



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

NIRMA UNIVERSITY

NIRMA UNIVERSITY S. G. HIGHWAY CHHARODI AHMEDABAD

382481

www.nirmauni.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Padma Shri Dr. Karsanbhai K. Patel, the internationally renowned entrepreneur and founder of Nirma Industries, crystallised his long-cherished dream of providing world class facilities for higher education through the Nirma Education and Research Foundation (NERF) in 1994.

In 1995, the NERF promoted Nirma Institute of Technology - the first self-financed private institute in Gujarat – that offered various undergraduate programmes in engineering and technology. Thereafter, in 1996, the Institute of Management was established as an autonomous institution to run a postgraduate diploma programme in management.

As a natural consequence of the outstanding performance in their respective areas by these two institutions, the Government of Gujarat, in 2003, approved the proposal of the NERF to grant the status of a University entitled, 'Nirma University of Science and Technology' under a special Act passed by the Gujarat State Legislative Assembly. The University Grants Commission (UGC) recognised the Nirma University of Science and Technology under the Section 2(f) of the UGC Act in 2004. In 2009, the title of the University was changed to 'Nirma University'.

Nirma University is a multi-disciplinary research university, offering undergraduate, integrated and postgraduate programmes in several fields: engineering and technology; management; pharmacy; science, law, architecture and planning; commerce; and design. It also offers doctoral programmes in all disciplines, except commerce and design. A robust ecosystem is developed for research and innovation. There is an emphasis on undergraduate research also. Students are provided with facilities, faculty support, and funding for encouraging research by students. The University has set up an incubation centre under the SSIP scheme of the Government of Gujarat. It has established itself as a regional leader, and now intends to emerge as one of the top 50 national universities.

Situated in a verdant campus of 115 acres at Ahmedabad, the University has modern, ICT enabled classrooms, auditoriums, theatres, playgrounds, food courts, and hostels. Campus experience is abuzz with numerous co-curricular and extra-curricular activities. Faculty not only act as teachers, but also as mentors and guides to students. Student centricity is one of the core values of the University and it is visible in everything we do.

Vision

Shaping a better future for mankind by developing effective and socially responsible individuals and organisations.

Mission

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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- High reputation
- Young, dynamic and dedicated faculty members aligned with institutional goals
- Learner centric approach
- Focus on synergy between teaching and all-round development of the students
- Meritorious students with geographical diversity
- Continuous up-gradation of different curricula
- Transparent management policies, with well-defined procedures
- Well-disciplined conducive academic environment
- Active linkages with institutions, industries and research organisations
- Continuous emphasis on faculty and staff development

Institutional Weakness

- Need for more global experience amongst faculty and students
- Limited interdisciplinary programmes
- Need for more high impact research publications and patents
- Lesser number of full-time doctoral students

Institutional Opportunity

- Increase in the number of higher education aspirants
- Catering to the need of the industry by customised programmes and services to generate alternate sources of revenue
- Developing interdisciplinary programmes
- Foreign institutes are looking towards India for academic and research collaborations
- Strengthening Research and Innovation by mobilising funds through different funding agencies
- Offering more consultancy services
- Internationalisation of various activities
- New avenues provided by the National Education Policy 2020

Institutional Challenge

- Educating 'Generation Z' for 'Industry 4.0'
- Attracting and retaining experienced faculty members and developing a wide spectrum of expertise across the disciplines
- Getting adequate number of full-time Ph.D students for enhancing research outcomes
- Rapid changes in all disciplines and correspondingly changing expectations from industry and society

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The university follows Outcome Based Education (OBE). This approach was adopted way back in the year 2013, and it has now matured. Development and improvement of a programme are done through systematic processes. Once the need for a new programme is felt, a host of stakeholders, especially from the industry – representing local and national regions - are contacted and their views about the needs of the programme are sought. Next, a committee is constituted. The committee starts with the study of norms and standards for the curriculum, set by the concerned regulatory authority. In addition, the committee also studies the model curriculum - if available - suggested by the UGC, AICTE, etc.

Graduate attributes, programme outcomes, programme specific outcomes and course outcomes are developed through a consultative process. Later, programme mapping and programme articulation matrices are worked out. Revision and modification of existing curricula are a continuous process and are usually done through benchmarking, examining model curricula, internal brainstorming and feedback received from various stakeholders.

Contents of various courses of different programmes are framed keeping focus on employability/entrepreneurship/skill development.

The University's mission emphasises the all-round development of students. It aims at producing not only good professionals, but also worthy citizens. Therefore, it is imperative that various programmes cover important issues, such as environment and sustainability, gender, values, and professional ethics in their curricula.

Almost every programme has a course on environment studies. The scope of the course may vary from programme to programme. For example, the Institute of Law has a course on 'Environment Law'. The Institute of Technology has a course entitled 'Environmental Studies' in all B.Tech programmes. The B.Pharm programme has a course on 'Environmental Sciences'. All these courses are benchmarked against the model course on 'Environment Studies' recommended by the UGC.

Ethical issues are part and parcel of each programme. For example, MBA programme offers a course on 'Business Ethics'. The Integrated BBA-MBA programme has a course on 'Ethics and Values'. B.A LLB and B.Com LLB programmes have a course on 'Professional Ethics'. B.A LLB. programme offers a course entitled 'Women and Law'.

Teaching-learning and Evaluation

Every institution has diversity among the calibre of its students: advanced, average, and slow. Advanced learners are given a host of opportunities to apply their talent and benefit from it. In many undergraduate programmes, the University offers a Minor to assist advanced learners. They are motivated to participate in different co-curricular projects, such as Robocon, SAE BAJA, Moot Court, Quiz Competition, Business Games, Conferences, Workshops, Events, etc. Slow learners are handled with empathy and adequate academic support. Besides, they are given the opportunity for supplementary examination so that they can make up for academic deficiency.

The University lays great emphasis on student-centred learning. Faculty use experiential methods to enhance the learning of students. In certain disciplines like architecture, the lecture method is minimal, while project-based learning is dominant. In other disciplines, the lecture is supported by laboratory work and tutorial classes, characterised by problem-based learning.

Examination Section has developed in-house software to automate the different processes of the examination system. All phases of examinations are fully automated. The software includes user-friendly menus, which easily generate relevant reports.

Each programme has evolved programme outcomes. Each course has course outcomes. The POs and COs are evolved through a robust process. They are discussed at several levels, such as departmental meetings, expert level meetings, etc. Further, they are approved by appropriate statutory bodies. They are revised from time to time based on feedback from different internal and external stakeholders and from the experience of delivery of a course.

The attainment of the POs is arrived at using direct and indirect methods. In the direct method, the attainment of POs is quantified through the course attainment level, which in turn is measured via various assessment components. The indirect attainment level of the POs is determined through the student survey.

The following steps are followed to evaluate the course outcomes:

Step 1. Fixing the weightage of each assessment component

Step 2. Setting criteria for CO attainment level

Step 3. Mapping of assessment components with COs

Step 4. Collating student performance under each assessment component

Step 5. Determining CO attainment level

Research, Innovations and Extension

The University has established the Directorate of Research and Innovation (DRI) in 2016 to promote research and innovation activities amongst faculty and students. The DRI motivates university members to conduct high quality research in different thrust areas that are identified by each institute. Laboratories and research facilities are updated at regular intervals. High-level research facilities are developed at research centres.

Various structured schemes/policies like Research Policy, Code of Ethics for Research, Prevention of Plagiarism, University Funded Major and Minor Research Projects, etc. are in existence. These policies are notified and widely circulated amongst faculty members and students.

Faculty members undertake funded research projects and consultancy assignments. They produce research outcome in the form of research publications and patents.

The skills and facilities of the University are utilised for the technological, industrial, and social development of the society. To enrich the knowledge and experience of faculty members in the field of consultancy, sponsored

training programme, testing, etc., a systematic policy is prepared by the University.

'Research Methodology' is one of the compulsory courses for all the Ph.D students of the University.

The University has taken an initiative to promote research amongst the undergraduate students. There is a policy for the same. Entrepreneurship and Innovation among undergraduate students is encouraged through the scheme of 'Idea Lab', wherein student projects are funded by the University. Under this scheme, the students aim to develop a product that can be commercialised. The University established the Centre of Entrepreneurship in October 2014.

Extension activities are part and parcel of academic experience. These are organised through various agencies. Students Welfare Board (SWB) at the University aims at promoting the social, psychological, and cultural growth of the students through a host of activities all year round.

Nirma University has seven NSS units, functioning under the constituent institutes. Regular activities are held from time-to-time, and annual special camps are conducted that generally last for a week. Some of the adopted villages are: Motipura, Miroli, Khodiyar, Jaspur, Valad, Vautha, and Kavitha.

Importantly, most programmes have a course on extension service during the summer break of the first year.

Infrastructure and Learning Resources

All constituent Institutions of the University have separate infrastructure facilities and learning resources, such as spacious and well-ventilated classrooms, seminar halls, computer centres, state-of-the-art laboratories, studios, libraries, conference and board rooms, etc., depending upon the curriculum requirements. Mostly, these facilities exceed the requirements prescribed by the regulatory bodies.

The University has various facilities for cultural events and sports. These are: yoga hall, gymnasium, lawn tennis, volleyball and basketball courts, cricket ground, football ground, auditoriums, theatre, ground for entertainment activities, and student exhibition ground.

The University is spread across a sprawling lush green campus of 115-acre and hosts various constituent institutes, departments, and centres on its campus. In totality, there are 10 academic blocks, two high-rise towers, and parking areas. The University has separate hostels for boys and girls. The University has one canteen and two food courts to cater to the needs of its students, staff, and faculty members. Besides, there is a full-fledged mess. A Health Centre, Bank, and ATMs are available.

The University has a rich library with more than 1,25,000 books and 19,000 online journals. The University uses KOHA (Version 17.11). Various databases are available online and the user has access to them on campus and through a remote login facility – RemoteXs. All registered library users have been provided with this facility for accessing online and digital resources from the comfort of their homes. The University has DSpace (Version 6.2) deployed for managing internal information and knowledge.

Nirma University has an IT policy in existence. There is a bottom-up process of a budget decision where different departments put forth their requisition for budget allocation to meet their needs. Once the budget is allocated, the expenditure is monitored. In 2015-16 the budget provision was for a total of Rs. 1,41,92,000/-, which was increased to Rs. 4,34,79,000/- in 2018.

The University follows a systematic process of planning, creating, maintaining, and utilising its physical infrastructure, both in terms of academic and support facilities. It has established a full-fledged Estate Department for looking after the maintenance of the buildings, classrooms, laboratories, lawn/garden, sports field, auditoriums, guest house, etc.

Student Support and Progression

Students are benefited by scholarships and freeships provided by the University, government and non-government agencies. All the constituent institutes of the University provide career counselling and guidance for competitive examinations to its students.

Several activities are organised for capacity development and skills enhancement of students. The activities are focused on improving soft skills, language and communication skills, life skills (yoga, physical fitness, health and hygiene), and awareness of trends in technology.

The University adopts transparent mechanisms for redressal of student grievances as per the guidelines of statutory/regulatory bodies.

Students appear in state/national/international level examinations (e.g.,: IIT / JAM / NET / SLET/GATE/GMAT/CAT, GRE/TOEFL/Civil Services/State government examinations. Many of them successfully clear such examinations. Students are facilitated for career counselling, and campus placement.

Several awards/medals are won by students for outstanding performance in sports/cultural/co-curricular activities at inter-university/state/national/international levels.

There is a Students Welfare Board (SWB) at the university level that looks into the welfare activities of the students. There are coordinators of SWB in each institute. The Board aims at promoting the social-psychological and cultural growth of the students through a host of activities all the year round. The Board carries out the cultural, sports, and social activities for the students.

Various student councils are there at the institute and department level. Some of them are as under:

- Chemical Engineering Students Association
- Mechanical Engineering Students Association
- Institute of Electrical and Electronics Engineers Chapter
- Electrical Engineering Students Association
- Association of Computer Engineering Students
- Student Advisory Committee, Institute of Management
- Nirma Institute of Pharmacy Student Association
- Institute of Science Student Association
- The Student Council of Architecture
- NILSAA (Nirma Institute of Law Student Activities Association)

Under the umbrella of Nirma University, constituent institutes have their individual Alumni Association to coordinate and provide a direction for all alumni related activities and engagements. The alumni association facilitates functioning of the alumni chapters and works towards the strengthening of Industry-Institute interface. The association pursues and sustains excellence in education through interaction between alumni,

faculty and present/current students of the University. It has three categories of membership that includes Alumni, Faculty Members, Donors and Associate Members.

Governance, Leadership and Management

The university has clearly stated Vision and Mission statements since its inception. These statements are displayed at every classroom, laboratory, faculty cabin, and university offices for wider visibility. The University and all its constituent institutes had effectively implemented their strategic plans for the duration of 2014-19. Planning the future growth, the University has developed its ten year vision document for the duration 2020-30. Further, the University has already developed and deployed its strategic plan for the duration 2020-2025.

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. Decentralisation is implemented with proper and appropriate delegation of powers by the Board of Governors to operating authorities.

There are two levels of the administrative setup in the University: (i) University level, and (ii) Institute level. The university level administrative setup consists of the Vice President, Director General, and Executive Registrar. On the other hand, the institute level administrative setup includes: the Director and the Heads of Department. All the incumbents are highly competent and possess the necessary authority.

Various policies and procedures, rules and regulations are shared on the internal portal of the university for the use of faculty and staff. A well-defined Annual Appraisal System and Career Advancement Scheme for its faculty members based on the UGC regulations are in place. Accordingly, each faculty member of the university is assessed based on the Academic Performance Indicators (API) as derived from the Performance Based Assessment (PBAs). Each faculty member is required to submit a Self-Appraisal Report annually based on the three broad parameters: Teaching-Learning and Evaluation, Administrative Support, and Research.

The University has prescribed regulations for monitoring the efficient use of financial resources. Systematic process of preparing annual budget is followed. For maintenance of accounts, internal audit is conducted regularly. The accounts of the University are audited on a concurrent basis by an Internal Auditor who is a Chartered Accountant. The Audit is conducted as per the various rules and regulations framed by the University within the Framework of Delegation of Powers.

Institutional Values and Best Practices

Gender sensitisation and women empowerment are important themes of curricular and co-curricular activities. Moreover, the University provides a safe and secure environment to female students and staff members. Internal Complaint Committee (ICC) for Prevention of Sexual Harassment works towards prohibiting any type of sexual harassment of women at the campus and addresses the grievances related to sexual harassment. The Institute of Management has established a RAINBOW Centre for Women Career Counselling and Guidance.

Solid non-biodegradable waste from each block is collected at one place and then is disposed through the Ahmedabad Municipal Corporation (AMC) disposal system. All buildings have separate drainage system for their liquid waste. The Institute of Pharmacy has separate animal incinerator to process volumes of animal

carcasses in a biologically safe way and to dispose the laboratory animal waste. Solid and liquid waste is being processed at Sewage Treatment Plant (STP) and recycling of sewage water is done to irrigate the gardens.

Students Associations and Clubs carry out a host of activities in the social, cultural, and sports areas. Cultural programmes organised by them have the theme of communal and inter-religious harmony. Different religious festivals, such as Holi, Navratri, Christmas, Diwali, Gurpurab, Basant Panchami are celebrated in the hostels to promote religious and communal harmony.

The Preamble of the Constitution of India resolves to give the people of India 'Justice': Social, Economic, and Political. Accordingly, the Institute of Law has taken up the ambitious goal of Justice Education, thusly application of the spirit of the law for the upliftment of all sections of the society and instilling constitutional values are the key areas of teaching. Every year, Constitution Day is celebrated on the campus on 26th November.

Students are taken for Heritage Walk in Ahmedabad - UNESCO's World Heritage City. Thus, they are sensitised to the heritage of the composite culture of our great nation.

The University buzzes with the celebrations of national and international days and festivals. To commemorate the contribution in each respective field, all institutes at the University organise different types of events as a part of the celebration of that special day.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	NIRMA UNIVERSITY
Address	Nirma University S. G. Highway Chharodi Ahmedabad
City	Ahmedabad
State	Gujarat
Pin	382481
Website	www.nirmauni.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Anup K. Singh	079-71652709	9825034700	2717-241916	dg@nirmauni.ac.in
IQAC / CIQA coordinator	Tejal A. Mehta	079-71652697	9879357584	2717-241917	dy.director.adr@nirmauni.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	17-04-2003
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	03-10-1995

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	03-06-2004	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	Nirma University S. G. Highway Chharodi Ahmedabad	Urban	115	212051	UG,PG,Integrated, & Ph.D		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	8
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	5
Colleges with Research Departments	6
University Recognized Research Institutes/Centers	3

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>PCI</td> <td>106579_5532_6_1616739366.pdf</td> </tr> <tr> <td>BCI</td> <td>106579_5532_8_1616345876.pdf</td> </tr> <tr> <td>COA</td> <td>106579_5532_18_1616345616.pdf</td> </tr> </tbody> </table>	SRA program	Document	PCI	106579_5532_6_1616739366.pdf	BCI	106579_5532_8_1616345876.pdf	COA	106579_5532_18_1616345616.pdf	
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BCI	106579_5532_8_1616345876.pdf								
COA	106579_5532_18_1616345616.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	59				103				329			
Recruited	31	12	0	43	40	14	0	54	164	119	0	283
Yet to Recruit	16				49				46			
On Contract	10	2	0	12	1	0	0	1	8	17	0	25

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				201
Recruited	103	37	0	140
Yet to Recruit				61
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				151
Recruited	85	37	0	122
Yet to Recruit				29
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	0	0	0	0	0	0	0	0	0	0
Ph.D.	30	11	0	39	12	0	62	53	0	207
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	1	1	0	1	2	0	99	65	0	169

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	1	1	0	4
M.Phil.	0	1	0	0	0	0	0	0	0	1
PG	8	1	0	1	0	0	7	16	0	33

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	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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	6	1	0	7
Visiting Professor	2	0	0	2

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Management	Chair Professor in Marketing	Nirma Ltd.
2	Technology and Engineering	Chair Professor in Chemical Technology	Nirma Ltd.
3	Pharmacy	Chair Professor in Pharmacy	Nirma Ltd

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	3210	481	379	24	4094
	Female	952	250	148	11	1361
	Others	0	0	0	0	0
PG	Male	526	293	30	0	849
	Female	432	202	28	2	664
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	137	36	0	0	173
	Female	96	31	0	0	127
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	3

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	167	542	92	1	802
Female	180	445	120	4	749
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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.925	NAAC Certificates-2010.pdf
Cycle 2	Accreditation	A	3.18	NAAC-Certificate_2015.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Architecture And Planning	View Document
Commerce	View Document
Design	View Document
Law	View Document
Managment	View Document
Pharmacy	View Document
Science	View Document
Technology	View Document

NAAC

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
43	42	46	44	42
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 8

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8519	7996	7826	7497	6906
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
2258	2096	2156	2023	1841
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
8422	7963	7722	7434	6871
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
39	25	41	30	26

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1222	1261	1190	1111	1042
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
418	387	367	358	338
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
491	479	446	447	422
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
44141	37652	42034	43015	41715
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
502	317	317	317	288
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 163****4.4****Total number of computers in the campus for academic purpose****Response: 2270**

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
12049.81	9279.61	9997.24	13591.59	9948.94

NVAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The University follows Outcome Based Education (OBE). This approach was adopted way back in the year 2013. The OBE implies that different curricula are driven by Graduate Attributes and Programme Learning Outcomes (PLOs). The PLOs focus on three categories: Development of professional knowledge and skills; inculcation of employability skills; and, development of character and social responsibility. PLOs are aligned with the vision and mission of the University.

The University's programmes are relevant to local, national and global needs. They cannot be subscribed by students unless and until they lead to employability, entrepreneurship and acquisition of the 21st century skills.

Development and improvement of a programme are done through a systematic process. Once the need for a new programme is felt, a host of stakeholders, especially from the industry – representing local and national regions - are contacted and their views about the needs of the programme are sought. Alumni of the institution are also invited to share their views, as they are a bridge between the institution and the corporate world. Several rounds of internal faculty meetings are held to examine the need for the programme and its academic relevance and financial viability.

Next, a department or institute level committee is constituted. The committee starts with the study of norms and standards for the curriculum, set by the concerned regulatory authority. In addition, the committee also studies the model curriculum, if available - suggested by the UGC, AICTE, etc. It also benchmarks the proposed programme against similar programmes, offered by prominent national and international institutions. A few faculty members visit leading national institutions in the concerned area to learn, study and discuss the experiences of the programme to evolve an academically rigorous and relevant programme.

Feedback on different curricula is obtained from national and international academic peers in various ways. Feedback from parents and students is taken on a regular basis to improvise the curriculum.

As most programmes are in the professional fields, the norms and standards of various professional bodies, such as Bar Council of India, Pharmacy Council of India, All India Council for Technical Education, and Council of Architecture, etc. are considered during drafting/modifying curricula and syllabi.

Graduate attributes, programme outcomes, programme specific outcomes and course outcomes are developed through a consultative process. Later, programme mapping and programme articulation matrices are worked out.

Revised Bloom's Taxonomy is the basis for developing programme and course outcomes. In turn, course outcomes determine the contents of the course and assessment components.

Revision and modification of existing curricula are a continuous process and are usually done through benchmarking, examining model curricula, internal brainstorming and feedback received from various stakeholders, including recruiters, industry experts, eminent academics alumni students, parents, etc.

Subsequently, revisions are discussed in the concerned Boards of Studies. Their recommendations are then sent to the concerned Faculty where further deliberation and scrutiny of curricula and syllabi take place. Finally, the concerned Faculty makes recommendations about improvements and up-gradation in the curricula and syllabi to the Academic Council for its approval.

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

Response: 87.23

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

Response: 41

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

Response: 47

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

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

Response: 99.69

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

2019-20	2018-19	2017-18	2016-17	2015-16
1220	1259	1184	1107	1038

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 45.69</p>	
<p>1.2.1.1 How many new courses were introduced within the last five years.</p> <p>Response: 826</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 1808</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 88.37</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 38</p>	

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

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The Nirma University's mission emphasises on the all-round development of students. It aims at producing not only good professionals, but also good and worthy citizens of a great country, aiding to their overall progress and development. Therefore, it is imperative that various programmes, run by the university, cover important issues, such as environment and sustainability, gender, values, and professional ethics in their curricula.

Almost every programme has a course on environment and sustainability. However, the nature and scope of the course may vary from programme to programme. For example, the Institute of Law has a course on 'Environment Law'. On the other hand, the Institute of Technology has a course entitled 'Environmental Studies' in all B.Tech programmes. The course emphasises biodiversity and conservation, environment impact assessment; types, causes and effects of environmental pollution; and, environmental ethics. B.Com (Hons) programme has a course on 'Environmental Studies' that consists of the multidisciplinary nature of environmental studies; natural resources; ecosystem; biodiversity and conservation; environmental pollution; social issues and the environment; and, field work. Similarly, B.Pharm programme has a course on 'Environmental Sciences'. All these courses are benchmarked against the model course on 'Environment Studies' recommended by the UGC.

Ethical issues are part and parcel of each programme of the university. For example, MBA programme offers a course on 'Business Ethics'. In addition, Integrated BBA-MBA programme has a course on 'Ethics and Values'. In the same vein, B.A LLB and B.Com LLB programmes have a course on 'Professional Ethics'. Likewise, there is a course on 'Pharmaceutical Jurisprudence' in B.Pharm programme. It covers both legal and ethical aspects of the pharmaceutical industry. Most of the programmes have a course on 'Research Methodology' and 'Statistics'. These courses comprise understanding research ethics and ethical professional practices. The role of a professional in society under different environments is also a part of curricula.

Gender issues are covered in all programmes as co-curricular activities. Nevertheless, gender and women issues are covered in Law as a course. In 2015-16, the B.A LLB programme offered a course entitled 'Gender and Law'. Later, the course was changed to 'Women and Law' in the year 2017-18.

In a nutshell, different programmes exhibit deep sensitivity to major societal issues in their curricula. Issues related to environment and sustainability, gender and ethics are covered as courses. Besides, these

issues are also discussed at different co-curricular fora.

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

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

Response: 59

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

Response: 59

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

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 76.01

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
6144	6249	6194	6229	4664

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 70.15

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 5976

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

1.4 Feedback System

<p>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</p> <p>Response: A. All 4 of the above</p>	
File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 17.96

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

2019-20	2018-19	2017-18	2016-17	2015-16
2497	2335	2275	2357	2164

File Description

Document

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

[View Document](#)

• Any additional information

[View Document](#)

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

Response: 64.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
285	221	215	175	206

File Description

Document

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

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Each institution has diversity among the calibre of its students: Advanced, average, and slow. As all students are admitted to Nirma University through different national level tests, hence we are aware of their aptitude level. In addition, the aptitude of students is identified using academic performance and class participation. It helps us in understanding their learning fluency as well as difficulty.

Advanced learners are given a host of opportunities to apply their talent and benefit from it. In many undergraduate programmes, the University offers Minors to assist the advanced learners. The Minors consists of fifteen credit hours of courses in a specialized areas. For example, Engineering students can take the Minor in Management. Similarly, Management students can do their Minor in Information Technology.

There is a provision of audit courses for advanced learners. Moreover, they are guided to enroll for NPTEL and MOOC courses so that they acquire advanced knowledge. They are encouraged to undertake research projects. Furthermore, they are guided to participate in external professional activities.

The University also promotes undergraduate research. One salient feature of undergraduate research is 'Idea Lab' in which advanced learners are encouraged to test their innovative idea for which faculty and financial support is provided to interested students.

Advanced learners are motivated to participate in different co-curricular projects, such as Robocon, SAE BAJA, Moot Court, Quiz Competition, Business Games, Conferences, Events, etc. They are supported by faculty and provided financial resources for such projects.

Advanced learners also support the faculty in their research projects. They write research papers and file patents with the faculty. Faculty members facilitate and motivate advanced learners. The University has evolved a systematic scheme of undergraduate research that is widely disseminated among students and faculty.

Slow learners are handled with empathy and requisite academic support. The University believes in the learning of every student. They are given extra care to catch up. Besides, they are given the opportunity for supplementary examination so that they can make up for academic deficiency. One-on-one courses are organised for the students who have failed and are also given moral support to focus on studies. Slow learners are counselled regularly.

The University also discusses the academic performance of all students of the first year with their parents and actively seeks their support in boosting students' learning. Those students who have studied in a vernacular medium study a different English course in the first year of various programmes, so that the learning of the English language is gradual and smooth.

For Diploma-to-Degree students in B.Tech programmes, bridge courses are organised and efforts are made to integrate them with regular B.Tech students.

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

Response: 20:1	
File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The University lays great emphasis on student-centred learning. It is our philosophy as well as practice. Faculty use experiential methods to enhance the learning experiences of students. In certain disciplines like architecture, the lecture method is minimal, while project-based learning is dominant. In other disciplines, the lecture is supported by laboratory work and tutorial classes, characterised by problem-based learning. The engineering students do minor and major research projects that boost critical thinking and the spirit of inquiry amongst them. Some of the dominant methods of experiential learning at the University are provided underneath:

- Live projects
- Exercises
- Group discussions
- Industry visit
- Student group presentations
- Experimentation
- Case method
- Moot court and moot trial
- Role plays
- Simulations
- Problem-solving
- Studio
- Field visits
- Related study programme
- Internships
- Pair and share
- Presentation by industry experts
- Practical training

There is a provision for continuous assessment and its weightage is 60%. Continuous assessment is used as learning; thus, it significantly contributes to the learning process. Students do projects both individually as well as in different groups. Many of these projects are done in a real-life setting. Hence, they conduce to authentic learning.

Management students also undergo a course titled 'Managing Social Projects' (MSP) where they work with NGOs and other social bodies to scrutinise social issues.

In the management discipline, the case method is the dominant pedagogical tool. Here, the emphasis is on experiential learning through Management Games, Films, Role Plays, and Simulations. Integrated MBA Students undergo a unique 4-month internship in various corporates. They are also encouraged to do group work, both armchair and field, based. On the other hand, law students do almost 10 internships that expose them to the reality of the real world.

Many teachers use blended learning, team teaching, and ICT tools like Google classroom, Piazza, Minodam, etc. to conduct their courses. The students prepare theories and principles at home and problems are discussed in the classroom.

At the Institute of Architecture and Planning, and Institute of Design, learning by doing is a prominent method. Students perform various learning tasks in their studios, closely supervised and monitored by faculty. At the Institute of Pharmacy, and Institute of Science, more focus is put on practical experiences in the laboratory. The University uses Moodle – a Learning Management System (LMS) – that facilitates experiential learning and collaboration among students.

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

Response:

Faculty members use various ICT tools and techniques to facilitate student learning. They encourage students to visit pertinent websites, to watch relevant online videos, to refer to research articles, etc. In addition, Massive Online Open Courses (MOOCs) are referred to the students. The students are motivated to learn through ICT tools, namely NPTEL videos, Spoken Tutorials, Virtual Labs, etc. Many teachers use blended learning approach, team teaching & various ICT tools like Google classroom, Piazza, Minodomo, Padlet, etc. in their courses.

The University encourages blended learning by using e-learning resources, like public domain open courseware, e-Books, e-manuals, Virtual Labs, Blogs, etc. Students and faculty members have 24x7 access to the library resources through Virtual Private Network (VPN) through remote access facility.

The University uses Moodle 3.9 – Learning Management System (LMS) – to create a personalised learning environment for a student. Moodle is a robust, integrated LMS preferred by numerous institutions across the world. It is an open software system that can be used anytime, anywhere on any device. We use Moodle for a host of purposes, such as sharing session plan, sharing resources, formative assessment, collaborative learning, learning forum, assignment submission, student engagement, chat, student survey, etc.

One frequent use of Moodle is for online quizzes. Since Moodle can be used on any device, students use their mobile phones for taking online quizzes. Faculty can see the engagement of each student in a course by observing his participation on discussion forums. In addition, they can provide instant feedback to students on quizzes.

During the Covid-19 pandemic, Moodle helped us in continuing the teaching-learning process seamlessly. Students found it quite useful in sustaining their learning. Moreover, the use of an online platform -WebEx

- helped in adding poll questions during live online classes for ensuring the higher engagement of students towards online lectures.

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

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

Response: 20:1

2.3.3.1 Number of mentors

Response: 418

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

2.4 Teacher Profile and Quality

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

Response: 81.68

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

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

Response: 45.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
211	190	169	154	128

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

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

Response: 7.44

2.4.3.1 Total experience of full-time teachers

Response: 3110

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

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

Response: 12.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	9	12	7	4

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

2.5 Evaluation Process and Reforms

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

Response: 18.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
18	17	20	19	19

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

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

Response: 0.42

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

2019-20	2018-19	2017-18	2016-17	2015-16
39	25	41	30	26

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

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

Response:

The examination management system has been automated since the inception of the University for transparency, accuracy, and mass data management.

Self-sufficient Examination Automation System: Examination Section has developed in-house software to automate the different processes of the examination system. All phases of examinations are fully automated. The software includes user-friendly menus, which easily generate relevant reports.

Sub-modules of Examination Software: The examination software has many sub-modules to automate the various processes related to the conduct of examination, declaration of results, and award of degrees.

The Examination software has the following sub-modules:

- Continuous evaluation examinations
- End-semester examinations
- Supplementary and makeup examinations
- Examination registration, examination schedules, seating (block) arrangement, central assessment, internal marks transfer, etc.
- Compilation and declaration of results
- Printing of degrees, grade reports, and transcripts
- Result analysis and office records and regulatory bodies
- Link with enrolment and registration of students
- Result sharing with students and parents

The automation has resulted in an extensive improvement in the efficiency and transparency of the examination. The different stakeholders such as teachers, parents, and students are provided with an effective method to track academic performance.

Online Examination: The University uses the Moodle LMS (Version 3.9) for online examinations. Institutes have conducted online MCQ and Descriptive Examination through this facility during the Covid-19 pandemic situation.

Reforms in Examination System

The Examination Reform Committee of Nirma University has suggested many reforms in the examination system with the changing needs of institutes and regulatory bodies. Various reforms have been undertaken in the last five years that have made a positive impact on the Examination System.

Continuous Examination: The academic performance of the student is assessed continuously throughout the semester. Most courses have both continuous evaluation and semester-end examination. The weightage of Continuous Evaluation in Theory courses (with laboratory/practical work) is 60% in the total academic performance of the student. However, certain courses, like Studio/Internship/Fieldwork/Research thesis have flexibility of 100% weightage for Continuous Evaluation due to the unique requirement of the course.

Relative Grading and Absolute Grading: The University follows the Relative Grading System for the majority of the courses to award an overall grade. This system was reformed and the University has adopted the absolute grading system where the strength of students is less than or equal to 30 in the course.

Supplementary and Makeup Examinations: The University conducts a supplementary examination at the end of each term on the request of the Institute. Makeup examination is permitted for the student who fails to appear in the examination due to extraordinary reasons/circumstances, such as self-hospitalisation and medical ground.

Transparent Grievance Management System: The University has developed the various grievances resolving mechanisms of assessment and evaluation. These include:

- Showing of assessed answer books
- Verification of grades
- Re-evaluation of answer books

Open Book Examination: The University also allows conduct of Open-Book Examination in the postgraduate programmes.

Plagiarism Policy: This policy reflects the goal of academic integrity for the faculty and students of the University and lays down general guidelines for appropriate academic behaviour.

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

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

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

2.6 Student Performance and Learning Outcomes

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

Response:

The University follows Outcome Based Education (OBE) since 2013. The approach underscores the importance of learning outcomes, that is, what the students would be able to do after undergoing a programme or a course.

The University uses Revised Bloom's Taxonomy to develop various course learning outcomes. The taxonomy has six levels, namely Remember; Understand; Apply; Analyse; Evaluate; and, Create. It is ensured that the course outcomes of a course represent the various dimensions of the taxonomy.

Each programme of the University, both at the undergraduate and postgraduate levels, has evolved programme outcomes. In technology disciplines, the programmes have both programme outcomes and programme specific outcomes. Each course has course outcomes.

The POs and COs are evolved through a robust process. They are discussed at several levels, such as departmental meetings, expert level meetings, etc. Further, they are approved in the Board of Studies, Faculty, and Academic Council Meetings. They are revised from time to time based on feedback from different internal and external stakeholders and from the experience of delivery of a course.

The course outcomes of different courses in a programme are displayed in the Academics section of the micro site of each institute.

Each student is provided with the course outline of a course that consists of a brief introduction of the course, course outcomes and session plan. The course outcomes are discussed with the students in the introductory session of a course.

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

Response:

Assurance of Learning (AoL) is a salient feature of the teaching-learning process at the Nirma University. Most programmes have an in-built process of the AoL.

The attainment of the POs is arrived at using direct and indirect methods. In the direct method, the attainment of POs is quantified through the course attainment level, which in turn is measured via various assessment components. The indirect attainment level of the POs is determined through the student survey.

The following steps are followed to evaluate the course outcomes:

Step 1. Fixing the weightage of each assessment component

Step 2. Setting criteria for CO attainment level

Step 3. Mapping of assessment components with COs

Step 4. Collating student performance under each assessment component

Step 5. Determining CO attainment level

Fixing the weightage of each assessment component: The final course grade is awarded based on weightage of the various assessment components. The same weightage is used to arrive at the attainment level of COs under each course so that its impact is reflected in the CO attainment.

Setting criteria for CO attainment level: Passing criteria are determined for different assessment components, both formative and summative assessment. For example, passing value for BTech programme

is minimum 40 percentage marks in each assessment component. An instance is given underneath:

Attainment Level	3	2	1	0
Criterion	Marks $\geq 70\%$	$70\% > \text{Marks} \geq 60\%$	$60\% > \text{Marks} \geq 40\%$	Marks $< 40\%$

Mapping of assessment components with COs: Course delivery and assessment components are aligned with the course outcomes.

Collating student performance under each assessment component: Student performance for every course is assessed under each assessment component and marks are awarded.

Determination of CO attainment level: Percentage weighted marks secured by a student under various assessment components addressing the CO are computed.

The overall course attainment level is computed for each student as well as for the entire class, considering the weightage contribution of each CO for the course.

Student performance is the indicator of the attainment of the course outcomes expected from the corresponding course. Hence, a target is set such that at least 60% of students acquire CO attainment level 2 or more.

In the direct method of PO attainment, the POs are attained through respective courses. The strongly mapped (i.e., mapped as 3) PO represents its higher weightage to attain the PO. The weakly mapped (i.e., mapped as 1) PO represents its lower weightage to attain the PO. Hence, to ensure that the POs are attained the way they are mapped or expected, the attainment level of POs is worked out.

The final attainment of POs is worked out as a weighted average of direct attainment (80% weightage) and indirect attainment (20% weightage).

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

Response: 99.52

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

Response: 2264

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

Response: 2275

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.4	
File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

The University is committed to the development of research and innovation. It has developed various policies to promote them. Further, it continuously provides faculty and students with different facilities to conduct research. The Directorate of Research and Innovation (DRI) motivates university members to conduct high quality research in different thrust areas that are identified by each institute of the University. These thrust areas are updated at regular intervals.

Laboratory facilities and research facilities of the university are updated at regular intervals, depending on the needs of the researchers. In addition, high-level research facilities are developed at research centres. The Centre for Advanced Instrumentation is a central facility. This facility has high-end instruments. It provides a platform to students to develop their skills in handling the latest instruments and conducting high end research and is helpful to masters students, doctoral research scholars and faculty members.

Various structured schemes/policies like Research Policy, Code of Ethics for Research, Scheme to Promote Research and Innovation amongst the Students, Norms for Granting Nirma University Funded Major Research Projects, Guidelines for Nirma University Funded Minor Research Projects, Rules for Testing & Consultancy, Policy for Promotion of Academic Integrity and Prevention of Plagiarism, Scheme for Awards and Incentives to Faculties for their Outstanding Contributions, Scheme for Providing Grants to Faculty Members for Publishing Different Literatures, Guidelines for Registration of Patents under IPR, Permitting Full-Time Ph.D Students of Nirma University to the Foreign University for Research, etc. have been prepared to promote research and innovation. All these policies are properly notified and widely circulated amongst faculty members and students.

The University has taken a new initiative to promote research among undergraduate students. There is a policy for the same. Moreover, innovation among undergraduate students is encouraged through the scheme of 'Idea Lab'.

The University has established the Directorate of Research and Innovation (DRI) in 2016 to promote research and innovation activities amongst faculty and students. The DRI is headed by a full-time Director. The implementation of research policy, antiplagiarism policy, promotion of innovation, and strengthening of doctoral research are the key goals of the DRI. The Directorate facilitates the overall monitoring and progress of the funded research projects, faculty engagement in research, facilitating Intellectual Property Rights (IPR) related activities, and conduct of research related training programmes. The DRI has organised several faculty training programmes and awareness workshops related to research, such as Research Orientation Programmes (ROPs), research paper writing workshop, identifying opportunities for research funding, funding proposal writing workshop, IPR awareness related programmes, etc.

The University has developed a research portal to curate research and innovation information. The information from faculty is collected in a systematic manner, half yearly. The portal helps the University support researchers in their research and innovation endeavours. All policies and schemes related to

research are displayed prominently on the university website.

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

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

Response: 34.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
53.45	34.17	34.16	33.91	18.73

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

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

Response: 1.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	12	3	9	3

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

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

Response: 287

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

2019-20	2018-19	2017-18	2016-17	2015-16
66	63	69	55	34

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

3.1.5 Institution has the following facilities to support research

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

Response: A. 4 or more of the above

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

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

Response: 25

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

Response: 2

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

3.2 Resource Mobilization for Research

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

Response: 352.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
87.48	103.75	60.32	50.17	50.57

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

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**Response:** 4173.47**3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
981.46	882.15	861.79	826.44	621.63

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

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years**Response:** 0.75**3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.**

Response: 279

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

Response: 1868

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste Link for the funding agency website	View Document

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

Response:

Nirma University has a robust ecosystem for innovation. The University is located in Ahmedabad, which is one of the industrially developed cities in India. The University has a technology incubator to encourage innovative ideas and translate them into start-ups, to cater to the needs of budding entrepreneurs, and to contribute to the growth of the national economy.

Entrepreneurship and innovation is promoted amongst students through Idea Lab, wherein student projects are funded by the University. Under this scheme, the students aim to develop a product that can be commercialised. A faculty member is assigned for each Idea Lab project and regular monitoring is done at the department level. Finally, the competitions are arranged at the institute level, providing students with an opportunity to share their ideas with other students and faculty members. More than 60 projects are supported in the last five years under Idea Lab projects.

As a part of the roadmap for the developing an incubator, the first phase was establishing the Centre of Entrepreneurship in October 2014. Since then, the Centre has carried out several entrepreneurial activities to spread the concept of entrepreneurship. The Centre for Entrepreneurship has set up an Entrepreneurship Cell (E-cell) to foster entrepreneurship among the students. At the E-cell, the students learn important and useful aspects of entrepreneurship. The Centre helps the students in nurturing entrepreneurial, organising and team building skills by conducting various entrepreneurial awareness programmes, such as workshops, seminar, interaction with successful entrepreneurs, alumni meet, business plan competition, hackathon, etc.

The Centre is registered under the scheme of “Institution’s Innovation Council” (IIC) of the Ministry of Education to systematically foster the culture of Innovation. The primary mandate of the IIC is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes.

The Centre has also developed strong networking with mentors, investors and experts, while organising such activities. The University Incubator has been given a grant of Rs. 30/- Lacs under SSIP (Student Startup and Innovation Policy).

The Institute of Law has established 'Lawyer Incubation Clinic' to develop the budding lawyers to establish their own practice.

Intellectual Property Rights (IPR) support is provided by the University to its faculty members and students to protect their innovations and to commercialise them. The University has collaborated with a patent attorney for the speedy process of patent filing. Full financial support is also provided by the university in the entire process of getting a patent for the invention of faculty/student. Awareness sessions for IPR are arranged from time-to-time in collaboration with professional experts. The Institute of Law has a Centre for IPR. The Centre organizes various activities for law as well as university students in the field of intellectual property rights.

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

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

Response: 285

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

2019-20	2018-19	2017-18	2016-17	2015-16
64	67	51	55	48

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

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

Response: 198

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	55	36	36	21

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

3.4 Research Publications and Awards

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

Response: A. All of the above

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

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

Response: A.. All of the above

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

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

Response: 22

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	6	2	5

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

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

Response: 1.21

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

Response: 187

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

Response: 155

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

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

Response: 3.17

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

2019-20	2018-19	2017-18	2016-17	2015-16
309	241	276	211	149

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 3.81

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

2019-20	2018-19	2017-18	2016-17	2015-16
294	295	292	333	209

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

3.4.7 E-content is developed by teachers :

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

Response: D. Any 2 of the above

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

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

Response: 6.33

File Description	Document
Bibliometrics of the publications during the last five years	View Document

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

Response: 38

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

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

Response:

The skills and facilities of the University are utilised for the technological, scientific, industrial, and social development of the society. To enrich the knowledge and experience of the faculty members in the field of consultancy, sponsored training programme, testing, etc., a systematic policy is prepared by the University. We believe that the consultancy experience of faculty helps them improve the quality of teaching and research.

The share of income of faculty, staff members, and the university is clearly defined for such activities.

A large number of industries and agencies have been benefitted from consultancy, testing, and training services offered by the faculty of the University.

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

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

Response: 535.95

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

2019-20	2018-19	2017-18	2016-17	2015-16
87.48	90.39	87.95	160.41	109.72

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

Nirma University emphasises the all-round development of its students. The University aims at producing not only good professionals, but also good and worthy citizens. Through extension services, the University strives to achieve the objective of promoting the overall development of students and sensitising them to different social issues.

Extension activities are part and parcel of academic experience. These are organised through various agencies. Students Welfare Board (SWB) at the University aims at promoting the social, psychological, and cultural development of the students through a host of activities all year around. It organises various events at the university and the institute level. The activities are broadly categorised as under:

National Service Scheme (NSS): It is a student-centered programme that inculcates the spirit of voluntary work among students through sustained community interaction. The University has seven NSS units, functioning under its constituent institutes. Regular activities are held from time-to-time, and annual special camps are conducted. Each of those camps usually lasts for a week. These annual camps are known as special camps and are held in a village or a suburb. Some of the villages adopted by the constituent institutes are: Motipura, Miroli, Khodiyar, Jaspur, Valad, Vautha, and Kavitha. Volunteers are involved in activities like cleaning, afforestation, stage shows, awareness rallies, and health and hygiene camps.

Curriculum based Extension Services: Most programmes have a course dedicated to extension service during the summer break of the first year. The student is expected to work with an NGO and render social service. Such internship is conducive to their personal development.

Other Extension Activities:

- Blood donation drive
- Plant distribution on World Environment Day
- Tree plantation
- Swachh Bharat summer internship
- Healthcare camps - eye checkup
- Cleanliness drive
- Visit to orphanages
- Fit India Movement programme

Unnat Bharat Abhiyan (UBA): It is the Government of India's flagship programme. It is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an inclusive India. In the year 2019, four villages were undertaken for the study, out of which three were those adopted by Nirma University as part of the UBA. These villages were – Jamiyatpura, Jaspur, and Khodiyar. The students were guided by a team of faculty experienced in rural livelihoods, socioeconomic development research, and environmental planning.

The Institute of Law, Nirma University has set up Legal Aid Clinic to execute the policy and directions of the National Legal Services Authority. The Clinic aims to provide free legal aid to the poor, the needy, and other members of the weaker sections of the society. The Clinic organises Legal Literacy camps, Community Clinic, legal assistance activity in Sabarmati Jail, street play, and legal awareness programmes for the different stakeholders of the society. The Sabarmati Jail Clinic has been established for the last 10 years and so far, it has counselled over 3,500 under-trial prisoners and assisted 542 indigent persons in getting advocates in association with the Gujarat Legal Service Authority.

File Description	Document
Upload any additional information	View Document

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

Response: 42

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	9	8	7	4

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

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

Response: 1572

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

2019-20	2018-19	2017-18	2016-17	2015-16
285	814	216	155	102

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 74.03

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
6149	8679	5538	6069	2603

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

3.7 Collaboration

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

Response: 573

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

2019-20	2018-19	2017-18	2016-17	2015-16
1448	500	302	307	308

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

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

Response: 181

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

2019-20	2018-19	2017-18	2016-17	2015-16
64	53	31	19	14

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

All the constituent Institutions of the University have separate infrastructure facilities and learning resources, such as spacious and well-ventilated classrooms, seminar halls, computer centres, state-of-the-art laboratories, studios, libraries, conference and board rooms, etc, depending upon the curriculum requirements. Mostly, these facilities exceed the requirements prescribed by the regulatory bodies, such as AICTE, Council of Architecture, Pharmacy Council of India, Bar Council of India wherever applicable. The University has a total of 1,59,493 sq mt built-up area, out of which more than 50% area is utilised for academic activities.

Most of the classrooms are designed as amphitheatres, while a few are flat. They are ICT enabled. Tutorial classrooms are smaller in size.

Technical Institutions of the University have well-equipped laboratories with the necessary analytical equipment, simulation software, and experimental setup.

Some of the noteworthy laboratories are: the heavy structural Laboratory, a major facility to conduct external studies on structure elements/structures of Civil Engineering; the Earthquake Engineering laboratory facility to understand the complex behaviour of the structure during an earthquake; the Thermal Insulation Testing Laboratory established under the NAFETIC Scheme of AICTE; etc. The herbal museum has about 85 crude drug specimens and 21 specimens of the animal kingdom. In addition, there are Animal Cell Culture Facility, Insectariums, and Animal House.

The Robotics Lab of the Institute of Technology is a facility developed to encourage students to take part in various robotic competitions. The University team of Robocon has been consistently participating in the events for the last 15 years and won the national championship 8 times so far and represented India at the international events hosted abroad.

The Centre for Advanced Instrumentation – a central instrumentation facility - has high-end instruments. It provides a platform for students, doctoral research scholars, and faculty members who are involved in pursuing research activities.

There are 12 studios with spatial arrangements of drafting tables and working space for model making, and display area are created to provide a hands-on learning experience to the students of Architecture and Design.

Institute of Law has a state-of-the-art Moot Court with all modern experiential learning facilities and extensive Moot Court Training.

All the institutes in the University have well-equipped computer laboratories for undergraduate and postgraduate students. The machines are connected via a fibre-optic cable network to provide high-speed

LAN as well as wireless connectivity. A 1.2 Gbps dedicated optic fibre leased line and Wi-Fi hotspots enable round-the-clock Internet connectivity on the campus.

In addition, the University also has the following well furnished, specialised computer laboratories with up-to-date technology for the needs of the students belonging to diversified programmes:

- NVIDIA supported Deep Learning Laboratory
- High Performance Computing Laboratory
- Networking and Internet of Things Laboratory
- Information and Network Security Laboratory
- CISCO Laboratory
- DBT funded Laboratory
- PARAM 10000 Super Computer (parallel processing for an extensive numerical job)

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

Response:

The following facilities are available on the campus for cultural activities, yoga, games, and sports events:

Yoga Hall: The University lays due emphasis not only on the academic growth of its students but also on their holistic development. Keeping the benefits of practising yoga in mind, the university has a spacious Yoga hall, where students, faculty and staff members practise yoga and meditation.

Gymnasium: A gymnasium is available in the Student Activity Centre. It is equipped with a walker, twister, bicep press, chest press, leg extension, shoulder press/peck deck/fly chest press, rowing seated/back press, multi hip, T-bar for back, lower abdominal, formus press, seated leg curl, lower crunches and upper crunches, free weights/sport press, lower chest press, abs kings, shuck press, thighs and cart press, chin/dip assists. A trainer on part time basis is appointed to help students in their exercises.

Games and Sports: There is a modern synthetic sports ground with facilities for lawn tennis, volleyball and basketball courts. In addition, there is a well-maintained football ground, and a modern cricket stadium with night play facility. Moreover, there is a badminton court and facilities for other indoor games, such as Table Tennis, Carom Board, Chess, etc.

Auditoriums: A host of auditoriums and conference halls are available at the campus to organise various cultural and student activities. The seating capacity of auditoriums differs from 100 to 300 seats. Institute of Pharmacy has a 200 seating capacity auditorium, whereas the Institute of Technology has multiple auditoriums with 100 and 200 seating capacity. The Institute of Law has a 200 seating capacity auditorium. The Institute of Architecture and Planning has an auditorium with a 300 seating capacity. A new auditorium is under construction with a 1000 seating capacity.

Theatre: The Institute of Management hosts a theatre with a seating capacity of 500. Various cultural events are performed in the theatre, such as song and dance competition, one act play, debate, etc.

Entertainment Activities Ground: The University has a host of grounds for organising different activities and events. One such ground of 4,050 sq. mtr. is especially used as entertainment activities ground by the students. They organise events related to cultural festivals and technical events on this ground. A stage located at a strategic location helps the students organise various fun-filled events and activities and host artists from outside as well. A new open-air theatre is under construction with a 500 seating capacity.

Student Exhibition Ground: A dedicated space is available at the campus where students organise and display exhibitions all the year round. The exhibitions are based on various themes, festivals, topical issues, etc. Every year, a photography exhibition is organised at the exhibition ground on a grand scale.

File Description	Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

The University is spread across a sprawling lush green campus of 115 acre. It hosts various constituent institutes, departments, and centres on its campus. In totality, there are 10 academic blocks, two high rise towers, and parking areas, covering a total built-up area of 21,2051 sq. mtr. Besides the central parking facility with a built-up area of 52,558 sq. mtr. there are many open parking lots available on the campus, covering a total area of 14,508 sq. mtr. All the parking lots are under surveillance.

All the blocks and the towers have spacious and well-ventilated classrooms, air-conditioned seminar halls, computer centres, state-of-the-art laboratories, libraries, and board rooms. There are air-conditioned auditoriums with all modern infrastructure and facilities.

Uninterrupted power supply on the campus is maintained with backup generators for a total capacity of 1375 kVA. Further, an adequate supply of clean, potable water in each building is ensured.

There is a well-functioning transport facility for the convenience of the faculty, staff, and students. The Administration Office of each institute has fully-furnished offices for Student Section, Examination Section, Administration Section, and Director's Office. All buildings have separate washrooms for male/female students and faculty on each floor. All the institutes have common room facility for women students.

The in-campus Health Centre has a full-time doctor with all the basic facilities available for treatment for all primary diseases. An ambulance facility is also available on the campus. A branch of the Kalupur Commercial Co-operative Bank Limited (KCCBL), a scheduled bank, is located on the University campus. The facility is open to all students, staff, and faculty of Nirma University and its Institutes. The bank has set up two ATMs on the campus.

The University has separate hostel facilities for boys and girls which can be availed by the postgraduate students. There are three hostel buildings in all, two hostels are for the boys and one for the girls. The hostels have a total capacity of around 800 students. The hostel rooms are spacious and well-furnished.

The hostels have sports and other recreational facilities such as cable TV, a common room for interaction, etc.

The University has one canteen facility and two food courts to cater to the needs of its students, staff, and faculty members. Besides, there is a full-fledged mess providing breakfast, lunch, high tea, snacks, and beverages for catering to the hostel residents. The university campus houses a student store that supplies textbooks, stationery items, and other essential commodities for the convenience of the students. Photocopy and coloured printing facility are available for the students, employees, and visitors. The students use this facility for various projects and assignments.

Based on the theme “Education and Society”, a host of sculptures are spread across different locations on the university campus. Each sculpture is distinct and draws a unique perspective on academics within its form. In addition, the University has an art gallery and a museum as well. Guest House facility for corporate visitors and parents is also available on the campus.

File Description	Document
Paste link for additional information	View Document

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

Response: 62.84

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

2019-20	2018-19	2017-18	2016-17	2015-16
7606.49	5511.56	6463.55	10108.43	5237.97

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

4.2 Library as a Learning Resource

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

Response:

Nirma University has a rich library system. There are six libraries, and they are digitally connected. There is an Integrated Library Management System. Besides, there is a digitisation facility where institutional knowledge resources are stored.

Integrated Library Management System

The University has a rich library with more than 1,25,000 books and 19,000 online journals. The Nirma University Library System uses KOHA (Version 17.11) – an Open Source Automation Software. KOHA software system consists of various modules - acquisition processes – Books and Periodicals, cataloguing for systematic retrieval of documents through OPAC, Web OPAC, etc. It also has administrative modules, like Budgeting, Ordering, Library Member database, etc.

KOHA facilitates automated circulation (issue and return, renewal, and reservation) of the catalogued documents, their location and availability, information about the documents stocked in the library. Online Public Access Catalogue (OPAC) is available on the Internet for inquiring about the status of the resources. As this is a web-based service, we can serve the user even from home in case of any query. KOHA complies with international standards, like MARC 21 for cataloguing, Z39.50 for copy cataloguing, UTF-8 (Unicode Transformation Format) for non-English catalogue data. This aid in adding other language fonts, i.e., documents in original language scripts and SIP2 for RFID integration. A bar-coding system is in use to computerise the bibliographic details of the resources.

Various databases are available online and the user has access to them on campus and through a remote login facility – RemoteXs. All registered library users have been provided with this facility for accessing online and digital resources from the comfort of their home.

Digitisation Facility

The University has DSpace (Version 6.2) - an open source software - deployed for managing internal information and knowledge. We started developing our repository way back in 2005. In tune with the global developments, we have been archiving institutional knowledge outputs, like faculty papers, theses, and dissertations in PDF format on DSpace. We also keep the information outputs under the category of institute bulletins, magazines, newsletters, photo albums, convocation speeches, etc. Students can access this digital information anywhere on the campus. Digitised thesis was an accomplishment at a time when there was no Shodhganga offering in place. In the future, we would like to upgrade to cloud based services of KOHA and DSpace.

The Institute of Technology Library has a collection of video lecture series from NPTEL (National Programme on Technology Enhanced Learning). There are a total of 537 video courses, 358 web content, and in turn about 10 TB of data available in the local storage server.

The university provides Cloud-based digitised services. The university libraries started digitising Newspaper Clippings and Exam papers in 2009. These digitised resources were given access through the GoogleApps. Any user who has an ID in ‘nirmauni.ac.in’ domain can access this database.

File Description	Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**Response:** A. Any 4 or more of the above

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

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**Response:** 324.18

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

2019-20	2018-19	2017-18	2016-17	2015-16
371.09	346.62	347.5	280.89	274.8

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

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 25.8

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

Response: 2306

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

4.3 IT Infrastructure

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

Response: 100

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 163

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response:

Nirma University has an IT policy that is duly approved by the university authorities. The following are the salient features of the IT policy:

- A bottom-up approach is used in planning, designing, procuring, implementing, and executing any new IT System.
- The University has laid down business processes for the management of hardware and software assets that facilitate the usage of IT resources at the University. This includes procedures for managing the purchase, deployment, maintenance, utilisation, energy audit, and disposal of software and hardware applications within the University.
- Procedures for timely data backup, replication and restoring policies, power backups, audit policies, alternate internet connectivity for fail-safe internet access are followed.
- The University endeavours towards the promotion and effective usage of open source software securely.
- Periodic hardware maintenance is carried out as per the recommendation of the maintenance executive.

Process of Implementation and Adherence to the Policy

- The respective Heads of Institutions (HoIs) are responsible for compliance with all University policies relating to the use/ownership of information resources.
- Chief Technical Officer working at University level coordinates various activities related to the adherence of the IT Policy in association with the IT Administrator of the respective Institute.

Budgetary Provisions

There is a bottom-up process of a budget decision where different departments put forth their requisition for budget allocation to meet their needs. Once the budget is allocated, the expenditure is monitored.

In 2015-16 the budget provision was for a total of Rs 1,41,92,000, which was increased to Rs 4,34,79,000 in 2018-19.

Updates in IT Facilities including Wi-Fi Facility

Various IT-based tools are developed/procured from time-to-time to facilitate academic activities and meet the needs of contemporary trends.

The IT facilities are updated from time-to-time. Some of the examples are:

- For the LMS (Learning Management software) Moodle Version 1.9.9 was used during 2010-11 to 2015-16, now we use Moodle version 3.8.3.
- The total number of Wi-Fi access points has been increased from 91 in the year 2015-16 to 235 Wi-Fi points in 2019-20. The Wi-Fi facility is available throughout the campus.
- The available bandwidth of 128 MBPS in 2015-16 has reached 1 GBPS in 2019-20. Students can take their exams using the Wi-Fi facility and there is sufficient bandwidth to carry them out smoothly.
- Super Specialised Equipment/Labs: Department of Computer Science and Engineering, Institute of Technology, Nirma University has established a Supercomputer facility for the students and academic researchers for conducting research and advanced computing studies in the field of High-Performance Computing. A supercomputer known as 'Param Shavak' has been received for this facility.
- Enterprise Resource Planning (ERP): An IT-based ERP system to manage faculty recruitments, employee information, budget and accounts, regulatory compliances, inventory, purchases, e-procurement, and e-payment has been developed. Some of the modules include Admission Management System, Day to day Academics, Academic Section, Establishment Section, Account Section, Document Management System, Research Management System, Examination Management System, Performance Management System, and Accreditation Management System.

File Description	Document
Upload any additional information	View Document

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

Response: 4:1

File Description	Document
Student – computer ratio	View Document

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)**Response:** A. 71 GBPS

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

4.3.5 Institution has the following Facilities for e-content development

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

Response: A. All of the above

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years****Response:** 11.02**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
1559.53	1070.25	1046.96	1254.45	1085.85

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

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

Response:

The University follows a systematic process of planning, creating, maintaining, and utilising its physical infrastructure, both in terms of academic and support facilities. It has established a full-fledged Estate Department for looking after the maintenance of the buildings, classrooms, laboratories, lawn/garden, sports field, auditoriums, etc. since its inception. It is headed by a qualified senior officer, supported by a group of competent staff members.

There is a budget for maintenance with sub-heads of the maintenance of buildings, furniture, equipment, gardens, housekeeping, and security. The officials of the Maintenance Department do regular inspections of the structures and facilities and take various decisions about the maintenance work. Maintenance is carried out by trained and experienced in-house staff as well as the staff of outsourced agencies. There is a complaint redressal system.

The electrical unit of the Estate Department takes care of all electrical needs and repairs. Electricians are available round the clock to address the issue of untimely power breakdown, and also timely replacement and repair of lights in academic blocks, hostels, street lights, etc. Uninterrupted power supply on the campus is maintained with backup generators for a total capacity of 1,375 kVA. The maintenance unit of the Estate Department takes care of functions, like plumbing, carpenter, etc., and also ensures regular water supply on the campus. The University has installed RO plants in sufficient numbers to provide potable water and the units are serviced through an annual maintenance contract with the supplier.

The facilities like housekeeping, maintenance of lawns/gardens, security, maintenance of vehicles and equipment, cleaning of academic and non-academic facilities including, roads are carried out by the staff of out-sourced professional agencies under the supervision of the Estate Department. Hostel Mess and Canteens/Food Courts are also outsourced and supervised by a committee consisting of students and university staff.

Fumigation, spraying of mosquito repellents, etc. are done in each building on the campus, including classrooms, labs, seminar halls playgrounds, etc., and are supervised by an internal supervisor. Special arrangement is made to prevent the spread of coronavirus on the campus under the supervision of a team consisting of senior faculty members, officers, and the University doctor. Adequate security measures are in place on the campus to ensure the safety and security of students and employees. All the buildings are under surveillance and are monitored by a retired police officer.

The University has a dedicated team of senior technical persons for computer networking systems to provide regular services related to hardware and software. The team takes care of day-to-day operational

issues and ensures the smooth functioning of the computer systems. Further, the University has an Annual Maintenance Contract for its computers, peripherals, equipment, etc. with a vendor specialised in the field, and his technicians are stationed on the campus full-time to solve all the technical glitches for smooth and hassle-free computer operations.

The University has a host of common facilities for students, such as playgrounds for sports, like cricket, football, lawn tennis, badminton, etc., grounds to conduct cultural activities, auditoriums, seminar halls, transport facility, sports equipment, sound system, etc. The students are free to use these facilities with prior booking through an online ERP System and the Head of Student Welfare is responsible for the optimum utilisation of these resources.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 20.74

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

2019-20	2018-19	2017-18	2016-17	2015-16
2050	1879	1676	1446	1067

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 60.14

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

2019-20	2018-19	2017-18	2016-17	2015-16
4207	5205	5142	4618	4069

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

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

Response: A. All of the above

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 100

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg:

IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
246	473	101	80	59

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

2019-20	2018-19	2017-18	2016-17	2015-16
246	473	101	80	59

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)**5.2.2 Average percentage of placement of outgoing students during the last five years****Response:** 52.5**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1234	1150	1053	990	1016

File Description**Document**

Institutional data in prescribed format

[View Document](#)**5.2.3 Percentage of student progression to higher education (previous graduating batch).****Response:** 10.76**5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 243

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

5.3 Student Participation and Activities

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

Response: 269

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

2019-20	2018-19	2017-18	2016-17	2015-16
74	95	40	29	31

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

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

Response:

There is a Students Welfare Board (SWB) at the university level that looks into the welfare activities of the students. There are coordinators of SWB in each institute. The Board aims at promoting the social-psychological and cultural growth of the students through a host of activities all the year round. The Board also carries out the cultural, sports, and social activities for the students.

Various student councils are there at the institute and department level. Some of them are as under:

Chemical Engineering Students Association: ChESA aims to foster and maintain networking among fellow students and alumni through technical and social events on a regular basis.

Mechanical Engineering Students Association: It aims to ensure the all-round development of students. To that effect, MESA organises various workshops, events and fests throughout the year viz. Praveg, Robocalypse, Autocalypse, Astronomy Workshops, and MESA day.

Institute of Electrical and Electronics Engineers Chapter: The Chapter organises several events throughout the year to keep students abreast of the changing technology and encourages them to work on innovative projects and present them in a technical forum. Since its inception in 2000, it has organised an annual technical symposium “Technodysey”.

Electrical Engineering Students Association: EESA focuses on technical activities like guidance for competitive examinations, workshops on recent trends in engineering like autonomous robot, smart home, PCB designing, etc. Apart from the workshops, EESA regularly conducts career counselling sessions.

Association of Computer Engineering Students: ACES was established in 2001 by the Department of Computer Science and Engineering. It aims to make students technically stronger by organising various workshops and seminars on the latest technologies.

Student Advisory Committee: The SAC acts as a bridge between the students and the administration of the Institute of Management. The SAC is the committee whose members are elected by the students themselves and in a way are the representatives of the batch. SAC makes sure that the management and the students understand each other’s needs and work together as a team for the betterment and growth of the Institute.

Nirma Institute of Pharmacy Student Association: The association is operated and managed by the students of the Institute of Pharmacy. They undertake activities for development of students, welfare, and social services. Various activities organised under the banner of NIPSA are plantation drive, cleanliness drive, old age home visit, blood donation camp, co-curricular and extra-curricular competitions, etc.

Institute of Science Student Association: The activities carried out by the association are in the areas of academic, social, cultural and sports. Students take the responsibility to plan, conduct, and review the events, thus developing their leadership and teamwork spirit.

The Student Council of Architecture: The Council comprises students of architecture and planning, who represent the student body and make sure every student’s voice is heard. It consists of the president, academic representative, cultural representative and administrative representative from both the departments who work together to resolve any issues or discrepancies. It also organises cultural events from time-to-time.

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

Response: 125

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

2019-20	2018-19	2017-18	2016-17	2015-16
181	123	121	113	87

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

5.4 Alumni Engagement

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

Response:

Under the umbrella of Nirma University, constituent institutes have their individual Alumni Association to co-ordinate and provide a direction for all alumni related activities and engagements. The alumni association facilitates functioning of the alumni chapters at other cities, outside Ahmedabad and works towards the strengthening of Industry-Institute interface. The association pursues and sustains excellence in education through interaction between alumni, faculty and present/current students of the University. It has three categories of membership that includes Alumni, Faculty Members, Donors and Associate Members.

The respective alumni association contributes in the following activities:

- 1. Financial contribution:** The alumni association contributes for building a corpus of the fund for furtherance of alumni activity and also helps manage it. At the end of every financial year, an Annual Report is prepared, detailing the activities of the Association during the concluded year. Annual audit of association funds is carried out by auditors and statutory filing of returns is also undertaken.
- 2. Support for organising events and activities:** Alumni Association also assists in publishing the monthly Newsletters/Bulletin, planning of alumni events like, Alumni Day, Alumni City Meets, and Alumni Conclaves.
- 3. 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.
- 4. Institution building:** To have an industry and alumni perspective in the selection process of the candidates for admission in management programme, the University invites senior alumni to be part of the admission interview panel.

Additionally, 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 them to the academics.

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 30,000 alumni either associated with industry/entrepreneurship ventures that helps strengthen Industry-University interface.

Alumni also contribute by providing their expertise in developing and updating academic curriculum of the

various programmes of the University.

The University has received considerable support from its alumni in student placements and admissions. Some alumni are directly involved in the recruitment process as a member of the visiting team for campus recruitment.

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

Response: A. ? 100 Lakhs

File Description	Document
Any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The university has clearly stated Vision and Mission statements since its inception. These statements are placed on the website of the University. These are displayed appropriately at every classroom, laboratory and faculty cabins and at university offices for wider visibility to students, faculty and staff members.

Vision and Mission statements of the University are as under:

Vision

Shaping a better future for mankind by developing effective and socially responsible individuals and organisations.

Mission

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.

The Vision and Mission of the University are evidently reflected in all the academic and administrative governance of the university. All the teaching-learning processes, co-curricular activities, extra-curricular activities, social and extension activities are designed and deployed for developing students as effective and socially responsible individuals.

The University emphasises the all-round development of its students through various orientation programmes, training programmes, lab and project activities, participation in competitions, industrial visits, industrial internships and projects, entrepreneurship development activities, idea lab projects, etc. Each student gets personal attention and rigorous mentoring is done for all the students. Fast learners are provided more opportunities in terms of offering them Minor specialisation, participation in research project activities, whereas slow learners are also counselled and mentored for their development. Rigorous career counselling and personality grooming activities are planned for the students, helping them to achieve their career goals.

Several scholarships are also given by the University to the needy students for their development. All the processes set by the University are student-centric and student-friendly for all-round development of its students. Continuous evaluation is a unique feature of the University that ensures that students are not burdened for semester end exams and they can freely participate in all the other activities for their personality development and career goals. Policies for anti-ragging, women development, student research, etc. provide a very conducive environment to student for their all-round development.

File Description	Document
Link for additional information	View Document

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

Response:

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, collaboration, and camaraderie are the salient features of leadership at Nirma University. In total, there are eight institutions headed by Deans who have adequate authority to manage the academic affairs. Moreover, there are numerous Board of Studies, generally headed by the 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 Faculty. Most of the senior faculty members are nominated in the BoS and some are members of Faculties. The faculty members involved in these academic bodies are empowered to suggest changes in academic matters, course curriculum, pedagogy, etc.

Decentralisation is implemented with proper and appropriate delegation of powers by the Board of Governors to the Director General, Heads of Institution, Heads of Department, and Section Heads. The administration at all levels is decentralised in such a way that staff members from top to bottom can participate in the decision-making process.

The process of curriculum design, course development, and content delivery are fully decentralised and faculty have full freedom to design and deliver relevant content. Besides, the assessment process is also fully decentralised.

Since its inception, the University encourages 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 faculty share their opinions and suggestions, thereby participating in institution building.

Heads of Institutions (HoIs) participate in all the 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 a senior faculty. Departmental meetings are regularly held. Thus, faculty members are involved in (i) deciding the curriculum and syllabus of related courses, (ii) laboratory development, (iii) procurement of equipment, and (iv) suggesting the purchase of books and journals.

Departmental headship is by rotation. The duration of the headship is three years, extendable to another three years. Thus, all the 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 opinions and suggestions from all the

faculty members. Some of the faculty members work as faculty advisors for different student organisations.

Faculty meetings are organised 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.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Keeping its Vision and Mission statements in focus, the University and all its constituent institutes had developed and effectively implemented their strategic plans for the duration of 2014-19. Planning the future growth, the University has also developed a ten year vision document for the duration 2020-30. Further, the University has already developed and deployed its strategic plan for the duration 2020-2025. The strategic plans for 2014-19, and for 2020-2025, and the vision document for 2020-30 are made available on the website of the university. Thorough environmental analysis and a SWOC analysis is done while developing these plans. Proper monitoring mechanism at the institute level and at the university level is also developed for the effective implementation and progress of the strategic plan.

Strategic intents and goals were developed for the University and all its constituent institutes for the strategic plan 2014-19. Four main strategic goals were identified for the university in the plan. These goals were:

Goal 1: To excel as a student centric institution

Goal 2: To attract and develop faculty for excellence in the institution

Goal 3: To promote a culture of research that supports the institution

Goal 4: To facilitate the growth of the university

Specific objectives and target for each of the objectives were developed in the plan for these goals. Considering strategic goal number two, i.e., To attract and develop faculty for excellence in institution, the following objectives were decided:

Objective 1: To have sufficient faculty members

Objective 2: To conduct faculty development programmes

Several measures were taken by the University in order to implement the strategic goal of faculty

development: The following are the points worth mentioning in this regard which have made evident contributions in the faculty development:

1. National level advertisement (minimum once a year) for faculty recruitment
2. Rolling advertisement throughout the year on the website for senior faculty positions
3. Students feedback on teaching by their faculty member and its monitoring at the department level.
This feedback is also considered while confirming a faculty member who is on probation
4. Peer faculty classroom observations are rigorously planned for new faculty members
5. A large number of faculty development programmes, STTPs, induction training programmes, orientation programmes are conducted under the auspices of Centre for Quality Assurance and Academic Development (CQAAD)
6. Faculty members are given financial support to attend international and national conferences and present their research papers
7. Faculty members are provided full financial support and services of patent attorney from filing to grant of the patent
8. Schemes are developed to motivate and provide incentives to the faculty members for their outstanding academic and research contributions

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

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

Response:

The University is managed effectively through strong leadership, mission-driven teamwork, process orientation, and continuous improvement. The vision, mission, and values of the University are shared with faculty, staff members, and students; further, mechanisms are evolved to live by them.

There are two levels of the administrative setup in the University: (i) University level, and (ii) Institute level. The university level administrative setup consists of the Vice President, Director General, and Executive Registrar. On the other hand, the institute level administrative setup includes: the Director (Head of the Institute) and the Heads of Department. All the incumbents are highly competent and possess the necessary experience and skills to provide academic and administrative leadership.

The University has adopted a 'Bottom-Up Approach' in management system development, implementation of various policies, and continuous improvement. Accordingly, the suggestions given by the faculty are discussed at the Department level, and subsequently at the Institute level. If required, the suggestions are brought to the University level Coordination Committee. The suggestions related to curriculum revision/modifications are discussed at the Board of Studies, Board of Faculty, and subsequently at the Academic Council.

The important institutional bodies are as under:

- Board of Governors
- Academic Council
- Finance Committee
- Faculties
- Board of Studies
- Coordination Committee
- Students Welfare Board
- Library Council
- Examination Reforms Committee
- Directorate of Research and Innovation
- Centre for Quality Assurance and Academic Development

Standard Operating Procedures (SOPs) of all bodies are documented and rigorously followed. The Academic and Establishment Sections of the University closely monitor whether the committees are working as per the SOPs or not.

At the Institute level, for better coordination and monitoring, the Director of the Institute arranges weekly/monthly meetings with the HoDs, where all matters including academic planning, implementation, reviewing academic programmes, administrative issues are discussed.

Similarly, at the Department level, the HoDs hold regular meetings of all the faculty and discuss various issues about syllabus update, course delivery, academic audit, continuous evaluation, attendance monitoring, student guidance and support, feedback, etc.

Organograms of various units are prepared and displayed so that faculty and staff members are aware of organisational hierarchy and decision-making layers.

Various policies and procedures, rules and regulations (PPRR) are developed and shared on the internal portal of the university for the use of faculty and staff. Service Rules are developed and curated in a booklet. Again, these are made available on the internal portal of the University.

Appointment of faculty and staff members are done with utmost care and integrity. Eligibility and procedures are followed rigorously. To motivate and empower faculty, systematic faculty development interventions are implemented. Awards and recognitions are given to encourage them and improve their performance.

The following handbooks are published incorporating various introductions/amendments/ revisions, etc. up to December, 2020:

1. Handbook-I: Academic Regulations of Programmes Run Under Various Institutes Under the University
2. Handbook-II: Administrative Regulations Along with Norms, Guidelines and Policies
3. Handbook-III: Various Administrative Procedures
4. Handbook-IV: Amended/Updated Teaching and Examination Schemes and Syllabi of Courses for the Programmes Offered Under Various Faculties

File Description	Document
Link to Organogram of the University webpage	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The University has put in place a well-defined Annual Appraisal System and Career Advancement Scheme (CAS) for its faculty members based on the UGC Regulations. Accordingly, each faculty member of the university is assessed based on the Academic Performance Indicators (API) as derived from the Performance Based Assessment (PBAs). As per the system, each faculty member is required to submit a Self-Appraisal Report annually based on the three broad parameters: Teaching-Learning and Evaluation; Administrative Support; and Research.

Besides, the faculty are also evaluated based on the feedback of the students on every course taught, and the Confidential Report submitted by the HoD.

The University also follows the CAS prescribed by UGC for the faculty members and the administrative/professional staff members at the level of Assistant Registrar and above. As per the scheme, the personnel in the level of Asst. Professor (level 1) and Asst. Professor (level 2) are eligible for the next stage on completion of 5 years at each stage and Asst. Professor (level 3) are eligible for promotion as Association Professor on completion of 3 years. On completion of 3 years of service, an Associate Professor is eligible for promotion as Professor.

Assistant professors having Ph.D degrees from IIT/IIM/IISc as full-time scholars are placed directly in higher scale level 12, i.e., Assistant Professor Stage-III. Assistant Professor in Stage-I with Ph.D is given 5 additional increments as an incentive for Ph.D.

The University has a provision for faculty development which includes deputation for higher studies, travel grant for attending international/national conferences, seed money for research, in-service registration for Ph.D, organising international and national conferences, etc.

Welfare Schemes

The University has the following Staff Welfare Schemes for both, teaching and non-teaching staff members:

- All the teaching and non-teaching staff members are paid as per the salary structure followed by the higher educational institutions of the Government of Gujarat [GoG], revised from time-to-time.
- Similarly, retirement benefits such as Contributory Provident Fund, Gratuity, Leave Encashment are at par with the norms of GoG/UGC.
- All leave rules such as Casual Leave, Medical Leave, Special Casual Leave, Duty Leave, Earned Leave, Special Earned Leave, Sabbatical Leave, Maternity Leave, Paternity Leave, etc. of the university are as per the norms of GoG/UGC.
- The University provides health insurance to its employees and dependent family members for hospitalisation expenditure up to Rs. 5 lacs depending upon the pay level.
- Free transport facility is provided for those who commute through the University bus facility.
- All faculty and non-teaching staff are reimbursed the tuition fee of children up to Rs.12,000/- per annum up to two children.
- Faculty members are eligible for reimbursement of Development Allowance in the form of reimbursement of expenditure for the purchase of books, internet facilities, and other material up to Rs.15,000/- per annum.
- Relocation Allowance is given to faculty up to one basic pay + DA for faculty from outside Gujarat and one basic pay for faculty within Gujarat State.

File Description	Document
Any additional information	View Document

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

Response: 53.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
209	210	161	207	200

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

Other Upload Files	
1	View Document

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

Response: 34.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
29	36	33	31	45

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document

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

Response: 58.68

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

2019-20	2018-19	2017-18	2016-17	2015-16
369	171	159	205	204

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

Fund mobilisation and its effective use are crucial for the effectiveness of the University. All the programmes offered by the University are self-financed. Fees for many programmes are approved by the state-level Fee Regulatory Committee (FRC). Thus, the University cannot arbitrarily increase the fees. Rather, its focus is on the efficient utilisation of resources.

The University encourages faculty to apply for research projects to external funding agencies, such as DST, DBT, ISRO, Gujarat Council on Science and Technology (GUJCOST), DRDO, etc.

The University mobilises resources through training, continuing education, testing, consultancy, environmental auditing work, etc. The University also makes efforts to mobilise funds from other resources, such as business organisations, NGOs, etc. Moreover, the University tries to get resources in kind. For example, British Council donated 8,000 books to the University. Further, BMW donated an engine, while Ford Motor Company donated a car for educational purposes. Mitsubishi has established a centre at the University. GUJCOST has donated a supercomputer, so on and so forth.

The University has prescribed regulations for monitoring the efficient use of financial resources. Systematic process of preparing annual budget is followed at Institute as well as University levels. Internal audit is regularly carried out for maintenance of accounts. For every expenditure, there are well-defined budget heads, and a separate budget is allocated for each head. Also, throughout the year, the budget record in each head is maintained, and thus financial resources are monitored effectively. Budget expenditure is monitored through the use of ERP.

There is a practice of both, internal and external audits by chartered accountants. There is a mechanism of scrutinising the proposals of equipment and book purchase by a separate committee.

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).**Response:** 0**6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description**Document**

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

[View Document](#)**6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)****Response:** 150**6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
150	00	00	00	00

File Description**Document**

Institutional data in prescribed format

[View Document](#)**6.4.4 Institution conducts internal and external financial audits regularly****Response:**

The University has a structured mechanism of internal and external audits of all bills. The accounts of the University are audited on a concurrent basis by an Internal Auditor who is a Chartered Accountant. The Audit is 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 the competent authority and audited by the designated staff of the Accounts Section.

The external audit is done by an auditing agency appointed by the Board of Governors. Annual accounts along with the Statutory Auditor Report are submitted to the Board of Governors (BoG) every year.

Being a responsible institution, Nirma University believes in the efficient implementation of internal checks and controls in financial management. The University has a healthy mechanism to comply with the auditor's findings. There is a system for the evaluation of audit findings received from the auditor, and also a deadline is set for the reply to 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 policies
8. Informing the auditor about the measures and decisions of the management on auditor's findings

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) at Nirma University ensures quality culture at the university level. The IQAC Committee meets regularly to plan, guide and monitor the teaching-learning activities of the constituent institutes of the University.

The following strategies and processes are followed in reviewing the teaching-learning process and measuring learning outcomes:

Committee members of the IQAC regularly take feedback related to academic, co-curricular, research activities, campus life experiences, industry trends from different stakeholders to maintain quality at the University level. The IQAC also collects inputs from alumni and corporate partners on the contemporary topics to be included in the different curricula. The IQAC monitors the conduction of programmes through regular academic reviews. Further, it ensures the implementation of structured mentoring policy for newly

joined faculty members. The University has a mechanism of academic audit for newly recruited faculty where the senior professors and the HoDs constantly audit the classroom teaching of the faculty members. These steps help in strengthening the teaching quality of faculty.

The IQAC is involved in organising value added seminars/workshops/need-based training programmes for the faculty and staff members on the teaching-learning process to upgrade their skills and knowledge. The IQAC initiated the student mentoring system to monitor student's progress at every juncture. In the system, each student is given close personal and professional mentorship by the assigned mentor. The performance of each student is monitored and documented by the mentors. The IQAC is also responsible for maintaining updated data which may be required for different accreditation and ranking processes.

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

1. Training of faculty through faculty development programmes
2. Academic audit of constituent institutes

The details are as given below:

1. Training of faculty through faculty development programmes

The IQAC is also responsible for organising faculty training programmes that include a four-week induction programme, a two-week orientation programme, a two-week research orientation programme, workshops/seminars on IPR issues, and research paper/proposal writing, etc.

2. Academic audit of constituent institutes

The University has a mechanism of academic audit at four levels, namely (i) Audit at the personal level, where the senior professors and the HoDs constantly audit the classroom teaching of the new faculty members, (ii) Audit at the Institute level by an independent committee which conducts the overall audit of each Department/Area in academic, research, extension and related matters, and (iii) Audit by the University level committee for overall assessment of the different academic, research, extension and related aspects of the constituent institutions, and (iv) Audit by external experts for all the constituent institutes of Nirma University.

File Description	Document
Link for Additional Information	View Document

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

Response: A. Any 5 or more of the above

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

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

Response:

The IQAC has been instrumental in promoting teaching, research and administrative quality indicators in the institutes. We can definitely say that there are incremental improvements in various quality aspects. The following post accreditation initiatives are undertaken:

- Seven B.Tech programmes of the Institute of Technology, B.Pharm Programme of the Institute of Pharmacy, and MBA programme of the Institute of Management are now Tier-I accredited.
- The Institute of Pharmacy and the Institute of Management are ranked among the top 50 institution in the NIRF ranking in 2019-20. In GSIRF ratings, the University was rated 4 star, while the Institute of Pharmacy was ranked 5 star in 2019-20.
- The University participated and received in principle the status of Centre of Excellence, Government of Gujarat.
- The University increased interaction with industries, foreign universities and scientific organisations through various MoUs for collaboration.
- The University invited foreign and eminent professors from reputed universities and research organisations.
- The University conducted numerous Orientation/Induction programmes/STTPs.
- The University modernised and established new laboratories and academic infrastructure.
- A Centre for Advanced Instrumentation at the University has been instituted.
- Initiation of UG research cell for promotion of research is done.
- The University Research Policy is successfully implemented.
- The University organised many two-week Research Orientation Programmes, workshops / seminars on IPR issues, and research paper/proposal writing, etc.
- The University encouraged faculty members to submit project proposals to various funding agencies.
- Faculty awards for outstanding contribution in research are instituted.
- Funding for major and minor research projects by University is in practice.
- Implementation of policy to prevent plagiarism is accomplished.
- Implementation of revision in PBAS norms from time-to-time as per UGC directives is done.
- Starting two new Institutes i.e., Institute of Design, and Institute of Commerce.
- Rainbow centre for realising aspiration, interests and brilliance of young women cofounded by

ERASMUS+ (EU) is established at the University.

File Description	Document
Link for Additional Information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Gender sensitisation and women empowerment are important themes of curricular and co-curricular activities. Moreover, the University provides a safe and secure environment to female students and staff members.

Several curricular, cultural, and outreach activities are organised on gender sensitisation. An elective course 'Women and Law' is offered by the Institute of Law wherein the experts share real life experiences and information about the legal rules and regulations for women's safety and rights. In outreach activities, sessions like 'Breaking the glass ceiling for women', 'Gender equality and civic rights', 'Women empowerment and challenging stereotypes' are organised and experts are invited to interact with the participants.

Women Development Cell (WDC): The objective of the WDC is to provide and maintain a safe and conducive working environment for women employees and students, where they can work, study and explore their potential to the fullest. The WDC has faculty and students as its members. The function of the cell is to create gender sensitised community within the campus as well as in the society. It organises several awareness programmes, expert talks, seminars and workshops to increase awareness about gender equality and women empowerment.

Self-defense workshops are conducted every year for newly admitted female students for developing self-defense skills. The University celebrates International Women Day every year, inviting various experts and organising various events. Legal Awareness Workshop on Laws relating to Women was held with the support of Gujarat State Commission for Women on October 22, 2018. Women Development Cell, Nirma University, and Centre for Social Justice, in collaboration with Partners for Law in Development (PLD), organised a Workshop on 'The Culture of Consent and Rejection' on February 05, 2019.

In every orientation programme, there is a session on gender sensitisation.

Internal Complaint Committee(ICC) : It works towards prohibiting any type of sexual harassment of women at the campus and addresses the grievances related to sexual harassment.

Equal Opportunity Cell: The Cell is constituted at the University and Institute level and it emphasises equality amongst students based on their religion, caste, gender, or disability and ensures that equal opportunities are available for students.

RAINBOW Centre for Women Career Counselling and Guidance: The Institute of Management has established a RAINBOW Centre for Women Career Counselling and Guidance. Its objective is capacity building for the counsellors in collaboration with other national and international universities. The project is funded by Erasmus+ programme of the European Union.

Safety and Security: Security personnel are appointed on the campus round the clock. A full-time warden is appointed for the hostels. CCTV cameras are installed at various places to provide full surveillance.

Counselling: The University has a structured mentoring policy imparting professional guidance, career advancement, and personal issues related guidance. Each faculty member is a mentor for a group of students.

Common Room: All institutes provide a separate common room with attached washroom for girls.

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

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

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

Response: A. 4 or All of the above

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

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

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

Response:

The University fully understands its responsibility towards environmental issues, and displays sensitivity towards issues like solid and liquid waste management, e-waste management, and other environmental issues. To play its bit, the University has devised practices that help in handling these issues by adopting various green initiatives.

Solid waste management: Solid non-biodegradable waste from each block is collected at one place and then is disposed through the Ahmedabad Municipal Corporation (AMC) disposal system. Moreover, the University has a well operated organic waste composting machine with 250 kg of capacity along with the organic waste shredder to manage solid biodegradable waste from all institutes.

Liquid waste management: All buildings have separate drainage systems for their liquid waste. There is a separate drainage line for chemical water and liquid drainage. It is stored in a separate tank facility at the University and disposed to the AMC system directly.

Biomedical waste management: The University has introduced dustbins for dry and wet wastes for effective waste management with colour coding to promote separate disposal. The Institute of Pharmacy has a separate animal incinerator to process volumes of animal carcasses in a biologically safe way and to dispose laboratory animal waste.

E-waste management: The University periodically organises e-waste collection drives through its student clubs where all the students, faculty, staff and other members voluntarily donate the electronic waste products that they have and which can be recycled. The collected e-waste is given to a designated company for recycling purpose where it gets recycled as per the procedures prescribed by the government. Thus, the University takes due care that e-waste does not hamper the environment. For example, Organisation of Civil Engineering Students (OrCES) has organised 'E-Waste Collection Drive', in order to make students of Nirma University aware of the challenges of E- Waste during 9-15 October, 2018.

Waste recycling system: Solid and liquid waste is being processed at Sewage Treatment Plant (STP) and recycling of sewage water is done to irrigate the gardens and plantation of the University. The capacity of the plant is 4,00,000 litre/day and it is operated round the year for recycling of the solid and liquid waste at the University.

In the canteen, paper cups are used to avoid plastic usage and to reduce plastic waste. There is also a provision of percolation well for rainwater harvesting.

Hazardous chemicals and radioactive waste management: The hazardous chemicals are collected in separate bottles. The University has outsourced the disposal of hazardous chemicals to an outside contractor. The agency picks up the hazards chemical waste every fortnight. The faculty of different Institutes are not involved in research work on radioactive substances.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

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

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

1. Green audit
2. Energy audit

- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

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

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

Response:

The University emphasises the overall development of the students, and extracurricular activities play a vital role in it. It takes extra care in providing an inclusive environment for all students and employees. Equal Opportunity Cell ensures that all students and staff members are treated with respect and there is no

discrimination of any kind on the campus.

The University gets students from different parts of the country. Besides, it has some international students. Office of International Relations (OIR) ensures that international students are safe on the campus and are able to live by their cultural values.

Students Associations and Clubs carry out a host of activities in social, cultural, and sports areas. Cultural programmes organised by them have the theme of communal and inter-religious harmony.

Nirma University has a vibrant NSS Cell wherein the students from all institutions participate and contribute to the well-being of the neighboring communities. Each institute has adopted a specific village and conducts social welfare activities for the villagers. The University also organises plantation drives to spread awareness about the importance of plantation and their impact on the environment.

The International Mother Language Day is celebrated on 21st February to promote diversity of languages and to emphasise that all languages are important.

Different religious festivals, such as Holi, Navratri, Christmas, Diwali, GURPURAB, Basant Panchami are celebrated in the hostels to promote religious and communal harmony. New Year Milan is organised every year in the University to promote harmony and unity in diversity.

Constitution Day is celebrated on 26th November every year to commemorate the adoption of the Constitution of India. Inter alia, the Day emphasises the paramount importance of tolerance and harmony towards cultural, regional, linguistic, communal socio-economic, and other diversities.

File Description	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 (within 500 words).

Response:

The vision of the University focuses on the development of a better future for mankind. As a part of the curriculum and through various extension activities by the Students Welfare Board, myriad activities are planned and implemented to spread constitutional values. The students and faculty are involved in community service so that they develop themselves as responsible citizens.

The Preamble of the Constitution of India resolves to give the people of India 'Justice': Social, Economic, and Political. Accordingly, the Institute of Law has taken up the ambitious goal of Justice Education, thusly application of the spirit of the law for the upliftment of all sections of the society and instilling constitutional values are the key areas of teaching.

Transparency in teaching, learning, and extension activities demonstrates the realisation of the constitutional goals. "LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity, and to promote among them all, FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation" as stated in Preamble are embedded in the various programmes and activities of the University. On a daily basis, fundamental duties are reiterated so that students, faculty, and staff members see them as their duty to excel in whatever task they undertake.

Every year, Constitution Day is celebrated on 26th November. On this day, various activities like Poster Making, Essay Writing, Constitution Model Building, Poetry Recitation Competition, and Debate Competition are held. In order to inculcate the spirit and oneness with constitutional values, the pledge of the Preamble and fundamental duties are taken up by students, faculty, and staff. Every year, a conclave at the Institute of Law is organised, wherein the experts of Constitutional Laws are invited to interact with the students; thereby imbibing constitutional values.

Students are taken for Heritage Walk in Ahmedabad - UNESCO's World Heritage City. Thus, they are sensitised to the heritage of the composite culture of our great nation.

Institute of Law offers a course titled "Introduction to Indian Constitution" as a University Elective Course for the students of University other than law students. At the postgraduate level, a Master's Degree programme is offered in the area of Constitution and Administrative Law. Integrated BBA-MBA programme also offers a course on 'Indian Polity and Constitution'.

The Legal Aid Clinic not only sensitises the students towards social realities, but it also helps them realise their rights and duties towards the nation. The Clinic conducts the Legal Awareness Programme and Legal Literacy Camp. It has set up a Permanent Legal Aid Clinic at Sabarmati Jail for the inmates. Moot Court and Debating activities further enhance students abilities to decipher constitutional rights and duties. All these engagements inculcate the right values and spirit of the Constitution among students and faculty. Visits of students have been organised to the Parliament of India, Supreme Court, National Human Rights Commission, and various types of NGOs across the country.

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

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

Response: A. All of the above

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

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

Response:

The University vibrates with the celebrations of national and international days and festivals as a part of the tribute to unity in diversity. To commemorate the contribution in each respective field, all institutes at the University organise different types of events as a part of the celebration of that special day.

The University and its constituent institutes celebrate various national and international days as under:

Sr. No.	Celebration National/ International Day	Date
1	National Youth Day	12th January
2	Army Day	15th January
3	Birth Anniversary of Netaji Subhash Chandra Bose	23rd January
4	National Voters Day	25th January
5	Republic Day	26th January
6	International Mother Language Day	21st February
7	National Science Day	28th February
8	International Women's Day	8th March
9	World Water Day	22nd March
10	World Environment Day	5th June
11	World Blood Donor Day	14th June
12	International Day of Yoga	21st June
13	Kargil Vijay Diwas	26th July
14	Independence Day	15th August
15	National Sports Day/Fit India Movement	29th August
16	Teachers' Day (India)	5th September
17	Hindi Diwas	14th September
18	National Service Scheme (NSS) Day	24th September
19	Gandhi Jayanti	2nd October

Different institutes also celebrate subject-specific days pertaining to their field of specialties. For example, the Institute of Pharmacy celebrates Pharmacist Day on 25th September every year. The theme of such events is kept in a way so it promotes and advocates the understanding of the role of the pharmacist in improving health in all parts of the world. Similarly, the Institute of Law celebrates Law Day and Human Rights Day to raise awareness about the importance of human rights.

Besides these common celebrations, some other days like, Foundation Day for each institute is also celebrated with various kinds of expert lectures and competitions organised for students. Blood donation camps are organised during the Foundation Day celebrations. Days like World Environment Day, National Cultural Day, World Ozone Day, Earth Day, and World Water Day are planned at the University by different Institutes.

National Library Week is celebrated from 14th November to 20th November every year and different books are displayed in the library as a part of this celebration. Besides, the library of each Institute celebrates different days by displaying the books relevant to the importance of the day.

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

7.2 Best Practices

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

Response:

Best Practice 1

Title of the Practice: Faculty Development

Objectives of the Practice: When faculty are motivated, energised, 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 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:

- Create awareness among the faculty about the global trends in higher education
- Help faculty 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
- Incentivise faculty for outstanding performance

The Context: A well-groomed teacher can perform successfully and exceed the expectations of students. The learner-centric philosophy of education and requirements of the inexperienced faculty member who is yet to explore his own teaching abilities often mismatch. Teachers for primary schools and non-

professional institutes undergo rigorous training; however, the same is not available for the professional education teacher, as it is desired to be tailor-made. Faculty development is a must to acquaint the faculty with institutional practices, to orient them to student centricity, to enrich the content, and to explore the research avenues. The training by experts provides them with an insight into the nuances of various processes; hence, faculty development is essential.

The Practice: The very purpose of faculty development is to prepare the teachers to meet the institutional requirements – academic and administrative, to enhance their stature on professional fronts, to adhere to the standardised 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 are identified on the basis of the discussions and deliberations done through the Centre 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 the 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 the different times of their career span. The programmes carried out by University are: Induction training, Orientation programme in the initial phase of the teaching career, discipline-specific training at regular intervals to update the trends in the discipline, and research orientation programme. The faculty member is offered a blend of several modules, e.g., knowledge enrichment, student engagement, time management, communication, mentoring, leadership in classroom, team activities, articulation, presentation, research writing, etc.

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

Step 4: After finalising 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 for better classroom delivery. Sessions on development of general and discipline-specific skills are also organised. They are motivated and oriented to become a life-long learner. The faculty members introspect on the course content, course delivery methods, teaching-learning strategies, the pattern of evaluation, and map each component to recognise the flaws, if any. It is the phase when the teachers get time to update knowledge, to meet the experts in the domain, to develop rapport with peers, and to learn by doing.

Step 6: All programmes have a feedback mechanism to know whether they have met the expectations and are 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. The FDPs have been considered as a significant intervention for fostering the knowledge and professional skills of faculty. New Education Policy 2020 also emphasises the role of faculty development in improving the quality of education. Honourable Prime Minister Shri Narendra Modi has rightly said: “Acche shikshak acchchi shiksha”. There is a scheme to motivate outstanding faculty for their excellent performance. Every year faculty are asked to apply for the scheme and their performance is reviewed by different committees. Based on the recommendations of the committees, financial awards and certificates are given to the chosen faculty. In the last five years, 15 faculty members were given awards for their outstanding contributions.

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. The positive work approach is observed in the faculty who have undergone the induction and orientation training programmes. Faculty feedback indicates their enhanced level of confidence. The training programmes have shown smooth transition of a novice teacher in his classroom handling, approach to guiding students, improved personal communication, and inclination to research. The feedback by students also reflects the progressive changes in the performance of the faculty. Research orientation programmes increase the research output of the faculty.

In a unique case of a 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 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 the performance of and feedback by 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 in different disciplines 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 the faculty development programme:

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 the effectiveness of the training programme.

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 follow:

1. To define outcomes of learning accurately and precisely.
2. To organise the curriculum, instruction, and assessment to ensure that the learning outcomes are achieved.
3. 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. In the OBE model, the required knowledge and skill sets for a particular programme are predetermined and the students are evaluated for all the required outcomes during the course of the 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. Instructions are 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. The traditional education system diminished the competitiveness of India and became an obstacle in the development of human capital.

Input-based model of education focussed on the delivery of information, infrastructure, and resources. Accordingly, higher education institutions depended on institutional activities and faculty behaviour. Students were seen as empty vessels to be filled with information. It did not help students and they were dissatisfied with education. Student centricity was conspicuous by its absence.

Outcome based education (OBE) questions the traditional model of education and puts the student at the centre of all educational activities. It emphasises 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 approach, the focus of education is on dealing with real-life problems and supporting the student for it.

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. The 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). The direct methods of the AoL are: End-Semester Examination, Multiple Choice Questions, Lab Exam, Class Presentations, Assignments, Projects/Group Activities, and Simulation/Animations/Model/Chart Making, Case Study, etc. Besides, indirect assessment methods are also deployed. These are: Student Exit Survey, Student Satisfaction

Survey, and Employer Survey. Assessment Rubric is formed for each course for the AOL wherein the course outcome attainment level, in terms of percentage and grading, is predefined. At the end of the semester, the same is confirmed by closing the loop. At the end of the completion of the programme, programme attainment level is also determined.

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 term 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:

1. It is difficult to evaluate the attainment of soft skills in students.
2. Student engagement for outcome-oriented learning in the classroom is a challenging task.
3. Collecting the data for indirect assessment methods, like Student Exit Survey, Student Satisfaction Survey, and Employer Survey is time consuming.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Student centricity is one of the core values of Nirma University. It 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 emphasises 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 the holistic development of the students through extra-curricular 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-curricular 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 organised both at the institute and the university levels. The University organises Annual Sports Event, One Act Play competition, Photography competition, Patriotic song competition, Independence Day, Republic Day, Raas Garba event, etc.

Similarly, each institute organises cultural festivals, annual sports event, debate competition, Foundation Day, etc. Further, they run 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 organised by other institutions within the state and in other states.

Facilities at the institution 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 you 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 manage their learning throughout the semester. Feedback from students and relevant stakeholders is taken regularly to update the curriculum.

The University encourages students to find their passions and paths in education and follow them, resulting in the realisation of their potential. The University offers a variety of courses, like core courses, common courses, elective courses, value added courses, and many more.

Faculty use learner-centric pedagogies to enhance the learning experiences of students. In certain disciplines like architecture, lecture method is minimal, while project-based learning is dominant. In other disciplines, lecture is supplemented with laboratory work and tutorial classes, characterised by problem-based learning.

Engineering students do minor and major research projects that boost critical thinking and the spirit of inquiry amongst them. Faculty use innovative tools like Piazza, Mindomo, Padlet, Google Classroom, etc. for teaching and evaluation of different courses. Furthermore, along with regular academics, industrial visits/field visits or outbound training are organised as relevant to a particular course.

Focus on employability and entrepreneurship: As per the mission of the University, we help students realise their career ambitions. Each institute has a Corporate Relations Cell/Placement Cell that provides career guidance to students and prepares them for corporate careers. The Cell also helps them in getting the right internships. In fact, students play an important role in the functioning of the Cell.

Centre for Entrepreneurship (CoE) creates awareness about entrepreneurship and innovation. The scheme of Idea Lab helps students test their business ideas and get ready to commercialise them. The Institute of Technology offers a Minor in Entrepreneurship. The Institute of Management offers an MBA in the field of Family Business and Entrepreneurship. Student Incubation at the University assists the students to initiate Startups and launch new ventures.

Nurturing lifelong learning skills: Institutions at Nirma University develop life skills, such as leadership, teamwork, conflict management, problem solving, critical thinking, responsible citizenship among students on a continuous basis. Centre for Continuing Education (CCE) at the University conducts various life skill courses for both students and faculty.

Use of ICT tools and Technology: Today's students are digital denizens and quite comfortable with technology. Industry 4.0 requires prospective employees to be technology savvy. In order to enhance the effectiveness of the teaching-learning process, the University has installed modern ICT tools in classrooms. Additionally, the University uses Moodle (Version 3.9) to facilitate learning. An adequate number of computers are provided to students and a sufficient number of technology-oriented courses are introduced in different programmes. Finally, the University's Enterprise Resource Planning (ERP) smoothes the different transactions of the students with the University and provides superior service to them.

In a nutshell, the students at Nirma University are transformed and they become academically sound, professionally competent, and globally employable. Student-centric learning improves the participation of students, fosters collaborative learning, and facilitates personalised learning. The success of student centricity is reflected in high student satisfaction, placements of students in reputed companies with high packages, generation of successful entrepreneurs, and global visibility of alumni.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The University focuses on quality assurance in all programmes. Its all B.Tech programmes are duly accredited by the National Board of Accreditation (NBA). Moreover, its B.Pharm programme, and MBA programme are also accredited by NBA. Importantly, the Institute of Management is accredited by the South Asian Quality Assurance System (SAQS). The Institute is also a member of European Foundation for Management Development (EFMD).

The University is a member of the Association of Indian University and Association of Commonwealth Universities.

The university and its various institutes have participated in NIRF rankings since its inception. The University was ranked among the top 100 universities. Last year, it was ranked among the top 150 universities. The Institute of Pharmacy is ranked among the top 20 pharmacy institutes, while the Institute of Management is ranked among the top 50 business schools. The Institute of Technology is also highly ranked.

Nirma University is awarded a 4-star status with an overall CGPA of 3.91 in Gujarat State Institutional Rating Framework (GSIRF) 2020 by Knowledge Consortium of Gujarat. Thus, making the University the best private university in Gujarat. The University also saw a significant improvement in its performance as compared to the last year where it received an overall CGPA of 3.54.

Outlook-ICARE India University Rankings 2020 ranked the University as the 4th best university in the list of top 50 private state universities. Nirma University is ranked among the top 10 general universities (private) by India Today, August 2020.

As a modern university, the University deploys various ICT tools and techniques. It has a mature Enterprise Resource System. Additionally, the University uses Moodle – an open-source Learning Management System. The University has purchased placement and alumni management software systems. More importantly, faculty regularly apply ICT techniques to enhance the quality of the teaching-learning process.

After the second cycle of accreditation, the University commenced two new institutions: the Institute of Commerce and the Institute of Design. Their programmes are widely accepted by students and parents alike. Meanwhile, the University has added a significant amount of built space to enrich the existing programmes and to commence new ones.

Concluding Remarks :

Nirma University in a short span of less than two decades has achieved several significant milestones. It has established itself as a regional higher education leader, and now aspires to emerge as a national higher education leader. It is a multi-disciplinary research university. In the initial years, its focus was on teaching. For the past few years, it has also emphasised on research and innovation. It has established a Directorate of Research and Innovation that promotes and supports research initiatives. The University provides generous support to full-time doctoral programme students. In addition, it funds minor and major research projects. Besides, it has established advanced centres for research and innovation.

The University has started several initiatives to encourage innovation among students. Idea Lab supports students to test their innovative ideas. Centre for Entrepreneurship organises a host of activities to encourage students to adopt an entrepreneurial career. The University has set up an incubation centre, under the SSIP scheme of the Government of Gujarat.

Student centricity is one of the major values of the University. In turn, it implies the overall social, personal, and professional development of a student. All curricular, co-curricular, and extra-curricular activities concentrate on the transformation of students. Campus life is characterised by vibrancy, participation, and enthusiasm. The development of employability competencies is stressed and students are provided with high quality placement support. The University is preferred by eminent organisations owing to the quality of students.

Faculty development and internationalisation are chief strategies to achieve effectiveness. Learning among students cannot happen until the faculty are competent and committed. Consequently, the University invests sufficiently in faculty development. Further, the University develops relations with foreign universities and scholars to enrich student learning.

The University is a learning organisation, continually engaged in self-analysis, interaction with different stakeholders, continuous improvement, and rejuvenation. It uses the institutional development plan to enhance its effectiveness on the one hand, and to benefit from emerging opportunities in an entrepreneurial way on the other. As a result, the University has moved from strength to strength and impacted society through instruction, research and extension activities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6144</td> <td>6250</td> <td>6194</td> <td>6229</td> <td>4664</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6144</td> <td>6249</td> <td>6194</td> <td>6229</td> <td>4664</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	6144	6250	6194	6229	4664	2019-20	2018-19	2017-18	2016-17	2015-16	6144	6249	6194	6229	4664
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5.2.2	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.2.1. Number of outgoing students placed year - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1251</td> <td>1150</td> <td>1053</td> <td>990</td> <td>1016</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1234</td> <td>1150</td> <td>1053</td> <td>990</td> <td>1016</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1251	1150	1053	990	1016	2019-20	2018-19	2017-18	2016-17	2015-16	1234	1150	1053	990	1016
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1234	1150	1053	990	1016																	
5.3.1	<p>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.</p> <p>5.3.1.1. Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>74</td> <td>95</td> <td>40</td> <td>29</td> <td>31</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	74	95	40	29	31	2019-20	2018-19	2017-18	2016-17	2015-16					
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2.Extended Profile Deviations**Extended Profile Deviations**

No Deviations

NAAC