efforts towards eco friendly campus must also have cleanliness as a significant factor. Sanitation, Hygiene and waste disposal has been also taken up at the campus with adequate waste management measures and use of organic waste. Solar power generation further adds to the green initiatives at the university. Green and Environment Audits have been conducted.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency.	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **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:

Built environment with ramps/lifts for easy access to classrooms: Gokul Global University gives enough attention to fulfill the needs of differently abled students. Ramps are constructed besides the staircases at the entrance of various buildings in the University campus. The buildings are provided with the lift to provide easy access to the differently abled students and staff to upper floors of the buildings.

Divyangjan friendly washrooms: The entrance of the washrooms has been made wide enough for them to be easily accessible to Divyangjan. It has wide doorways to accommodate the wheelchairs. The washrooms are provided with sufficient space for easy maneuverability of wheelchairs. The floors are having clear floor space for individuals using the mobility aids. To maintain the stability and to provide the support for balance while using the washrooms, it is fitted with grab bars and handrails. The washrooms are mounted with lowered sinks and countertops for individuals using wheelchairs. It has provision for the accessible and easy-to-use soap dispensers, faucets, and hand dryers.

Signage including tactile path, lights, display boards and signposts: As Divyangjan may include both physically as well as visually challenged students and staff, there are different requirements for both these categories. The university has created tactile path so as to reach to the destination. The path is created with material that makes textured surface of the path. Display boards are kept at different places that help the physically challenged person to go to a particular place. Uniform lighting is ensured to avoid glare and shadows and that improves and enhances the visibility and safety of Divyangjan. The signage spots have been identified in such a way that clearly indicates directions to key locations, facilities and amenities. Consistent design across all signposts is maintained for easy recognition and finding of way by the differently able person. Regular inspections are carried out to ensure that all signage elements, including tactile paths and lights, are in good condition.

Assistive technology and facilities for visually challenged students like accessible website, screen-reading software, and mechanized equipment: The University has made provision for the use of readable material for visually challenged students. There is special software for the use of visually challenged people. As of date, such student is not there in the university. However, the University has made this facility available and displayed it on university website for use by the visually challenged students, as and when needed.

Provision for enquiry and information: In acknowledgment of the unique challenges faced by students with disabilities, particularly during examinations, the university's examination section offers vital assistance in the form of enquiry and information services. The provision of a writer for exams, catering to individuals with disabilities or those who have experienced accidents, exemplifies the commitment to providing equal opportunities for all students. This approach not only acknowledges but actively

addresses the diverse needs of the student body, fostering an educational environment that is truly inclusive. The university has a provision of providing a writer to students who need it.

File Description	Document
Upload supporting document	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 such other diversities (within 500 words).

Response:

Gokul Global University is deeply committed to fostering an inclusive environment that celebrates diversity and promotes tolerance and harmony among its community members. The institution recognizes the importance of creating an accommodating space for individuals of diverse cultural, regional, linguistic, communal, and socioeconomic backgrounds to make them feel at home. University adopts a comprehensive approach encompassing cultural events, health initiatives, community engagement and support services, ensuring that every individual feels valued and included in the Gokul Global University parivar.

Zero Tolerance for Discrimination: Gokul Global University takes a resolute stand against ethnic, religious or racial discrimination. This commitment is clearly communicated during stakeholder introductions and student orientation sessions, highlighting the university's dedication to maintaining an environment free from prejudice. The university actively promotes open participation in discussions, events, and celebrations, fostering an atmosphere conducive to pursuing education freely and without fear.

Multicultural Community: The institution derives immense pride and satisfaction from its diverse student and faculty base, which represents a multitude of cultural, linguistic and regional backgrounds. This diversity is cemented through various initiatives designed to promote interaction and understanding among different groups. The orientation program at the start of the academic year serves as a platform for students and faculty to connect and build a sense of community.

Cultural and Religious Celebrations: Integral to the inclusive atmosphere at Gokul Global University is cultural and religious celebrations. Students and employees from all religious and community backgrounds actively participate in festivities such as Diwali, Dussehra, Ganesh Chaturthi, Eid, Christmas, Holi, Onam and more. The university acknowledges the importance of these celebrations by offering Optional leave against these days to ensure that all staff members can participate in these cultural events and enjoy them.

Promoting Cultural Diversity: Gokul Global University extends its commitment beyond traditional celebrations to actively promote cultural diversity. Events like the Gokul Global University Talent Show showcase its rich cultural tapestry through skits, theater, dances, music and songs reflecting various

cultures and languages. These events play a significant role in building confidence, developing civic pride, inculcating tolerance and promoting an amicable atmosphere within the university community.

Community Engagement through NSS: The National Service Scheme (NSS) programs play a crucial role in educating students about the challenges faced by socially and economically underprivileged communities. These initiatives act as a bridge between Gokul Global University and surrounding communities, fostering a spirit of social responsibility in the students and bring about a sense of inclusivity in the neighborhood.

Health and Well-being Initiatives: Prioritizing the well-being of its community members, the Gokul Global University's organizes regular health checkup programs for both teaching and non-teaching staff. These programs address a wide range of health concerns. The center also extends its services to the broader community, organizing healthcare camps and school health programs in the rural areas.

Medical Alliance for Tertiary Care: Recognizing the importance of healthcare, Gokul Global University has established a medical alliance offering discounted fees. This initiative provides employees, and their families access to tertiary care services at university hospitals in Sidhpur.

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

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Gokul Global University acknowledges the pivotal role education plays in moulding responsible citizens and contributing to the progress of the nation. Beyond academic instruction, the university views it as a moral obligation to sensitize both students and employees to their constitutional obligations, values, rights, duties and responsibilities as citizens of India. Through a range of initiatives such as community support programs, National Service Scheme activities, constitutional education, outreach programs, and active participation in national development campaigns, the university is actively fostering the holistic development of individuals and society at large.

Community Support during COVID-19: In response to the COVID-19 pandemic, the University, in collaboration with the Gokul Foundation, actively engaged in community support initiatives. The

university has made significant contributions to the fight against the pandemic by donating Personal Protective Equipment (PPE), particularly face shields, addressing the acute shortage during these challenging times.

The affiliated hospitals played a crucial role in providing essential healthcare services. The Nursing Department actively participated by offering bed facilities for quarantine patients. These initiatives underscore Gokul Global University's commitment to social responsibility, utilizing its resources and expertise to address immediate needs and contribute to healthcare provisions.

National Service Scheme (NSS) Activities: The NSS unit at university serves as a platform for students to engage in community work and contribute to nation-building. Various activities organized by the unit channel the energy and idealism of students into constructive pursuits. Regular occurrences include health camps, cleanliness drives in both the campus and nearby slum areas, and awareness campaigns on issues such as health and sanitation.

Constitutional Education: The university places a strong emphasis on educating students about the Constitution of India. Expert-led special lectures are regularly conducted to enlighten students on the significance of the Indian Constitution, encompassing its fundamental rights, duties, values, and the responsibilities of citizens. These sessions aim to provide students with a thorough understanding of their roles within the constitutional framework.

Additionally, constitutional education is integrated into the curriculum through specific courses. Constitutional Law is a part of the curriculum in L. L. B., B.A. - L. L. B., B. Com.- L.L.B and B. A.- History. In LL.M., a course titled "Principles of Human Rights and Indian Constitutional Law: The New Challenges" is offered.

Outreach Programs and Virtuous Cycle: The university encourages students to participate in outreach programs organized by their respective departments, facilitating a deeper understanding of social issues within the community. Activities such as blood donation camps, tree plantation, and cleanliness awareness programs are integral components of these initiatives. They not only contribute to the well-being of the community but also foster a virtuous cycle between society and an inclusive academic system.

Unnat Bharat Abhiyan: Inspired by the vision of transformational change in rural development, the University actively participates in the Unnat Bharat Abhiyan. The NSS unit conducts various activities aimed at the development of rural society, seeking to establish a symbiotic relationship between the university and rural India by providing knowledge and practices that address the development needs of the community.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant 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 institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Institutional data in the prescribed format (data template)	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	View Document

7.2 Best Practices**7.2.1**

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

Response:

Best Practices 1

1. Title of the Practice:

Enhancing Employment and Entrepreneurship potential through Value Based Education

2. Objectives:

- Preparing students for professional and personal life by equipping them with a comprehensive set of skills, including critical thinking, communication, problem-solving, teamwork, to enhance employability.
- Fostering entrepreneurial mindset among students to encourage creativity, innovation and risk-taking.

The university strives to achieve this objective through value-based education.

3. The Context

The professional world poses challenges for students and education institutes alike. Institutions bear the responsibility of equipping students with technical and life skills, essential for success in the professional realm. Striking a balance between personal and professional life is crucial. Despite student inclination toward specialized knowledge, holistic development demands exposure to diverse fields. While challenging, universities offer academic avenues and support systems to cultivate broader interests through various platforms, fostering a well-rounded education for future success in entrepreneurship or employment.

4. The Practice

The university prioritizes academic advancement with a focus on technical knowledge, skills, and values. Aligned with NEP 2020, it includes employment-based courses, ability enhancement, and value-added courses in the curriculum.

The institution provides opportunities for real-world application of theoretical knowledge through internships, projects, and collaborations with industries, ensuring students gain practical experience. Collaborations with industries are also meant to identify and incorporate the latest trends and technologies into the curriculum, aligning education with demands of the job market.

To inculcate innovation and entrepreneurship approach in students, the university has established a SSIP Cell. Several activities are carried out by the cell, one of them is IDEATHON. Best three entries are awarded with prizes. They are sent for higher competitions at state and national level.

The Training and Placement Cell generates employment opportunities, organizing fairs and facilitating campus placements. An Employment Fair held on July 25, 2023, featured 22 companies from Gujarat. Offer letters were given to interested candidates, and many have joined their jobs.

The university encourages networking with professionals, alumni, entrepreneurs, providing personalized career guidance and mentorship. Beyond academics, activities like NCC, NSS, sports & cultural events enrich students' practical experience. Strong community outreach enhances university's commitment to holistic development.

5. Evidence of Success

One of the major aims of any education institute is to ensure maximum employment of the students. The success is reflected by placements achieving 71% placement rate in last five years through the efforts of Training and Placement Cell.

A Computer Science team secured first position and presented web-based application for Gram Panchayats. Initiatives like Atal Incubation Centre for innovation and Sanskrit Pathshala for value-based education demonstrate a holistic approach.

NCC cadet selected for Republic Day Camp. NSS wing students engage in community outreach, adopting villages under the Unnat Bharat Abhiyan. Institute combines employment focus, innovation, values, and community service for comprehensive student development.

6. Problems Encountered and Resources Required

Most university students are from rural or semi-urban areas, facing a language barrier that hinders comprehension and communication skills. This delay affects employment opportunities. Despite university efforts to foster entrepreneurship, few students actively engage. Institution plans to encourage participation through programs and interactions with successful entrepreneurs, professionals, and alumni.

Best Practices 2

1. Title of Practice:

Fostering Social Awareness through Community Service

2. Objectives:

The practice aims to expose students to real-world issues, fostering awareness of societal problems, and promoting upliftment of rural areas for national development. The objectives involve sensitizing students to social issues, creating awareness of disparities, and instilling compassion and empathy for society in youth.

3. The Context

The very objective of the umbrella organization, which began this educational institution, aimed to uplift local underprivileged population through affordable, quality education.

Sensitivity towards society must be a natural outcome of the education process providing life skills and promoting inclusivity. The university integrates academic excellence with social responsibility, delivering a balanced approach through curriculum, extracurricular activities, and social interactions for holistic student development and positive outcomes.

4. The practice:

The practice is evident from the university's commitment to and engagement with community related services. Committed towards elderly people of Sidhpur city. Senior citizens are of prime priority, and it arranges programmes specifically for them. Cultural Programme invitation for celebration of national holidays such as 15th August and 26th January are organized for them every year.

One of the most noteworthy activities in this category is distribution of daily Tiffin to the needy people of Sidhpur city.

There are two hospitals located at University campus where everyday hundreds of patients are visiting and taking benefit of services available in these hospitals. Service includes FREE MEDICINE to all those who take services of these hospitals.

During Navratri, students provide free Seva, medical support and medical camps to pilgrims traveling to Ambaji Temple.

Platforms like N.C.C. and N.S.S have undertaken extensive efforts to host numerous activities like Blood Donation, Thalassemia Camp, Tree Plantation, health check-up, physiotherapy camps that result in interaction and consequent bonding amongst the student community, fostering a strong sense of camaraderie, equity and inclusiveness.

University remains committed to humanity, striving for upliftment of needy through social and community outreach activities, promoting sensitization among students, faculty, and staff.

5. Evidence of Success

University collaborates with Bahuchar Jan Seva Trust for Tiffin service, preparing and distributing 280 meals daily to needy individuals, primarily senior citizens. Students and trust employees begin distribution in Sidhpur at 10:00 am, benefiting seniors who cannot prepare their own food. Meals, comprising typical Gujarati dishes, sufficient for two daily servings. During festivals, sweets are added.

Ayurved and Homeopathy hospitals provide medicines, especially during Navratri pilgrimage to Ambaji temple, earning the institution goodwill and fulfilling social objectives with tangible success reflected in joy of the beneficiaries.

6. Problems Encountered and Resources Required:

Balancing academics and extra curriculars, motivating students to engage in social services beyond class hours poses challenges. Raising awareness in rural areas faces obstacles due to public reluctance to accept new ideas. Difficult terrain in some villages hinders transportation, boarding, and lodging. Encouraging volunteers for social work requires overcoming time constraints and addressing social and anthropological issues.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Uplifting Society through Education

Gokul Global University is a state private university located in the northern part of Gujarat state of India, near the holy town of Sidhpur. Realising the cherished dream of his mother Pujya Hansaba, Shri Balvantsinh C. Rajput, the President of this university, founded the institution to serve their Janmabhumi and Karmabhumi. The university was established in March 2018 under the Gujarat Private State University Act 4 of 2018. The prime objective is to bring about inclusivity through cost effective, quality education to the students belonging to rural, under developed and developing areas that are away from main cities and to strive for social upliftment of under privileged sections of society through community outreach endeavours in the neighbourhood.

Since its inception, the management has put in humongous efforts for providing quality education to the students of North Gujarat and surrounding regions by beginning programmes in a range of disciplines. Since the University is located in a rural area, the major thrust area of the institution is to provide quality education to the students belonging to rural areas. There are quite a good number of students from under-privileged sections of society also, who took advantage of scholarships from the government and from the university management for their education. Catering to the needs of such students requires substantial resources. Sources of funding being limited, the institution uses strategic measures for optimum and effective utilisation of resources, to fulfil this prime objective of inclusiveness and social outreach.

To meet the objective of affordable and quality education, students from economically challenged background are provided financial assistance by the institution. Ample avenues of financial support are available from the state government. Students need help to tap these avenues, which are provided proactively. The same is done for financial support from non-government agencies.

Societal interaction and community outreach has been a way of life at the institution. The university has adopted five villages from the surrounding areas. Awareness & development programmes have been carried out in these villages. The students and staff members also participate in such awareness programmes. Recently a camp has been organized at one of the villages known as Chandravati where activities were performed under the banner of NSS. By organizing such camps, the University is contributing towards social upliftment and rural development.

The campus also witnesses a number of the diversified extension activities carried out at the campus and that leads to the development of a sense of social responsibility among the students.

There are two hospitals located on the campus i.e. Ayurvedic and Homeopathic hospitals. It is indeed a great privilege for the students & staff members of the university to avail the medical facilities. The medicines are also made available to people from nearby villages where these medicines are provided either free of cost or at very nominal cost.

The University has a Women Development Cell under which various activities are carried out. The Women's Development Cell (WDC) was established with the purpose of creating a gender-sensitive community, enhancing awareness about gender equality and promoting women's empowerment. Development and awareness programmes are organized wherein female staff and students are invited to participate. Susri. Bhikhiba Rajput, wife of President takes keen interest in activities related to woman.

In response to the COVID-19 pandemic, the University, in collaboration with the Gokul Foundation, actively engaged in community support initiatives. The university has made significant contributions to the fight against the pandemic by donating Personal Protective Equipment (PPE), particularly face shields, addressing the acute shortage during these challenging times. The affiliated hospitals played a crucial role in providing essential healthcare services. The Nursing Department actively participated by offering bed facilities for quarantine patients. These initiatives underscore Gokul Global University's commitment to social responsibility, utilizing its resources and expertise to address immediate needs and contribute to healthcare provisions.

The NSS unit at university serves as a platform for students to engage in community work and contribute to nation-building. Various activities are organized by the unit towards that purpose including regular health camps, cleanliness drives in both the campus and nearby slum areas, and awareness campaigns on issues such as health and sanitation.

The university encourages students to participate in outreach programs organized by their respective departments, facilitating a deeper understanding of social issues within the community. Activities such as blood donation camps, tree plantation, and cleanliness awareness programs are integral components of these initiatives. They not only contribute to the well-being of the community but also foster a virtuous cycle between society and an inclusive academic system.

Inspired by the vision of transformational change in rural development, the University actively participates in the Unnat Bharat Abhiyan. Under this initiative, the students conduct various activities aimed at the development of rural society, seeking to establish a symbiotic relationship between the university and rural India by providing knowledge and practices that address the development needs of the community.

Recognizing the importance of healthcare, University has established a medical alliance offering discounted fees. This initiative provides employees and their family's access to tertiary care services at university hospitals in Sidhpur. The university also extends its services to the broader community, organizing healthcare camps and school health programs in the rural areas. There is a dedicated ambulance service provided by the hospital. The hospital intends to cater to the needs related to medical care for the students, staff, their family members and the population around.

As evident from the founding philosophy of the institution, the commitment and dedication of entire

family of the founder of the institution for upliftment of the people in the vicinity, the structure of the institution and its activities, there is a strong emphasis on societal outreach, inclusivity and upliftment of underprivileged communities in the neighborhood.

This distinct identity of the institution, which is ingrained in its philosophy, has been blended seamlessly with the academic life of the students and used as a vehicle to impart them a sense of social responsibility, making it a learning tool and an educational initiative.

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

5. CONCLUSION

Additional Information :

The University is dedicated to the development, dissemination, and application of knowledge in a wide range of academic disciplines. Its commitment in teaching, research, and service aspires to serve the higher education needs of India and the world. It has set up an exemplary example of "Uplifting Society through Education" by developing world-class social infrastructure to provide a holistic education with a global vision.

In the pursuit of its mission, University envisions short term and long term goals as follows:

Short-Term Goals:

- Provide scholarships and financial support to deserving students in arts, culture, sports, and other educational pursuits.
- Establish and run various educational institutions approved by government boards and councils.
- Expand public education for the holistic development of individuals through diverse educational programs.
- Open training centers for various disciplines, including but not limited to arts, commerce, law, technology, and health sciences.
- Promote computer education and ICT programs for the development of students.
- Conduct seminars, workshops, and awareness programs to encourage education and knowledge dissemination.
- Support students irrespective of caste and creed, providing assistance with fees, books, and scholarships.
- Establish and maintain sports and health clubs, encouraging physical activities and well-being.
- Provide relief during natural calamities and undertake rescue operations.
- Create awareness about education, literacy, and vocational training.

Long-Term Goals:

- Establish and run educational universities recognized nationally and internationally.
- Foster cultural development through learning shibirs, lectures, and fairs.
- Develop vocational training centers for women empowerment.
- Expand efforts for the welfare of the elderly, orphaned, and differently abled.
- Undertake research projects for the development of human resources.
- Promote and conduct educational activities for tribal, rural, and urban populations.
- Establish dispensaries, maternity homes, and health centers for preventive and curative healthcare.
- Collaborate with government bodies and authorities for the benefit of trust objectives.
- Provide relief and support during natural disasters and critical situations.
- Contribute to the welfare of military personnel and their families.

Concluding Remarks :

The University is dedicated to the development, dissemination, and application of knowledge in a wide range of academic disciplines. Its commitment in teaching, research, and service aspires to serve the higher education needs of India and the world. It has set up an exemplary example of "Uplifting Society through Education" by developing world-class social infrastructure to provide a holistic education with a global vision.

In the pursuit of its mission, University envisions a future marked by strategic initiatives and continued commitment to academic excellence, aiming to expand its offerings across various sectors. Foremost among its plans is the establishment of a Medical College offering the MBBS program, advancing excellence in healthcare education. The institution intends to focus on patents and product development, with a goal to bridge the gap between academia and industry through the commercialization of intellectual property, collaborations with international institution, extending consultancy services, to provide valuable insights and solutions to industry and societal challenges.

Recognizing the evolving landscape of education, it proactively prepares to expand its reach through distance and online education, ensuring accessibility and flexibility to cater to a broader audience and meet the demands of the digital age. These future-oriented plans underscore the university's commitment to holistic education, innovation, and its role as a global contributor to knowledge and societal advancement.

The University believes in nurturing and encouraging students to enhance their skill sets as per the global requirements of both corporate and academia. The University strives to remain at the forefront of cutting-edge technology and scientific research and continues to leverage ICT to its fullest for continual improvement of the quality and relevance of teaching, research, and academic administration.

It has successfully implemented participative management involving all stakeholders to achieve the University Mission and is committed to nation-building and aspires to engage in the overall development of students through theoretical, and experiential learning experiences, providing opportunities for research, innovation, and entrepreneurship, thereby contributing to the growth of nation and society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 1265 Answer after DVV Verification: 1095</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 1265 Answer after DVV Verification: 1265</p> <p>Remark : Value updated as per attachment</p>																														
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>978</td> <td>922</td> <td>974</td> <td>675</td> <td>445</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>978</td> <td>922</td> <td>974</td> <td>554</td> <td>386</td> </tr> </tbody> </table> <p>2.1.2.2. Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	978	922	974	675	445	2022-23	2021-22	2020-21	2019-20	2018-19	978	922	974	554	386	2022-23	2021-22	2020-21	2019-20	2018-19					
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2022-23	2021-22	2020-21	2019-20	2018-19																											
2.4.2	<p>Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years Answer before DVV Verification : 268 Answer after DVV Verification: 168</p> <p>Remark : As per the documents and data template value has been updated</p>																														

2.4.3	<p>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</p> <p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year Answer before DVV Verification : 1818 Answer after DVV Verification: 1626</p>																				
3.3.2	<p>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</p> <p>Answer before DVV Verification : 120 Answer After DVV Verification :31</p>																				
3.4.2	<p>Total number of Patents awarded during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :6 Remark : As per the documents value has been updated</p>																				
3.4.5	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 158 Answer after DVV Verification: 156</p> <p>Remark : As per the documents and data template the values have been updated</p>																				
3.6.2	<p>Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years</p> <p>3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1547 1046 1682"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>60</td> <td>17</td> <td>22</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1760 1046 1895"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>39</td> <td>9</td> <td>12</td> <td>7</td> </tr> </tbody> </table> <p>Remark : Values have ben updated considering extension and outreach programs only</p>	2022-23	2021-22	2020-21	2019-20	2018-19	87	60	17	22	13	2022-23	2021-22	2020-21	2019-20	2018-19	42	39	9	12	7
2022-23	2021-22	2020-21	2019-20	2018-19																	
87	60	17	22	13																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
42	39	9	12	7																	
3.7.1	<p>Number of functional MoUs/linkages with institutions/ industries in India and abroad for</p>																				

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

Answer before DVV Verification :

Answer After DVV Verification :47

Remark : Value updated considering relevant documents as per metric requirement

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

4.3.2.1. Number of computers available for students usage during the latest completed academic year:

Answer before DVV Verification : 1195

Answer after DVV Verification: 980

Remark : Value updated as per invoices

5.2.2 Percentage of graduated students who have progressed to higher education year-wise during last five years

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
208	192	42	8	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
108	92	42	8	0

Remark : As per the documents and data template the values have been updated

5.2.3 Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

5.2.3.1. Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)

Answer before DVV Verification : 62

Answer after DVV Verification: 32

Remark : As per the documents and data template the values have been updated

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	33	35	16	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	33	25	16	9

Remark : As per the documents and data template the values have been updated

6.3.3 Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
209	194	140	92	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
202	178	109	55	38

Remark : Values updated as per attachment

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers in the institution year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>255</td> <td>214</td> <td>168</td> <td>94</td> <td>43</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>202</td> <td>178</td> <td>109</td> <td>55</td> <td>38</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	255	214	168	94	43	2022-23	2021-22	2020-21	2019-20	2018-19	202	178	109	55	38
2022-23	2021-22	2020-21	2019-20	2018-19																	
255	214	168	94	43																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
202	178	109	55	38																	

2.1 Total expenditure excluding salary year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1046.33	617.43	410.01	507.20	668.39

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1046.33	617.43	465.92	507.20	668.39