



Yearly Status Report - 2019-2020

Part A

Data of the Institution

1. Name of the Institution		NIRMA UNIVERSITY
Name of the head of the Institution		Anup K. Singh
Designation		Vice Chancellor
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		079-71652709
Mobile no.		9825034700
Registered Email		dg@nirmauni.ac.in
Alternate Email		exe_registrar@nirmauni.ac.in
Address		S G Highway
City/Town		Ahmedabad
State/UT		Gujarat
Pincode		382481
2. Institutional Status		

University	State
Type of Institution	Co-education
Location	Urban
Financial Status	private
Name of the IQAC co-ordinator/Director	Dr. Tejal Mehta/Dr. Anup K. Singh
Phone no/Alternate Phone no.	07971652669
Mobile no.	9879357584
Registered Email	dy.director.adr@nirmauni.ac.in
Alternate Email	dg@nirmauni.ac.in

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://nirmauni.ac.in/about/the-nirma-university/accreditations-rankings/
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4. Whether Academic Calendar prepared during the year

Yes

if yes, whether it is uploaded in the institutional website:
Weblink :

<https://nirmauni.ac.in/academic-calendar/>

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B	2.93	2010	28-Mar-2010	27-Mar-2015
2	A	3.18	2015	15-Nov-2015	15-Nov-2020

6. Date of Establishment of IQAC

24-Sep-2009

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
No Data Entered/Not Applicable!!!		

[View File](#)

8. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

89

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Facilitating accreditation/ranking related Activities • Formation of Tutorial Policy, • Coordinated online Faculty/induction/Research Training Programme • Establishment of Legal Incubation Centre • Initiation of internalization of teaching, research and extension activities and online Teaching and Exams. Activities under UG Research council and its guidelines

No Files Uploaded !!!

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achievements/Outcomes
No Data Entered/Not Applicable!!!	
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14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
IQAC University level Committee Meeting	22-Feb-2021
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2020
Date of Submission	20-Jan-2020
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	Nirma University has an MIS system since its inception. The modules functional under the MIS are :1. Admission Module 2. Academic Module3. Accounts Module 4. HR Module 5. Exam module

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

Name of Programme	Programme Code	Programme Specialization	Date of Revision
No Data Entered/Not Applicable !!!			
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1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
No Data Entered/Not Applicable !!!				
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1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
Mtech	Data Science (Computer science and Engineering)	01/07/2019
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the

University level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BCom	B. Com (Hons.)	01/07/2019
BDes	Bachelor of Design (Communication Design)	19/07/2019
BDes	Bachelor of Design (Industrial Design)	19/07/2019
BA LLB	B.A., LL.B. (HONS.)	01/07/2019
BCom LLB	B.Com., LL.B. (Hons.)	01/07/2019
Integrated(UG)	Integrated Bachelor of Business Administration - Master of Business Administration	09/09/2019
LLM	LL.M. (One Year) Programme - Constitution and Administrative Law	01/08/2019
LLM	LL.M. (One Year) Programme - Criminal and Security Law	01/08/2019
MBA	Master Of Business Administration	20/06/2019
MBA	Masters Of Business Administration (Family Business & Entrepreneurship)	20/06/2019
MSc	M. Sc. in Biochemistry	01/07/2019
MSc	M. Sc. in Biotechnology	01/07/2019
MSc	M. Sc. in Microbiology	01/07/2019
Mtech	M. Tech in Computer Science and Engineering	16/07/2019
Mtech	M. Tech in Computer Science and Engineering(Data Science)	17/07/2019
Mtech	M. Tech in Computer Science and Engineering(Information and Network Security)	16/07/2019
Mtech	Master of Computer Application	16/07/2019
Mtech	M. Tech in Computer Aided Strucutal Analysis and Design (CASAD)	16/07/2020
Mtech	M. Tech in Electronic & Communication (Embedded System)	16/07/2020
Mtech	M. Tech in Electronics & Communication (VLSI Design)	16/07/2019

Mtech	M. Tech in Electrical Engineering (Electrical Power Systems)	16/07/2019
Mtech	M. Tech. in Mechanical Engineering (CAD/CAM)	16/07/2019
Mtech	M. Tech in Mechanical Engineering (Thermal Engineering)	16/07/2019
BArch	Bachelor of Architecture	24/06/2019
BArch	Bachelor of Planning	22/07/2019
BTech	B. Tech in Computer Science and Engineering	15/07/2019
BTech	B. Tech in Chemical Engineering	15/07/2019
BTech	B. Tech in Civil Engineering	15/07/2019
BTech	B. Tech in Electronics and Communication Engineering	15/07/2019
BTech	B. Tech in Electrical Engineering	15/07/2019
BTech	B. Tech in Instrumentation and Control Engineering	15/07/2019
BTech	B. Tech in Mechanical Engineering	15/07/2019
BPharm	Bachelor of Pharmacy	15/07/2019

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
No Data Entered/Not Applicable !!!		
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
No Data Entered/Not Applicable !!!		
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes

Parents

Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

Feedback is obtained at the end of each term / semester for each course offered during the term/semester. In the feedback form designed, students give their feedback on the course and the faculty. Each faculty is then given their feedback results and as and when required, the director may call upon concerned faculties and try to resolve the issues. The main objective of seeking students' feedback on teaching at the Institute is to assist faculty members in monitoring and improving their effectiveness as teachers. The information is used as one of the means for assessing teaching effectiveness for decisions regarding merit, tenure and promotion, and to provide information that may be used to support exceptional teachers nominated for teaching awards. There are regular class visits for observing the overall delivery of lectures in classroom. In the said respect a pre and post observation meeting is conducted. A pre observation meeting is conducted to discuss the aspects to be monitored / observed during the visit. A post observation meeting is conducted to discuss the outcomes of the visit as well as to plan for the improvement. The concerned faculty is required to work on the suggestions. Feedback is obtained from teachers in an unstructured manner via the Academic Area meetings held by each Area Chairperson and during the faculty meetings as well. The revision of any course, issue of availability of any expert or references, etc., delivery of a course is all addressed via these different meetings. Also meetings are held for faculties teaching in a specific term / semester and discipline issues or infrastructural issues faced by them are also discussed in that forum and efforts are made to resolve them. Alumni give their feedback when they visit the Institute on various occasions like Institute Seminar Series, Alumni Day and Alumni Conclave. City meets are also conducted where alumni attend and give their feedback which is analyzed and their suggestions for improvement and enhancement are implemented wherever possible. The suggestions of the parents have been taken into account and many of them have been implemented and included in the curriculum, many other companies are being invited for the campus placements and even expert lectures are being organized on time management, leadership skills, entrepreneurship etc. for their overall development. On the basis of feedback from stakeholders, varied actions are taken by the constituent institutes. Soft Skill training is to be enhanced at all levels. All course coordinators will incorporate one component of assessment with soft skill / communication and research as focus areas Internship is monitored by a team of faculty members who shall visit the firms and seek feedback about student performance. Also, an effort will be made to initiate further collaborative activities with law firms / NGOs/corporates/consultancy/labs. AlmaShines / AlmaConnect / LinkedIn and other social media platforms activated for enhancement of alumni reach outs. A few parents volunteered to help Institute related activities.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
No Data Entered/Not Applicable !!!				
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	6450	2069	48	10	360

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
No Data Entered/Not Applicable !!!					
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Yes, Students mentoring system is available in the institution. The students often need mentoring, guidance and counselling in their academic journey programme. In order to support them and address their need to share, discuss any difficulty – academic, personal, psychological, attendance related, career choice, placements or any other matter a mentoring system is devised and followed for all the students. Objectives of students mentoring systems are as follows. • To provide the platform to the students for sharing their problems related to academic and non-academic matters. • To monitor the academic progress of the students. • To identify the slow learners, fast learners and the weak students and to provide them suitable environment to grow and prosper. • To provide an intervention and assistance to the students to grab the opportunity for their growth and development. • To cultivate higher degree of professional responsibilities and imbibe the values amongst the young students. • To provide an opportunity for overall development to all the students As per the Mentoring Policy of the university, faculty mentors were assigned to each newly admitted student in all the programmes. As a part of the orientation programme for those newly admitted students, their meeting with the faculty mentor was scheduled, where they have filled in the mentoring form. The students meet mentors regularly or when needed and the details are entered in a separate form. The faculty mentors their mentees at least twice a month. They continuously monitor, counsel, guide and motivate the students in all academic matters. They also provide primary psychological counselling to those who need them and refer them for more professional counselling, if required. They contact parents/guardians if situation demands e.g. academic irregularities, negative behavioural changes and interpersonal relations, detrimental activities etc. They advise students regarding choice of electives, project, summer training, and their career development/professional guidance. The students are also guided for social internships, business plans, live projects etc. Thus, in a semester/term, minimum two mentoring sessions are arranged. However, for the special cases, where continuous monitoring and follow-ups are required, series of mentoring sessions are arranged. A professional counsellor is also available at the Institute. The mentoring system helps the student to handle academic, psychological and other problems. Many students are benefited by way of receiving pre-placement offers after internships. The faculty maintain a detail progressive record of the student. They intimate Director/Dean and suggest if any administrative action is called for. The mentors use both formal and informal means of mentoring. The mentor system, apart from its formal part, also exists as a robust informal mechanism to boost inclusiveness, gender sensitivity and social responsibility of students.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
8519	418	1 : 20

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
491	418	73	69	208

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
No Data Entered/Not Applicable !!!			
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
No Data Entered/Not Applicable !!!				
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2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
39	8422	0.46

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://nirmauni.ac.in/programoutcomes/

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
No Data Entered/Not Applicable !!!					
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://nirmauni.ac.in/studentsurvey/

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

3.1.1 – Teachers awarded National/International fellowship for advanced studies/ research during the year

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
No Data Entered/Not Applicable !!!				
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3.1.2 – Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other fellows in the Institution enrolled during the year

Name of Research fellowship	Duration of the fellowship	Funding Agency
No Data Entered/Not Applicable !!!		
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3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Total	Nil	Nil	227859370	33645403
Students Research Projects (Other than compulsory by the University)	Nil	Nil	712303	70000
Projects sponsored by the University	Nil	Nil	10594069	4577984
Industry sponsored Projects	Nil	Nil	970000	0
Interdisciplinary Projects	Nil	Nil	23749574	4927635
Minor Projects	Nil	Nil	2945000	177399
Major Projects	Nil	Nil	188888424	23892385
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3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		
View File		

3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
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3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
No file uploaded.					

3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
Technology and Engineering	11
Management	7
Pharmacy	13
Science	6

3.4.2 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
No Data Entered/Not Applicable !!!			
View File			

3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
No Data Entered/Not Applicable !!!	
View File	

3.4.4 – Patents published/awarded/applied during the year

Patent Details	Patent status	Patent Number	Date of Award
No Data Entered/Not Applicable !!!			
View File			

3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
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3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	52	117	19	39
Presented papers	135	32	2	Nil
Resource persons	36	45	16	9
No file uploaded.				

3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultan(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
No Data Entered/Not Applicable !!!			
View File			

3.5.2 – Revenue generated from Corporate Training by the institution during the year

Name of the Consultan(s) department	Title of the programme	Agency seeking / training	Revenue generated (amount in rupees)	Number of trainees
No Data Entered/Not Applicable !!!				
View File				

3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
No Data Entered/Not Applicable !!!			
View File			

3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NSS Camp	Recognition	Sarpanch, Ratanpur	23
7 Days NSS Camp at Dandi Village	Letter of acknowledgement	Sarpanch, Dandi Village	28
View File			

3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
No Data Entered/Not Applicable !!!				
View File				

3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
No Data Entered/Not Applicable !!!			
View File			

3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
No Data Entered/Not Applicable !!!					
View File					

3.7.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
No Data Entered/Not Applicable !!!			
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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
10220.68	7670.58

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
No Data Entered/Not Applicable !!!	
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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
KOHA- Open Source Software	Fully	17.11	2015
DSPACE	Fully	6.2	2007
Remote Login	Fully	2	2012

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total
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No Data Entered/Not Applicable !!!

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	2350	59	2350	59	1731	224	395	1024	0
Added	8	0	8	0	0	5	3	200	0
Total	2358	59	2358	59	1731	229	398	1224	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

1224 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Media Lab	https://design.nirmauni.ac.in/

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
266.26	252.64	1051.79	845.07

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The campus has an ambiance that motivates students to grow. The constituent Institutes of the university have fully ventilated/ air-conditioned classrooms, several amphitheatres, flat classrooms, an auditorium with the capacity of 450 seats, computer centres, communication lab, fully automated library for each Institute, an art gallery, faculty and administrative blocks, and conference rooms. Modernity, aesthetics and grandeur characterize the buildings. The overall atmosphere on the campus is distinguishable by serenity and is conducive for intellectual pursuits. The campus is Wi-Fi enabled. The classrooms are equipped with multimedia and audiovisual equipment to facilitate effective learning. Each classroom has Internet connectivity through wireless local area network. Computing facilities for the students include a well-

equipped lab. A state-of-the art gigabit network connects every corner of the Institute. Every student and faculty member has a networked laptop computer at his or her disposal. High speed servers run on a variety of platforms to suit all kinds of requirements and support the entire network. A branch of the Kalupur Commercial Co-operative Bank Ltd., a scheduled bank, with ATM facility is located on the campus. The Institute is also equipped with a canteen a foodcourt in addition to the mess, various sports facilities, medical facilities, etc. There is a non-resident doctor who visits the campus regularly on weekdays. Wheelchairs are also available for accessibility through ramp for specially enabled students. The Institute has a volleyball court, a lawn tennis court, a basketball court, a football and cricket ground, a table-tennis room, and a well-equipped modern gymnasium. The University has separate well equipped hostel facilities for boys and girls. With all recreational facilities such as cable TV, common room for interaction, etc. All hostel rooms have Internet connectivity round the clock. The University has its own fleet of buses plying in all the areas of Ahmedabad and Gandhinagar for faculty, students and staff. The University has a provision of Book Bank Facility to help the needy meritorious students. Currently, the Library Resource Centre provides book bank facility to the students of the Institute of Technology, Institute of Pharmacy and Institute of Law. Central Library is under planning. Library plans to create learning spaces, big reading rooms, interactive spaces, for the varied requirements of users. The University lays due emphasis not only on the academic growth of its students but also on their holistic development. Keeping these benefits of practicing yoga in mind, the University has allocated a spacious Yoga Hall, where students, faculty and staff practice yoga and meditation. The University houses a Health Care Centre on its campus that is open for all members on the working days. Keeping the academic, social-psychological, and emotional needs of its students in mind, the University has a dedicated Counselling Centre on its campus. The counsellor systematically studies and discusses a student's problems and facilitates the student to find an appropriate solution. The counsellor helps the student address his/her problems positively by helping him/her clarify the issues, explore options, develop strategies and increase self-awareness

<https://nirmauni.ac.in/about/nerf-at-a-glance/objectives/>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nil	Nil	Nil
Financial Support from Other Sources			
a) National	Nil	Nil	Nil
b) International	Nil	Nil	Nil
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
No Data Entered/Not Applicable !!!			
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
No Data Entered/Not Applicable !!!					
View File					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nil	Nil	Nil

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
No Data Entered/Not Applicable !!!					
View File					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
No Data Entered/Not Applicable !!!					
View File					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	3
SLET	3
GATE	42
GMAT	3
CAT	47
GRE	75
TOFEL	19
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
No Data Entered/Not Applicable !!!		

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
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No Data Entered/Not Applicable !!!

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The students are members of various committee/cell and also taking part in decision making. Time to time various activities are arranged under each cell and students are well informed about all the cells during first year orientation. Equal opportunity Cell: The cell looks after maintaining the environment for providing equal opportunity to all disadvantaged groups. It also provides a platform for improving the system based on genuine feedback from stakeholders. Grievances Redressal Cell: The major objective of the cell is to make all efforts to ensure transparency in all the activities at different stages. Redressal of the grievances of students is done through this cell. There is Grievances Redressal committee in each department as well as Institute level. Anti-ragging Activity Cell / Anti-Drug Squad: This cell is formed in the institute to prevent any activities related to ragging of the students. An anti-ragging cell is empowered to take stringent action against such unwanted incidents as per UGC guidelines. It is compulsory for the students and their parent to submit anti-ragging undertakings. Anti-Drug Squad keeps vigil in curbing the use of banned drugs by the students. Women Development Cell: To provide and maintain a dignified, congenial working environment for women employees (including teaching, non-teaching and contractual workers) and students, where they can work, study and explore their potential to the fullest. Prevention of Sexual Harassment Cell (Cell is working at University Level): The cell is formed to prevent discrimination and sexual harassment against women. It also lays down the procedures for the prohibition, resolution, settlement and prosecution of acts of discrimination and sexual harassment against women, by the students and the employees. Committee deals with cases of discrimination and sexual harassment reported by teaching/non-teaching member/student. Gender Sensitization Cell: Creating awareness regarding gender biasing. This cell provides assistance to all through conducting workshop and awareness drives. Women in Engineering Cell: The cell is formed to provide the platform to guide the women in engineering related issues. It conducts various activities related to the same. Internal Quality Assurance cell: One student usually who is a ranker of semester VII is selected as member of IQAC. IQAC meetings with external members are arranged twice in a year. Quality issues related to academics, research and other are discussed in meeting. Suggestions given by external members are well taken and incorporated in decision making. Students organisation: Each and every department is having student's organizations, where various technical and nontechnical activities are arranged throughout the year. Students are managing all events. In addition to above, student representatives are there in all committees like Library Committee, III CELL, NSS and NCC.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Nirma University has an Alumni Association which is named "NU Alumni Association". It has three categories of membership that includes Alumni, Faculty members, Donors Associate members. The alumni association contributes to the University in multiple ways: i. Financial Contribution: The alumni association contributes to the University for building a corpus of the fund for furtherance of alumni activity and also helps to manage it. ii. Support for organizing events activities: Alumni board also assists in publishing the monthly Newsletters/Bulletin, planning of alumni events like, Alumni Day, Alumni City meets and Alumni Conclaves. iii. Participation in student development: The association facilitates various activities like alumni mentorship programme, fund management, assistance for summer and final placements, Guest lectures and scholarship for few deserving candidates. iv. Institution Building: To have an industry and alumni perspective in the selection process of the candidates for admission in MBA (FT) programme, the University invites senior alumni to be part of the admission interview panel. An Alumni board has been constituted to centrally co-ordinate and provide a direction for all alumni related activities. Along with the University Alumni Board, all Institutes have their individual Institute Alumni Board. The Board facilitates functioning of the chapters of the association at various locations outside Ahmedabad and work for the strengthening of Industry-University interface. The association pursues and sustains excellence in education through interaction between alumni, faculty and present students of the University. Alumni are invited to share their industry experience with the students and help them choose the right career path as a part of student's mentorship. The initiative is also to provide a platform to the students to know the best practices in the industry and relate to the studies. Many of our practicing alumni have delivered lectures in the area of Engineering, Management, Law, Pharmacy and Research. The University has a base of approximately 30000 alumni in industry / entrepreneurship ventures that helps strengthen our Industry-University interface. Alumni also contribute by providing their expertise in developing and updating academic curriculum of the various programs of the University. The University has received considerable support from its Alumni in student placements and admissions. Some alumni were directly involved in the recruitment process as a member of the visiting team for campus recruitment. At the end of every financial year, an Annual Report is prepared, detailing the activities of the Association during the concluded year.

5.4.2 – No. of registered Alumni:

2158

5.4.3 – Alumni contribution during the year (in Rupees) :

2875450

5.4.4 – Meetings/activities organized by Alumni Association :

Alumni details: • IMNU: 1) Alumni Meets held during the year 2019-20 : 4 Bangalore Delhi Mumbai Pune 2) Lectures done by Alumni during the year 2019-20 : 13 Career Guidance Talk : 1 Management Talk : 12 3) List of Alumni activities carried out during the year 2019-20 62 Alumni were a part of the panel for Admission Interviews in February 2020. IMNU Alumni Board Meeting on 7th September, 2019 Alumni Day was conducted on 5th October, 2019 - 290 alumni attended General Body Meeting on 5th October, 2019 Pratidhwani - The Alumni Conclave was conducted on 1st February, 2020 - 12 alumni delivered lectures in the conclave. • IPNU: 1) Alumni meets held during the year 2019-20. - 03 Annual Alumni Meet Baroda Chapter Meet Alumni Networking Meet 2) Lectures done by Alumni during the year 2019-20. - 32 Career Guidance Talk - 11 Technical Talk -

21 3) List of Alumni activities carried out during the year 2019-20. Book Bank Facility - 35 Existing Students of B.Pharm availed the Facility (Set of Books for Entire Year) Prominent Alumni Award - 11 (2006 intake Batch : 9 BPH 2 MPH)

- ISNU: 1.) Alumni meets held during the year 2019-20. 02 Annual meeting of Alumni Association of Institute of Science (ISNUAA) on 5th January, 2019, and on 29th Feb 2020 2.) Lectures done by Alumni during the year 2019-20. 02 (1) Dr. Prashant Kumar Jena was awarded his Ph.D. degree in 2014 under the guidance of Dr. Sriram Seshadri, Assistant Professor, ISNU. Following his postdoc from UCLA he has joined as Project Scientist in 'Innate and Host Pathogen interaction Laboratory', Department of Pediatrics, Cedars-Sinai Medical Center, Los Angeles USA. On 23rd January 2020 he visited ISNU to deliver a talk on "Dysregulated Bile acid synthesis derived gut dysbiosis." Faculty members and current M.Sc students appreciated the work by the distinguished alumni. (2) Dr. Dhara Lakhkar, alumni of ISNU is currently working as a Domain Expert, Science Communication and Public Engagement, MANAV at IISER, Pune. On January 22, 2020 she visited ISNU to deliver a lecture on "How to read research articles". She also conducted a session on awareness about the project MANAV, Human Atlas initiative by the Department of Biotechnology, Govt. of India with IISER, Pune as one of the collaborators. • ILNU: 1) Alumni meets held during the year 2019-20. - 02 Two Alumni meets were conducted. The first one was in Delhi and the second one in Jaipur. 2) Lectures done by Alumni during the year 2019-20. - 03 Siddharth Bapna (2010-2015 Batch) delivered lecture on higher education On September 9, 2020 an interactive webinar session on "How to Build CV" was conducted by Ms. Stuti Agrawal, alumna Batch of 2018, Ms. Nivedita Gajjar, Alumna, Batch of 2014, Sr. Specialist Contract, Eaton Technologies Pvt Ltd, Pune, conducted a webinar on CV Building Communication Skill 3) List of Alumni activities carried out during the year 2019-20.- 01 Alumni undertook social works to help underprivileged

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Leaders play an important role in institution building. The University ensures that leadership positions are timely filled and leaders are empowered to improvise the functioning of the institution. Shared leadership, consensual decision-making, teamwork, and camaraderie are the salient features of leadership at Nirma University. In total, there are 7 faculties headed by Deans who have adequate authority to manage the academic affairs of the faculties. Moreover, there are 28 Board of Studies, generally headed by Heads of Department, who have again sufficient authority to manage their academic affairs. The University has constituted many Academic Bodies, viz., Board of Studies (BoS) and Faculties. Most of the senior faculty members are nominated in the BoS and some are members of Faculties of Technology and Engineering, Management, Pharmacy, Science, Law, and Architecture. The faculty members involved in these academic bodies are empowered to suggest changes in academic matters, course curriculum, pedagogy, etc. Decentralization is implemented with proper and appropriate delegation of powers by the Board of Governors to Director General, Heads of Institution, Heads of Department, and Section Heads. The administration at all levels is decentralized in such a way that the staff from bottom to top can participate in the decision-making process. Delegation of power is documented properly and mechanisms are developed to ensure that concerned authorities use them effectively. Since its inception, the University encourages all its faculty and staff members to participate in various capacities in the management and growth of the University. There is a collegiate culture within the University, where all faculty share their opinions and suggestions, thereby participating in institution building. Heads

of Institutions (HoIs) participate in all policy matters. They are part and parcel of strategy planning and implementation. They are also active participants of the 'Coordination Committee'. In each department of the institute, area-wise groups are formed and are headed by senior faculty. Departmental meetings are regularly held. Thus, faculty members are involved in (i) deciding the curriculum and syllabus of related subjects (ii) laboratory development (iii) procurement of equipment, and (iv) suggesting the purchase of books and journals. Departmental headships are by rotation, and not fixed. The duration of the headship is three years, extendable to another three years.

Thus, all senior faculty get an opportunity to provide leadership to the department and participate in institution building. The budget proposal of each department is decided after taking the opinion and suggestions from all the faculty members. Faculty meetings are organized regularly and suggestions from faculty members and staff are invited from time-to-time on various issues.

Apart from these, faculty and student representatives are part of various councils and committees, including Library Council, Placement Advisory Council, Women Development Cell, Anti Ragging Committee, Canteen Committee, Internal Quality Assurance Cell, Students' Welfare Board, Examination Committee, etc.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Industry Interaction / Collaboration	The University provides platform for industry interaction through visit, guest lecture, training etc., The inputs from industry personnel are taken care in curriculum development. The students' ar placed in top MNCs, Private and Public sector enterprises. The summer internship is an integral part of the curriculum. Senior professional from corporate or alumni of the institute are also invited as a resource person for updating the knowledge of students on the latest trends and developments in that industry vertical. In an attempt to bridge the gap between industry and academia, NU also organizes Seminars , Conclaves, Conferences etc.,
Human Resource Management	Faculty and Staff positions are filled to maintain diversity (gender/geographical and demographical by following the standard procedure of the recruitment. Faculty members are promoted under the Career Advancement Scheme (CAS) as per UGC regulations. The technical staff members were also promoted under CAS. Adjunct faculty members are appointed by invitation from institutes of repute or from industry. In order to enhance the knowledge and skills faculty and staff

are deputed for higher studies / STTPs / FDPs / Industry based trainings etc. The members are given the support for publishing their research work, travelling abroad and book writing etc.

Library, ICT and Physical Infrastructure / Instrumentation

Library consists of collection of Textbooks, Journals, Bound Volumes, Conference Proceedings, General Reference Material, Magazines. Library also subscribed New Online EBSCO ebooks package from April 2018. Newspapers and CDs-DVDs are available for reference. All faculty members are provided with conducive seating environment with adequate facilities and laptop. The University has excellent sports facilities comprising synthetic grounds for basketball, volleyball, and tennis, large fields for football and cricket, table tennis room in addition to a well-equipped modern gymnasium/wellventilated classrooms along with projection facility and CCTV camera for conducting classes. The University has initiated Central Instrumentation Centre for Research.

Curriculum Development

Curriculum development is a two step process. Feedback on the curriculum from the different stake holders is collected. In parallel the dept level/area level committees to a benchmarking with a syllabus of leading institutes. Thereafter, the Curricula is designed with deliberations at the department level. The curriculum development for a new programme begins with a consultative workshop/advisory committee with practitioners from industry and members from Academic fraternity to deliberate on the proposed design. The syllabus designed is discussed at the Board of Studies. The input from the BoS are incorporated and forwarded to the Faculty concerned for its recommendation to the Academic Council of the University.

Teaching and Learning

Teaching and learning at the institute happen through a formal classroom, laboratory and tutorial sessions. The focus is to impart learning to make the student industry ready and having lifelong learning skills. The curriculum delivery emphasis on meeting Programme Educational Objectives (PEOs) as well as Programme Outcomes (POs). The coursewise course learning outcomes

	(CLOs) for UG and PG courses are prepared and mapped to POs and subsequently PEOs.
Examination and Evaluation	University focusses on Outcome Based Assessment process. Thus it includes Formative Assessment (CEE-Class test, assignments, projects, class participation, Lab work) and as well as summative Assessment (TEE). For maintaining the transparencies in the evaluation and examination system, assessed answer sheets are shown to concerned students of all the examination conducted (i.e. Class Test, Sessional and SEE). In few of courses innovative methodologies of evaluation were adopted like, seminars, open book examination and Online Multiple Choice Questions on Moodle. The University has initiated Revaluation System to facilitate transparency in the evaluation system
Research and Development	University puts a lot of emphasis on the development of Research acumen of their faculty members and motivates the faculty to do quality Research in their respective fields. Institute level and Department/Area Level Research Committees were formed. The bank of thrust areas for research were prepared by each department/area looking to national and international scenario. Faculty members were asked to prepare the research plan of the year focusing on creating research climate and overall development of the department/area from the perspective of funded research projects, quality research papers, and Ph.D. research work. Emphasis was also given to publish the research work in good quality journals having good impact factor. Faculty members were encouraged for the submission of major and minor research projects in various external funding agencies. Regular Research Seminars / talks and sessions on Pedagogy were arranged for the faculty. The Directorate of Research and Innovation also organized Research Orientation programme to enhance research skills of young faculty members.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
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Planning and Development	<ul style="list-style-type: none"> • MIS - Student Records • Timetable • Budget preparatory process • Mentoring Details • Feedback - Parents / Students / Stakeholders • Course and Program Feedback • PEO - GA - PLO - CLO Assessment
Administration	<p>Extensive use of Intranet facility for staff, student and faculty communications</p> <ul style="list-style-type: none"> • Employment Information System for keeping records regarding: <ul style="list-style-type: none"> o Circulars o Leave Reports o University Notification / Important Forms / Pay Slip / Income Tax Return Form Filling o Employee Details - Educational Qualifications / Experience / Mentor Details / Personal Details o Useful Links - Document Management System o Biometric Leave Information • NAAC • Institute / University Website • Query to particular administrative head through Web-Mail • End to End Admission process through E-process • Skype for
Finance and Accounts	<ul style="list-style-type: none"> • Use of ERP Software • University level accounts software for budget allocation/ head wise record keeping and all other auxiliary function
Student Admission and Support	<ul style="list-style-type: none"> • Form filling through online portal • Email communications with prospective students for query resolution • Online Payment of fees through E Platform • Facilitation of Counselling process online • Merit display through admission portal • Online communication regarding confirmation of admission • Advertisement for admission through University website and Electronic Media
Examination	<p>Several continuous assessment components are conducted online. ? The results for continuous assessment and semester end examination are notified electronically.</p>

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!				
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6.3.2 – Number of professional development / administrative training programmes organized by the University for teaching and non teaching staff during the year

Year	Title of the	Title of the	From date	To Date	Number of	Number of
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	professional development programme organised for teaching staff	administrative training programme organised for non-teaching staff			participants (Teaching staff)	participants (non-teaching staff)
2019	Nil	Nil	Nil	Nil	Nil	Nil

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
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No Data Entered/Not Applicable !!!

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
37	69	3	25

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
YES	YES	YES

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The University has a structured mechanism of internal and external audits of all bills. The accounts of the University are being audited on a concurrent basis by an Internal Auditor who is a Chartered Accountant. The Audit is being conducted as per the various rules and regulations framed by the University within the Framework of Delegation of Powers. There is a system of Pre-Audit of all the expenditure above Rs 10,000/- before payment. All the expenditure bills/cash memos are signed by competent authority and audited by the designated staff of Account Section. The external audit is done by an auditing agency appointed by the Board of Governors, who is also a statutory auditor of the University. Annual accounts along with the Statutory Auditor Report are submitted to the Board of Governance (BoG) every year (<https://nirmauni.ac.in/quarterly-internal-audit-report>). Being a responsible institution, Nirma University believes in the efficient implementation of internal controls and checks in financial management. We have a healthy mechanism to comply with the auditor's findings. We have a system for the evaluation of audit findings received from the auditor and also set a deadline for the reply of audit findings. The process flow of the mechanism is as under:

1. Receipt of Auditor's Report
2. Presentation before the management for the review
3. Evaluation of the findings
4. Development of corrective measures for the findings
5. Framing guideline/policies for strengthening internal control
6. Outlining timeline for implementation of the guideline/policies
7. Designating an employee for responsible implementation of guideline/policies
8. Informing the auditor about the measures and decisions of the management on auditor's findings.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NA	0	--
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	NBA	Yes	Institute
Administrative	Yes	NBA	Yes	Inatitute

6.5.2 – What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? (if applicable)

<p>Financial and Administration Power to the Director and HoD/Section Head Complete autonomy in designing and modifying curriculum with approval of Academic Council Admission as per prevailing policy Faculty independence in Teaching-Learning process</p>
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6.5.3 – Activities and support from the Parent – Teacher Association (at least three)

<p>Parents teacher meeting conducted once in every semester Parents feedback is taken for syllabus revision in Programme Parents are invited to the Anti- ragging committee etc.</p>
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6.5.4 – Development programmes for support staff (at least three)

<p>Around 20 staff members from Library attend several training programmes like One day Regional Training programme for Admin Users of PDS (URKUND), Author- Cum- Publishing Workshop, MANLIBNET 5-day International virtual Librarian Development Programme etc., Three days workshop from 19/12/2019 to 21/12/2019 on "Computer training programme" for Nirma University staff was scheduled by Computer Science and Engineering department. This workshop was intended to provide hands on sessions on computing resources, troubleshooting and other necessary equipment / software usage in Nirma University campus. Total 23 staff members participated from various Institutes of Nirma University.</p>
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6.5.5 – Post Accreditation initiative(s) (mention at least three)

<p>Faculty Development Programme for Faculty on Online Teaching and Learning Upgradation of LMS Strengthening of Ph.D. Programmes NBA Accreditation Status of COE-GoG Participation in state and National level Ranking</p>

6.5.6 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	Yes
c)ISO certification	Nill
d)NBA or any other quality audit	Yes

6.5.7 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
No Data Entered/Not Applicable !!!					
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Workshop on Gender Justice	19/11/2019	Nil	6	5
Workshop on Self Defence Techniques by Judge Mel Flanagan	20/02/2020	Nil	25	Nil
Lecture on "Gender sensitization and equal opportunities " Taken in the induction programme of Integrated BBA-MBA Programme:	19/07/2019	Nil	77	113
Self-Defence work-shop	10/02/2020	Nil	110	Nil
Stitching Competition as a part of International Women's Day Celebrations 2020 under WDC to promote gender equity.	05/03/2020	Nil	20	20
Awareness session on WDC activities and gender sensitization during Orientation programme of MPharm new entrants	24/07/2019	Nil	36	23
Awareness	13/09/2019	Nil	52	72

session on WDC activities and gender sensitization during Orientation programme of MPharm new entrants

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

Percentage of power requirement of the University met by the renewable energy sources. Initiation of 100 KW solar system for hostels. Availability of 5000 litre solar water heater installed in the hostel. The course on Environmental Studies course is offered by various institutes to guides students on sustainability issues and motivates them to adopt environment friendly practices. Field trips, NSS Camps etc. are also used to raise environmental consciousness amongst students. Students are made aware about the correct usage of electricity and other facilities. The usage of solar energy in the campus has been initiated. LED lights has been installed in the entire campus for energy saving.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	10000
Provision for lift	Yes	10000
Ramp/Rails	Yes	10000
Braille Software/facilities	Yes	Nil
Rest Rooms	Yes	13
Any other similar facility	Yes	2

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
No Data Entered/Not Applicable !!!							
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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Code of Professional Ethics	09/12/2019	Implemented as per UGC Notification
Scheme to promote Research and Innovation	03/05/2019	All the Institutes will utilize this scheme to

amongst students		strengthening the research
Policy for Promotion of Academic Integrity and Prevention of Plagiarism	02/05/2019	Followed the policy during submission of Research related documents
Code of conduct for students for maintaining disciplines	13/10/2020	Implemented procedure to decide with misconduct/indiscipline by students rules 2020

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Sweet Distribution on the Occasion of Diwali Festival to the Peons and Sweepers of the University by the Electronics and Communication Organisation(ECO)	22/10/2020	22/10/2020	350
Lecture delivered by Mr. Manoj Kumar K ,Scientist E, Inflibnet, Gandhinagar on "ShodhShuddhi: Plagiarism Issues and Tools"	23/10/2019	23/10/2019	90
Friendship Day - Saral kids	04/08/2019	04/08/2019	90
Raksha Bandhan - Saral Kids	15/08/2019	15/08/2019	40
Online Webinar for awareness of Prevention of Child Sexual Offences Act (POCSOA, 2012)	21/04/2020	21/04/2020	68
International Yoga Day	21/06/2020	21/06/2020	1024
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Green campus by regular plantation and maintenance. 2. Consultation from the Landscape Architecture for maintenance of the green campus. 4. Recycling of sewage water and its use in maintenance of garden and plantation. 5. Green audit is carried out on regular basis to take the stake of green campus. 6. structured practices for handling solid, liquid, and biomedical waste and hazardous chemicals

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1: Title of the Practice: Faculty Development Objectives of the Practice: When faculty are motivated, energized, and capable, they can enhance the learning of the student and support his personal development. They are responsible for shaping the careers of the students. The underlying principles of faculty development are to motivate, energize and update faculty. The University shares with faculty about the changes in educational philosophy, new patterns of student behaviour, use of technology in the teaching-learning process, recent developments in subject knowledge, and emerging research horizons. The objectives of faculty development are to:

- Bring out an awareness among the faculty about the global trends in higher education
- Adapt to new technology in the teaching-learning process
- Inculcate research skills and aptitude among faculty
- Explicate student behaviour for improving the quality of teaching
- Transform a teacher into a competent facilitator

The Context: A well-groomed teacher can perform successfully and exceed the expectations of students. The learner centric philosophy of education and requirements of unexperienced faculty member who is yet to explore own teaching abilities often mismatch. **The Practice:** The very purpose of faculty development is to prepare the teacher to meet the institutional requirements - academic and administrative, to enhance their stature on professional fronts, to adhere to the standardized practices in the learning-teaching activities, and to achieve the societal good. The various steps of the practice are as under:

Step 1: The training needs for faculty members were identified on the basis of the discussions and deliberations done through the Center for Quality Assurance and Academic Development (CQAAD) meetings at the university level with all Heads of the Institute and Internal Quality Assurance Cell (IQAC) at institute level. A survey is carried out to explore expectations from the faculty for classroom delivery. In addition, guidelines by regulatory authorities are also vetted.

Step 2: Faculty development programmes (FDPs) are developed based on the understanding of requirements of different professional fields in addition to the identified areas for improvement. The FDPs are designed to meet the faculty needs at different times of the career span. The programmes carried out by University are: Induction training, Orientation programme in the initial phase of the teaching career, discipline-specific training on regular interval to update the trends in the discipline, and research orientation programme.

Step 3: Programme schedule is designed based on the areas that require improvement.

Step 4: After finalizing the programme schedule, different experts from across the country are invited.

Step 5: During the training programme, the faculty are guided by experts in various areas. In induction training and orientation programmes, the faculty are mentored based on the classroom delivery and learning of general and discipline-specific skills.

Step 6: All the programmes have a feedback mechanism to know whether they have met the expectations and delivered as per the defined programmed outcomes, wherein the participants describe course effectiveness achievement of learning outcomes, and feedback for the improvement.

Step 7: Faculty are continuously evaluated. Further, at the end of the programme, they take the test of learning. Finally, they are assigned to a mentor wherein they have to complete the assigned work for which they are evaluated by the mentor.

Evidence of Success: Faculty vitality is the main ingredient to enhance the professional education and competence of students. Enriching the faculty vitality in key domains of teaching, assessing, research, professionalism, and administration is well-known to significantly improve the educational environment and to increase the academic performance of learners. FDPs have been considered as a significant intervention for fostering the knowledge and professional skills of faculty. New Education Policy 2020 also emphasizes the role of faculty development in improving the quality of education. Prime Minister Shri ND Modi has rightly said: "Acche shikshak acchchi shiksha." The well-planned FDPs at Nirma University have been conducted since the very beginning. However, we have conducted them systematically in the last five year.. Faculty feedback indicates their enhanced level of confidence.

The training programmes have shown smooth floating of a novice teacher in his classroom handling, approach to guiding students, improved personal communication, and inclination to research. The same is reflected in students performance. In a unique case of paradigm shift in the mode of teaching from offline to online during the Covid-19 pandemic, Faculty Development Programmes were conducted to equip the faculty with all the desired skills that are required for increasing the effectiveness of online teaching. The result of this intervention was visible in the performance of faculty as well as students. Problems Encountered and Resources Required: Faculty development programmes are for the benefit of both the faculty and the institution. The content of training interventions varies on many aspects and the major constraint experienced is resource faculty availability. The faculty need to invest time in evolving various techniques for subject-specific delivery. Though the practice has a lot of merits, there are certain challenges in developing faculty: 1. To bring the faculty members at the same level through the training modules. 2. To have experienced and qualified trainers. 3. To assess the learning and to evaluate training programme effectiveness. Best Practice 2: Title of the Practice: Adopting Outcome Based Education for the effective teaching-learning process Objectives of the Practice: The objectives of the OBE are as follows: a. To define outcomes of learning accurately and precisely. b. To organize the curriculum, instruction, and assessment right from the beginning to make sure that the learning outcomes are achieved. c. To develop a culture of continuous improvement. Outcome based education (OBE) is a student-centric instructional model that focuses on measuring student performance through outcomes. At the University, we use Revised Bloom's Taxonomy for implementing the OBE. Its focus is on evaluation of outcomes of the programme by stating the knowledge, skill and behaviour a graduate is expected to attain upon completion of a programme. We adopted this approach way back in 2013 and now it has matured. At the Nirma University, the teaching-learning and assessment methods are learner-centric and all the outcomes are defined and are made tangible. Instruction is given and learning outcomes are measured. If there are any lacunas, corrective actions are taken thus, ensuring Continuous Quality Improvement (CQI). The Context Traditionally, higher education in India has been examination-oriented. The students were expected to pass examinations and get a degree. There was a poor link between education and employability. As a result, a large number of graduates had poor employability. Students would mug up information delivered in a course without acquiring skills to apply it in a real-life setting. Grades were more important than learning. Students thus focussed on grades, not learning. Outcome based education (OBE) questions the traditional model of education and puts the student at the heart of all educational activities. It emphasis on what students do in the classroom and what they would be able to do after undergoing a programme. The teacher is a facilitator who supports each student to achieve his learning outcomes. Consequently, all educational activities - curriculum, delivery, assessment, and co-curricular activities - have undergone a 180-degree change. In the OBE, the focus of education is on dealing with real-life problems and student support. The development of programme learning outcomes is the first step in outcome-based education. It decides curricular, co-curricular, and extra-curricular activities. It also decides the choice of the courses and the syllabus of each course. In the same vein, assessment activities are related to course learning outcomes, hence to programme learning outcomes. Another important feature of the OBE is continuous improvement through Assurance of Learning. The Practice: As a part of the OBE implementation, graduate attributes programme objectives and programme outcomes are determined for a programme. Further, every course in a programme has course learning outcomes. Each course helps achieve one or two programme learning outcomes. Rubrics for different assessment components are prepared in advance. They are shared with students to apprise them about the nature of assessment

for a course. We use both direct and indirect methods of Assurance of Learning (AoL). Evidence of Success: As a part of the implementation of the OBE, programme design, delivery, and assessment have been changed. Any teaching-learning method is as effective as the faculty member using it. In other words, a teacher should not only focus on what to teach but also on how to teach it.

All teachers are familiarised with the OBE approach. Various constituent institutes conduct short and long faculty development programmes, focusing on the different facets of the OBE. Nine programmes under Nirma University are accredited by the National Board of Accreditation (NBA) in the last 5 years that itself indicates success in the implementation of the OBE at the University. Problems Encountered and Resources Required: The problems faced by the University in the OBE implementation are as under: a. It is difficult to evaluate the attainment of soft skills in students. b. Student engagement for outcome-oriented learning in the classroom is a challenging task. c. Collecting the data for indirect assessment methods, like Student Exit Survey, Student Satisfaction Survey,

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Student centricity is one of the core values of Nirma University. By student centricity, implies the overall development of a student. We acknowledge that classroom learning is essential, but not sufficient therefore, it must be complemented and supplemented by social, cultural and professional development of a student. Every activity, be it curricular, co-curricular, or extra-curricular, is designed keeping the growth and development of students in mind. The development of both cognitive and personal growth of students is taken care of at the University. The University emphasizes on student engagement in all the activities - curricular, co-curricular, and extra-curricular. The value of student centricity at the Nirma University has the following components: • "Emphasise on the holistic development of the students through extra- and co-curricular activities • Pursue student-centric teaching-learning process • Focus on employability and entrepreneurship • Nurture lifelong learning skills • Use of ICT tools and Technology" Holistic development of the students through extra- and co-curricular activities: The mission of Nirma University is: Nirma University emphasises the all-round development of its students. It aims at producing not only good professionals, but also good and worthy citizens of a great country, aiding in its overall progress and development. It endeavours to treat every student as an individual, to recognise their potential, and to ensure that they receive the best preparation and training for achieving their career ambitions and life goals. Hence, the University focusses on various co-curricular and extra-curricular activities aimed at the holistic development of students and unlocking their potential. These activities are organized both at the institute and university levels. The University organizes Annual Sports Event, One Act Play competition, Photography competition, Patriotic song competition, Independence Day, Republic Day, Raas Garba event, etc. Similarly, each institute organizes its cultural festival, annual sports event, debate competition, Foundation Day, etc. Further, they organize several co-curricular activities like conclaves, workshops, special lectures, interaction with experts, etc. Furthermore, the students are encouraged to participate in various co-curricular and extra-curricular events organized by other institutions within the state and in other states. Facilities for co-curricular activities (Theatre, auditoriums, conference halls) and extra-curricular

activities (sports grounds, gymnasium, yoga hall, Student Activity Centre) are of very high quality. Students Welfare Board plays a pivotal role in engaging and developing students through extension activities and welfare measures. The University provides various types of scholarships to students. These are: merit-based scholarship merit-cum-means scholarship needy student fund earn while learn reimbursement of interest on student loan. Student-centric teaching-learning process: The University follows outcome-based education system and continuously assesses what students are able to learn and imbibe after undergoing a course. The teaching-learning process is continuously evaluated for its effectiveness through course evaluation. In most courses, the weightage of continuous evaluation is 60 which helps the students to manage their learning throughout the semester. Feedback from students and relevant stakeholders is taken regularly to update the curriculum. New programmes are initiated based on the industry needs and suggestions of Advisory Councils and suggestions from the stakeholders. The University encourages

Provide the weblink of the institution

<https://nirmauni.ac.in/about/the-nirma-university/accreditations-rankings/>

8.Future Plans of Actions for Next Academic Year

1. Modernization of Laboratories 2. Increasing number of publication in Scopus Indexed Journals. 3. Starting new Interdisciplinary Academic Programs. 4. Increasing number of Patent filling applications by faculty members. 5. Strengthening activities under Centre for Advanced Instrumentation and Incubation Centre. 6. Increasing Internationalization in various engagements 7. Strengthening ICT based Teaching Learning process. 8. Creating Centralised Library 9. Initiation of setting up of Rainbow centre at Nirma University 10. Enhancing Infrastructure by adding women hostel, Auditorium, Open Theatre and different food courts.