



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GD GOENKA UNIVERSITY

GD GOENKA UNIVERSITY, GD GOENKA EDUCATION CITY, SOHNA
GURUGRAM ROAD, DELHI-NCR, HARYANA - 122003, INDIA
122103

www.gdgoenkauniversity.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The GD Goenka University (GDGU), is a private university located in Gurugram (Haryana) of India. The university was established in 2013 by the GD Goenka Group through the Haryana Private Universities (Amendment) Act, 2013 and is empowered to award degrees under section 2(f) of the UGC Act, 1956. Quality education aimed at directing the students towards research, innovation and extension is the defining element of the University. GD Goenka University aspires to be a global leader in the 21st Century higher education ecosystem through enshrined core values of intellectual excellence, collegiality, diversity and integrity.

GD Goenka University campus spans 20 acres on Sohna Road, Gurugram, Haryana. The university is well connected with the National Capital Region. Facilities at GDGU include a content-rich library, Amphitheatre, ICT-enabled Classrooms, Conference Rooms, and advanced Labs in its Wi-Fi-enabled campus. The University has separate girls' and boys' hostels with efficient security, a world class fitness center, access to a half Olympic size swimming pool and squash courts.

Offering a diverse range of undergraduate, postgraduate and doctoral programs across eight different schools such as Management, Engineering, Health and Allied Sciences the University recruits faculty holding doctoral degrees from strong Institutions with good research publications. The focus is on excellence in teaching and publishing in high-impact journals.

GD Goenka University has an enrollment of approximately 4467 students. The University strives to create an environment of inquiry, innovation and entrepreneurship for its students. At its core, our university prioritizes people, which is why values are central to our strategic approach. Our mission is to be a force for positive change by uniting students from diverse backgrounds to engage, inform, and transform. Our goal is to prepare our students for a rewarding life. By excelling in these areas, we will enhance our reputation both nationally and internationally and seize the opportunities that lie ahead.

The University follow a democratic mode of governance well defined in the organogram. To enhance good governance, e-governance is implemented in evaluation, examination, administration, finance and accounting, and complaint management. The Internal Quality Assurance Cell (IQAC) oversees the functioning in all these areas.

Vision

GD Goenka University aspires to be an institution of global repute, facilitating learning and advancement of knowledge by enabling learners to focus on research, innovation, entrepreneurship, sustainability, and preparing socially responsible leaders.

Mission

GD Goenka University aspires to prepare globally responsible professionals through

- Strong foundation in the fundamentals linking knowledge and skills through experiential learning
- Inter-disciplinary project-based learning with focus on innovation & research
- Research enabling academic environment with state-of-the-art technological interventions
- Focus on making education holistic and multidisciplinary in line with NEP 2020
- Efficient systems and processes that enable all the faculty, staff and students to optimally utilize their potential
- Collaboration with top-ranked institutions and leading corporates to facilitate exchange programmes, training and joint research
- Inculcation of values and professional ethics with an understanding of societal & environmental responsibilities for sustainable growth
- Enabling individuals to be competent employees, researchers, innovators, entrepreneurs and socially responsible leaders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A well maintained 20-acre campus with State-of-the-art infrastructure with modern classrooms, well equipped laboratories and kitchens, excellent sports facilities to provide our students with a holistic educational experience
- Vibrant campus with holistic provision for curricular, co-curricular and extra-curricular activities through our engagement with surrounding villages and clubs on campus
- Strong Industry linked curriculum where students benefit from current research and innovation. Students also benefit from guest lectures, seminars, training programs and internships.
- Well-structured Outcome Based Education curricular has been adopted to focus to shift from teaching to achieving specific measurable outcomes as the primary goal of the learning process

Institutional Weakness

- Not being a fully residential campus precludes some students from participating in activities beyond classroom interaction
- Further strengthening of the University's culture in line with the Vision of making students socially responsible leaders
- Improving our research facilities especially in engineering. This will help our students in their research as well our faculty in their research. We will also be able to attract and retain highly qualified faculty.

Institutional Opportunity

- NEP focus on multi-disciplinarity and experiential learning which provides students the opportunity to avail of courses across different streams breaking the traditional boundaries of science, arts and commerce
- Opportunity to scale up as a growing University based on our accreditations and improvement in rankings
- Leveraging the locational advantage for enhanced industrial engagement, student internships and placement

- Effective operationalization of International collaborations with reputed Universities for knowledge exchange, student exchange and internships.

Institutional Challenge

- Adapting to changes in the policy environment at the same time ensuring faculty are keeping abridged of the changes
- Becoming a globally relevant University attracting and retaining faculty from top national and international institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

GD Goenka University (GDGU) offers a diverse array of undergraduate, postgraduate, and Ph.D. programs across disciplines. The university aligns its educational approach with the National Education Policy (NEP) 2020, emphasizing outcome-based education to ensure that students achieve comprehensive learning objectives. This is reflected in the meticulously designed Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), all tailored to help students reach their educational and professional goals. To keep pace with evolving industry needs, GDGU partners with various industry leaders to develop a contemporary and relevant curriculum. The university currently offers 75 programs encompassing over 2,251 courses, all designed to meet the demands of industry and society. GDGU is dedicated to producing industry-ready graduates, integrating human values, ethics, gender equality, environmental sustainability, and social responsibility into its curriculum. The university's commitment to continuous curriculum enhancement is evident in its introduction of 1305 new courses—representing 57.97% of its total offerings—over the past five years. This initiative is aligned with NEP 2020's focus on multidisciplinary and holistic education. In addition to its regular curriculum, GDGU places a strong emphasis on skill development through participative learning. The university offers over 127 Value-Added courses aimed at developing professional skills, with dedicated credits for fieldwork and projects to ensure a hands-on learning experience. Every program at the university incorporates a component of internship, fieldwork, or research projects, ensuring that students engage in experiential learning and actively participate in the educational process. GDGU also has a structured feedback mechanism that gathers input from various stakeholders, including students, faculty, alumni, and employers. This feedback is crucial for the regular revision of the curriculum, enabling the introduction of new courses in emerging trends and technologies while phasing out outdated ones. The university's curriculum revision process is guided by its respective boards of studies, ensuring that the education provided remains relevant, impactful, and aligned with current industry and societal needs.

Teaching-learning and Evaluation

GD Goenka University has always been among the top choices for its undergraduate and postgraduate courses. 96.99% of its seats are filled as an average of the past 05 years. Towards its commitment to support the overall social and economic development of the state and country, 100% compliance has been ensured to offer and fill earmarked seats with students of the reserved category. Student intake at GD Goenka University reflects a diverse community, with representation from more than 25 states and UTs in India and 5 international

countries. To cater to the diverse learning needs of its student body, GD Goenka University employs a comprehensive assessment framework to identify both slow and advanced learners. Students' learning levels are continually assessed based on their performance at various stages. GDGU has maintained an excellent student-to-teacher ratio of around 19:1. 99% of the sanctioned teaching posts have been filled, with over 70% of the faculty members holding Ph.D. degrees, ensuring a highly qualified academic staff. The university is committed to creating a learning-centered environment for students to encourage participation, critical thinking, and the development of practical abilities. To enhance students' learning experiences, pedagogies like experiential learning, participatory learning, and problem-solving methodologies are used. Continuous efforts are made to improve overall learning, aided by the widespread use of ICT-enabled tools and other online sources. Mentor-Mentee Program is an essential component for fostering successful careers as it acts as a bridge between faculty and students.

Industrial visits, summer internships, and expert training have provided students with valuable industry exposure, enabling them to build strong industry connections and acquire practical knowledge and skills that significantly enhance their employability.

Program objectives and stakeholder expectations are satisfied through the computation of Course Outcomes (COs), mapping, CO-PO attainment, and assessment with Program Outcomes (POs)/Programme-Specific Outcomes (PSOs). Mentor-mentee relationships often go beyond academic and professional growth at GDGU. The examination system has been 100% automated and has come up with strong support towards early processing of results in around 13 days and not more than 0.91% complaints related to examination evaluation.

The quality of teaching and learning has resulted in more than 93.38% pass percentage.

Research, Innovations and Extension

GD Goenka University underscores the critical importance of research and innovation in achieving academic excellence. A strong university's foundation lies in its teaching-learning processes and in its ability to generate and disseminate new knowledge through research. The university has an up to date policy for research promotion which is revised from time to time. Over the past five years, the university has provided seed grants of ₹280.09 lakh to its teachers, while 37.72% faculty have received financial support from various agencies for academic research. Additionally, 81.29% of Ph.D. scholars have been awarded fellowships to support their research endeavors.

During this period, 297 research projects were funded by government and non-government agencies amounting to ₹28 crores. The university has an up to date policy for start-ups and intellectual property rights. The university teachers and students have earned 115 awards for research and innovation. The university has a strong ethics policy which is governed by the University's Research and Innovation Council. Research and publication ethics course is taught during the coursework to all PhD scholars. In the last five years, the university has awarded 166 Ph.Ds in diverse areas.

The university's faculty and students have secured 101 published patents, 14 of which have been granted. The university teachers and students have published 1,219 research papers in reputed journals and contributed 2,654 books and book chapters. The university teachers have prepared many online courses on various platforms. In the last five years, the university secured consultancy projects amounting to approximately ₹6.88 crores. Furthermore, the university students have participated in 167 extension activities and have received various awards for extension activities. To promote research the university has signed 100 collaborative MoUs with

industry and academic institutions within and outside the country.

Infrastructure and Learning Resources

GD Goenka University has maintained a rich infrastructure for its academic and research endeavors. GD Goenka University has created state-of-the-art infrastructure to harness the students' potential in cultural and sports activities for their holistic development. The teaching-learning facilities include 121 classrooms, 2 seminar halls, 1 auditorium, 87 laboratories, and 4 studios that possess audio-visual systems, computers, ICT-enabled tools and adequate numbers of chairs, benches and podiums. The well-equipped modular laboratories have prerequisites such as water supply, LPG gas facility, fume hood, exhaust fan and preparatory areas. The university comprises agricultural farms and an herbal garden spread over 2 acres, wherein students perform practical research associated with core areas of agronomy, horticulture and pharmaceutical sciences. Infrastructure has been maintained for multiple indoor and outdoor sports, games, and cultural events. The University possesses a proficient Central Library with an extensive collection of books, scientific journals, databases, and online repositories for the benefit of students, faculty, and researchers. At GD Goenka University, we believe in investing in our infrastructure and resources. Over 25.14 % of our total expenditure has been dedicated to infrastructure development and augmentation, while more than 10 % has been allocated to library development. We ensure a student-centric approach with one computer for every 4 students. Additionally, more than 26.53 % of our total expense (excluding salary) is directed towards the maintenance and upgradation of our academic infrastructure.

Student Support and Progression

Student support and progression are strengths of GDGU. 79.92% of the students yearly receive the benefits of scholarships and freeships at the university. Regular Guidance for Competitive Exams and Employability Skills has been ensured for the students, resulting in 77.88% placement of the outgoing students during the last five years. 43.96 % of the students have progressed to higher education through the university's regular guidance and capability development programs. Many students pass the International/National/State competition tests yearly approximately 1.64% in last five years. The students have secured more than 124 awards in the past five years and state/national level in sports/cultural competitions. The university has established a Student Council, which is an essential part of our governance framework, providing a platform for students to actively engage in the university's decision-making process. This ensures that every student's voice is heard and valued. At GDGU, we believe in holistic development. That's why we organize a wide range of events and activities, from sports competitions and cultural events to technical fests and academic fests. Our active clubs and forums provide a platform for students to explore their interests and talents. The university has ensured alumni engagement for regular interaction and guidance for the students. Alumni Association of GD Goenka University has been registered and it has alumni fund more than 1 crore.

Governance, Leadership and Management

GD Goenka University has exhibited exemplary leadership with an efficient and effective Governance and Administration system guided by principles of decentralization and participative management and supported by a comprehensive ERP. The long term policies of the University are framed with a focus on excellence in teaching, learning and research as documented in its Institutional Development Plan. Addressing the sustainability concerns being at its core, sustainable practices are embraced in all of its functions.

Recommendations of NEP are also being proactively adopted. At GDGU, the faculty members are held in high regard. On an average more than 80% of them have been provided with financial support for career enhancement, every year, for the last five years. Almost 85% of them attended FDPs, Refresher Courses and Workshops every year. Their continuous learning adds to their dedication and contributes significantly to the success of the University.

The GDGU IQAC takes initiatives to improve the quality of the university's processes and policies and creates synergy through collaboration with other institutions and communities. The IQAC constantly endeavors to conduct various quality related collaborative activities. AAA is initiated by the IQAC, on an annual basis, to ensure discipline in matters of academics and administration.

Discipline in all financial matters is ensured by the leadership through regular internal and external audits. The goals of the institution are fulfilled by optimally utilizing the financial resources through strong budgeting and financial management processes. Further, the University also encourages strategies for mobilization of funds from sources other than fees. As of 2023 the University had more than 100 industry funded projects, consultancy and assignments from industry totaling up to a value of about Rs 27.2 Crores. The financial stability and trustworthiness of GD Goenka University has led to an inflow of around Rs 1 Crore as financial support in the past five years, from non-government bodies and philanthropists. This has contributed immensely towards infrastructural development of the University.

The progress of GDGU over the years is reflected in the awards and recognition from various bodies like QS IQUAGE Ratings, OBE Rankings, Sustainability Ranking, Times Higher Education Impact Rankings.

Institutional Values and Best Practices

The university has been committed to ethical values and social responsibilities. GD Goenka University has taken measures to promote gender equity across all schools and departments. The University does not discriminate against caste, creed, religion, or gender, including the third gender. Multiple energy and water conservation measures have been implemented in and around the university to support its committed efforts in environmental conservation. Green Audits, Energy Audits, Environment Audit and multiple other measures have been practiced to monitor the effectiveness of the efforts made to sustain the natural environment. The university has installed Solar Plants, Sensor-based energy conservation equipment, etc. GD Goenka University practices responsible waste management. It has taken serious steps to manage different types of waste on and around the campus. GDGU has been ranked in Diamond Band in Sustainable Institutions of India, Green Rankings 2023 and 2024. The University has also been ranked in THE Impact Ranking 2024 in the band of 1001+ in SDG3, 801-1000 in SDG5 and 4001-600 in SDG6.

The University is aware of its environmental conservation responsibilities and embraces the principle of sustainable development to ensure any adverse environmental impact. Infrastructural development is done to maximize the usage of natural resources like native vegetation, water reserves, and sun and wind resources. The university has maintained a Differently-abled (Divyangjan) friendly, barrier-free environment on the campus. The University emphasizes providing an inclusive environment for all students and employees. Communal socio-economic and other programmes are best achieved through the conduct of major events like Udyami Bazar, Annual Fest, Sportopia, Techno-cultural events, festivals like Holi, Diwali, Gurpurab, Basant Panchami, Vishwakarma Puja, Valmiki Jayanti, Lohri etc. The University also has the sanctioned strength of one unit of the National Service Scheme (NSS) which also includes student volunteers who regularly organize events, awareness drives, and community service. The NSS aims to connect the students to the government of India-led

initiatives and instill in them a sense of responsibility towards their society and the nation.

- University Social Responsibility
- National Days Celebration
- International Days Celebration

This establishes positive interaction among people of different racial and cultural backgrounds.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the University | |
|------------------------------------|---|
| Name | GD GOENKA UNIVERSITY |
| Address | GD Goenka University, GD Goenka Education City, Sohna Gurugram Road, Delhi-NCR, Haryana - 122003, India |
| City | GURUGRAM |
| State | Haryana |
| Pin | 122103 |
| Website | www.gdgoenkauniversity.com |

| Nature of University | |
|----------------------|--------------------------|
| Nature of University | State Private University |

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

| Establishment Details | |
|--|------------|
| Establishment Date of the University | 03-05-2013 |
| Status Prior to Establishment, If applicable | |

| Recognition Details | | |
|---|------------|-------------------------------|
| Date of Recognition as a University by UGC or Any Other National Agency : | | |
| Under Section | Date | View Document |
| 2f of UGC | 19-06-2013 | 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 | GD Goenka University, GD Goenka Education City, Sohna Gurugram Road, Delhi-NCR, Haryana - 122003, India | Semi-urban | 20 | 80964.48 | UG,PG, Ph.D. | | |

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

| | | |
|--|---|-------|
| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | | : Yes |
| SRA program | Document | |
| ICAR | 115394_15402_3_1715237588.pdf | |
| PCI | 115394_15402_6_1715237596.pdf | |
| BCI | 115394_15402_8_1718356657.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 | 34 | | | | 45 | | | | 181 | | | |
| Recruited | 17 | 13 | 0 | 30 | 20 | 20 | 0 | 40 | 72 | 109 | 0 | 181 |
| Yet to Recruit | 4 | | | | 5 | | | | 0 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|--------------------|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 133 |
| Recruited | 79 | 54 | 0 | 133 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|-----------------|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 40 |
| Recruited | 34 | 6 | 0 | 40 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 13 | 11 | 0 | 17 | 16 | 0 | 40 | 60 | 0 | 157 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 4 | 2 | 0 | 3 | 4 | 0 | 32 | 49 | 0 | 94 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

Distinguished Academicians Appointed As

| | Male | Female | Others | Total |
|--------------------|------|--------|--------|-------|
| Emeritus Professor | 3 | 0 | 0 | 3 |
| Adjunct Professor | 0 | 0 | 0 | 0 |
| Visiting Professor | 0 | 0 | 0 | 0 |

Chairs Instituted by the University

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|-------|------------------------|---|---|
| 1 | School of Management | Sri Aurobindo Chair Prof. Suku Bhaskaran | GD Goenka University |

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 | 1016 | 1000 | 1 | 300 | 2317 |
| | Female | 868 | 750 | 2 | 130 | 1750 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 118 | 264 | 0 | 19 | 401 |
| | Female | 129 | 184 | 0 | 8 | 321 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 51 | 66 | 0 | 6 | 123 |
| | Female | 82 | 102 | 0 | 3 | 187 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| | |
|--|----|
| Does the University offer any Integrated Programmes? | No |
|--|----|

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|--|-------------------------------|
| Research And Development | View Document |
| School Of Agricultural Sciences | View Document |
| School Of Engineering And Sciences | View Document |
| School Of Healthcare And Allied Sciences | View Document |
| School Of Hospitality And Tourism | View Document |
| School Of Law | View Document |
| School Of Liberal Arts | View Document |
| School Of Management | View Document |
| Uid School Of Design | View Document |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | <p>The GD Goenka University has embraced the NEP 2020 by providing several multi-disciplinary and interdisciplinary programs designed to impart a holistic and well-rounded education to its students. This initiative includes not only offering undergraduate multidisciplinary, interdisciplinary programs but also programs with single major and major with minor. The curricula have been designed to enable students to study courses of other disciplines along with their specific domain. Multiple Value-added courses, Skill Enhancement courses and Ability Enhancement courses as a part of course structures, supplement the traditional curriculum with essential skills and knowledge that enhance students' overall competence and employability. Additionally, interdisciplinary research initiatives and collaborative projects among different departments are being promoted to address complex real-world challenges. Students are encouraged to hone their entrepreneurial skills through these projects and take their first step into the startup world. This approach not only enhances academic flexibility but also prepares students to adapt to and thrive in an increasingly complex and interconnected world. This is further promoted by the integration of internship into the programs. Academically bright students have the option to graduate with an honor's degree with/without research. The programs offer the</p> |
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|------------------------------------|---|
| | <p>students multiple entry and exit options also. To enhance the industry specific competencies of the students, the University has developed Center of excellence, Occupational Health, Safety, Fire and Environment (COHSFE), Center for Innovation and Entrepreneurship (CIE), Centre of Vocational studies, and Dr. Rezwan Razack's Center of Numismatic studies and Research.</p> |
| 2. Academic bank of credits (ABC): | <p>GDGU has adopted the National Academic Depository – Digital Locker (NAD) System in line with the UGC norms. All students have opened their ABC accounts and data has been uploaded. The university ensures students upload their academic documents to Digilocker and are ABC registered through a structured and comprehensive approach. The university conducts orientation sessions at the beginning of the academic year, where students are educated on the importance and process of uploading their documents to Digilocker and registering with the Academic Bank of Credits (ABC). For admitting students at lateral level, all the Schools of GDGU have an independent Degree Equivalence and Credit Transfer In-charges who examine the equivalence of academic qualifications/degrees of the candidates seeing lateral admission with the approved rules and regulations of the University.</p> |
| 3. Skill development: | <p>GD Goenka University (GDGU), in line with the National Education Policy (NEP) 2020 and the United Nations Sustainable Development Goals (SDGs), aims to create an academic environment that equips individuals with essential skills for growth and employment. The university emphasizes practical training and on-the-job components, leading to certification, to enhance participants' job opportunities, earnings, and educational prospects. Recognizing the gap between industry demands and academic offerings, GDGU has proactively addressed this by forming Memorandums of Understanding (MoUs) with various industries. These partnerships ensure that the training provided aligns with market requirements. Notable collaborations include Medanta Hospital, Aarvy Healthcare, New Tech Medical Devices, Park Hospital, Umkal, Polaris Hospitals, Indira Gandhi Eye Hospital and Research Center, Gurugram, and Ahooja Eye and Dental Institute. Additionally, GDGU works with IBM, BOSCH, and L&T to co-design, co-deliver, and co-</p> |

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| | <p>certify programs, with IBM offering virtual internships to enhance practical exposure. GDGU has also established a 'SWAYAM NPTEL LOCAL' Chapter, giving students access to SWAYAM online courses. New SWAYAM MOOCs are regularly circulated among students to keep them updated with the latest learning opportunities. The university's approach to skill development includes offering value-added courses aimed at lifelong learning and professional skill enhancement. Faculty are encouraged to use diverse teaching methods to effectively instill the desired skills. Since 2020-21, GDGU has offered numerous value-added courses to impart essential life and transferable skills vital across various job roles and industries. Key focus areas include Communication, Dependability, Teamwork, Organization, Adaptability, Leadership, Decision-Making, Empathy, Initiative, and Technology Literacy. Notable courses include Interpersonal Skills and Conflict Management, Programming for Business Decisions with Python, Advanced Excel, Data Analysis using WEKA, Human Values and Applied Ethics, Basic Skills in Software Programming, Communication Skills, English and Skill Enhancement, Life Skills for Youth, Basics of Personality Development: Presentation Skills, and Basics of Scientific Writing and Publishing Skills. Through these initiatives, GDGU fosters a well-rounded, competent, and adaptable workforce, ready to meet industry demands and contribute positively to society.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>Taking a step towards preserving and promoting India's rich cultural heritage the University has initiated the implementation of Indian Knowledge System-related courses in the curriculum. Courses like Introduction to Indian Knowledge System, Vedic Math, Indian Medicine and Telemedicine and Role of Alternative Medicine in Public Health are some of the courses studied by students as regular credit-based courses in certain programs and also as non-credit value-added course in other programs. These courses incorporate experiential learning methods such as field trips, workshops, and hands-on projects to help students engage with IKS practically. The students are invited to document and showcase local traditions and practices using multi-media content like photographs and short videos accompanied with</p> |

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|--|---|
| | <p>an explanatory text that gives details of their history, significance, applications, and benefits. GDGU is gradually increasing its focus on Indian Languages by offering language linked courses. Some of the existing programs offer courses on Hindi. The institution plans to introduce more regional languages-based courses in near future. The University encourages faculties to undergo professional development programs to equip them with the knowledge and skills required to teach IKS effectively.</p> |
| 5. Focus on Outcome based education (OBE): | <p>GDGU is committed to ensuring the highest standards of learning through a robust assurance of learning framework. This focus encompasses clearly defining learning outcomes, systematically assessing student performance, and continuously improving curriculum and instructional methods. To accomplish this, the University has defined its Vision and Mission which provides direction to each School's Vision and Mission. For every program offered by the University, the Program Outcomes and Program Specific Outcomes have been framed and displayed on the website as well. The curriculum is designed around specific outcomes that students are expected to achieve. The Course Outcomes are clear, measurable, and mapped to the outcomes of the program. There is regular monitoring of the progress and attainment of the outcomes is measured. The University has regular and comprehensive assessment methods, such as formative and summative evaluations, to measure student progress against defined outcomes. An active feedback mechanism is in place for continuously improving the learning journey of students. The assessment system includes quizzes, assignments, projects, presentations along with mid-term and end-term assessments. The questions in every component of assessment are mapped to a Course Outcome(s). Bloom's Taxonomy is applied to derive the learning outcomes and for framing appropriate questions in various forms of assessments. By integrating the student-centered learning practices, the University strives to ensure that learning outcomes are met and there is continuous improvement in academic standards.</p> |
| 6. Distance education/online education: | <p>GDGU has the infrastructure required for offering online and distance education. It includes a fully equipped and functional Media Centre, efficient ICT</p> |

| | |
|--|---|
| | <p>systems and some smart classrooms. Currently the University is not eligible to offer online and distance education. To provide the students of the University a flexible learning environment, lectures of certain core courses have been recorded by the faculties and will be uploaded on the Learning Management System for students to access and learn at their convenience. These online sessions will be supported by doubt clearing sessions in physical mode. GDGU is a registered SWAYAM NPTEL LOCAL Chapter. Students study some of the MOOCs offered on the SWAYAM portal as part of their curriculum. MOOCs are also studied as non-credit value-added courses by students. Recently few proposals of our faculties have been accepted for being offered on the SWAYAM portal and other online portals.</p> |
|--|---|

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, GD Goenka University has taken steps to promote electoral literacy and civic engagement. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes, The ELC runs its drives and initiatives through the faculty and student coordinators appointed by the University. The ELC is functional with the major objectives: Empowering its academic community with the knowledge and motivation about the importance of voting in a democracy, their rights and responsibilities as voters and empowering young people to become active participants in elections and civic activities. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The Electoral Literacy Club at GD Goenka University is dedicated to fostering civic engagement and democratic participation among the student body through a range of innovative programs and initiatives. Awareness Camps, Election Debates, Exit and Survey Polls discussion and Showcasing of the Live Results of the polls are few innovative measures taken by ELC. The ELC also made a live demo of the EVM Machines and a dispelling of myths surrounding the process, which served as further encouragement to the participating audiences. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research | The commitment of GD Goenka University to democratic participation goes beyond mere |

| | |
|--|---|
| <p>projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>theoretical knowledge. The Electoral Literacy Club, a driving force on campus, is committed to transforming awareness into tangible action. One of the pivotal initiatives undertaken by the club is organizing voter registration drives on campus. Under the able guidance of the club coordinators and in collaboration with election officials, eligible students are empowered to complete the voter registration process. The ELC organized Awareness regarding SVEEP (Systematic Voters' Education and Electoral Participation) essential for an integrated understanding of the Elections for the Haryana Legislative Assembly. The Electoral Club organized a workshop on the Electoral Process to commemorate the National Voters Day, as also 75 years of the Election Commission of India on 25 January 2024. The workshop was facilitated by officials from the Election Commission of India as also dignitaries from the Haryana Administration which included IAS Mr. Hitesh Kumar Meena, Additional Deputy Commissioner, Gurugram & Mr. Gaurav Singh, Additional Chief Executive Officer, District Gurugram. The university's students have taken a solemn pledge to uphold democratic values. This pledge represents a resolute commitment to the core principles of democracy, including the right to vote, the responsibility to stay informed about the issues that matter, and the duty to engage constructively in the democratic process. The pledge-taking ceremony was conducted simultaneously across all faculties and schools within the university, emphasizing the universality of these democratic values and the collective responsibility of the entire university community.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>88% of the eligible students above 18 years of age have been already registered as Voters in the Electoral Roll. About 12% of the students above 18 years of age and eligible to vote are yet to be enrolled as voters in the electoral roll. The University has initiated a process to increase registration in an electoral roll at the time of admission itself. Every student is required to submit his / her EPIC number in the university application. In addition to the above, the ELC conducts a voter registration drive through its club once every year.</p> |

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 4467 | 3920 | 3273 | 2610 | 2425 |
| File Description | | Document | | |
| Institutional Data in prescribed format | | View Document | | |

1.2

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 1027 | 857 | 890 | 654 | 535 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 211 | 217 | 211 | 177 | 209 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

Response: 422

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

3 Institution

3.1

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 4267.25 | 7336.44 | 4076.43 | 1970.47 | 4056.14 |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The G D Goenka University (GDGU) strongly believes in integrated holistic education, in line with its vision of enabling the learners to be socially responsible leaders. Especially leveraging their learning to work towards sustainability, research, innovation and entrepreneurship by adopting best practices and fostering partnerships with Institutions of Excellence.

Initiatives for Curricular Relevance: The university curriculum has been developed to meet the needs of the knowledge economy and digitalization era, as also meeting compliance norms of the respective statutory agencies and provisions under NEP-2020, Sustainable Development Goals (SDGs) and Science, Technology & Innovation Policy (STIP-2020).

Academic Planning and Monitoring: GDGU is implementing Outcome Based Education (OBE) emphasizes experiential learning and aligns Course Outcomes (COs) with Program Outcomes (POs), approved by the Academic Council (AC) and Board of Studies (BoS). Stakeholder feedback is gathered through a 360-degree mechanism, enabling proactive course correction for effective delivery. . Mandatorily skill linked courses; expert lectures and value-added courses are incorporated in the curriculum for facilitating holistic learning. The university's Academic Management System (AMS) and Learning Management System (LMS) facilitate effective monitoring of the teaching-learning process, allowing for course correction and learner-centric remedial/advance facilitation. Thus, this approach ensures effective learning and achievement of outcomes that align with local, national, regional, and global developmental needs. Key initiatives include:

- **Entrepreneurship and Innovation Orientation - Local/Regional/National:** All students are exposed to Entrepreneurship and Innovation Practices as an integral part of learning through theory and project based activity. Thus exposing students to contemporary local, national and global challenges and orientation to developing solutions.
- **Skill /Project Based Learning:** GDGU places special emphasis on multidisciplinary experiential learning, facilitated through skilling and practical/project based learning, integrated with core courses, to develop contemporary competences. The facilitation activities include Ideation/Hackathons/Tech contests, Moot courts, Business plan, skill-contests and Community engagement programs.
- **Choice Based Credit System:** GDGU has implemented the Choice Based Credit System to provide students a wide range of options, to cater to their interests including provision for open electives, perspective courses, skill and value added courses. Thus assist them in getting a holistic overview of life and sustainable development needs.

- **International Mobility Program Providing Global Exposure:** The University in line with its aspirations and the growing stature of India in the Global Value Chain (GVC), provides ample scope for global learning exposure for its students. This includes options for student and faculty exchange; earn external credits and collaborative projects/research with international universities and organizations through appropriate MOUs.
- **Research Aligned Curriculum Providing Exposure to National / International Developmental Needs:** GDGU facilitates higher order skills by inculcating orientation towards inquiry, research, innovation and entrepreneurship through Experiential Learning (EL). The EL activities include multidisciplinary projects and collaboration with industries, NGOs, government & international agencies. Thus, bridging the gap between academia, industry and society.
- **Formative Assessment for true or real learner centric education:** GDGU believes in facilitating true learning through creating a formative assessment matrix which enables learning at every stage of assessment, with correlation to knowledge, skill, competence and higher order skill capabilities.

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

1.1.2

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

Response:

The University has tried to blend the traditional methodologies along with skill and experiential learning to provide scope for comprehensive understanding of the subject and development of competence for application of subjects. Thus ensure that the students are ready for employment, research, innovation and entrepreneurship. The University facilitates the same through its quality labs & infrastructure and appropriate association/collaboration with prominent industries and institutions.

Experiential Learning Linked Competency and Skill Development

The University has consistently endeavored to develop the skill and competencies of the students through experiential learning imparted through curriculum-based labs, project-based activity and industry linked internship. The university has developed additional facilities including Media lab, Psychology lab, Counseling center besides technical/domain specific labs for holistic development. Some of these facilities/labs have been established in associations with various external agencies. For example in the case of School of Medical and Allied Sciences the university is associated with many hospitals including Medanta Hospital, Paras Hospital and Artemis Hospital all located in Gurugram. This involved clinical and hands on training including Medical, Optometry, Nutrition, Cardiovascular technology, Public Health, Pharmacy and Physiotherapy. Similarly the School of Engineering and Sciences, the University

has collaborated with many companies including Larsen & Toubro, BOSCH, IBM India and Rapture Biotech International pvt. Ltd. In the case of School of Agricultural Sciences, our collaboration includes Krishi vigyan Kendra, Jaipur and Udiapur, ICR, NBPGR, New Delhi, Baramati College of Agriculture, Maharashtra

Employability enhancement

The above activities by default should give an edge to a student with respect to his/her employment prospects. However to further fine tune their holistic capabilities the Corporate Resource Center (CRC), GDGU provides wide range of training with respect to soft skills throughout the duration of the program starting with career counselling and English language communication in the very first semester. Also the CRC center works with many companies to ensure internships and placement for the student at various stages of academic programs. Further to cater the student interested in higher education and other govt and public sector opportunities the students are also given training for Competitive Examination including civil services exams, competitive exams like GATE, CAT, CTET etc. This is besides embedded industry based programs with assured employment.

Centers of Excellence: Looking at the need for emerging multidisciplinary opportunities the university in its strategic plan has envisioned setting up over a dozen plus multidisciplinary centers by 2025. To enhance the industry specific competencies of the students, the University has developed Center of excellence, Occupational Health, Safety, Fire and Environment, Center for Innovation and Entrepreneurship, Centre of Vocational studies. Dr. Rezwan Razack's center of Numismatic studies and Research.

Entrepreneurship Development

The University emphasizes innovation in its programs by implementing interdisciplinary projects. It aims to foster a culture of business innovation among students through platforms such as Project Ideathon. The Ideathon focuses on developing a comprehensive understanding of entrepreneurship by incorporating, within the academic calendar, organization of annual entrepreneurship related events like with good research publication, patents and publications in university.

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

1.2 Academic Flexibility

1.2.1

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

Response: 50.12

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

Response: 1209

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

Response: 2412

| File Description | Document |
|---|-------------------------------|
| Subsequent Academic Council meeting extracts endorsing the decision of BOS | View Document |
| Provide the relevant information in institutional website as part of public disclosure | View Document |
| Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

1.3 Curriculum Enrichment**1.3.1**

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

Response:

The university with the clear overview of delivering holistic education and enabling the learners not just with domain specific knowledge and skill but facilitating them for lifelong pursues has inbuilt the issues of Professional Ethics, Gender, Human Values, Environment & Sustainability in its vision. Further to make sure there is consistent reiteration of these values the university has made efforts to incorporate them through multiple orientation sessions and also through integrating these parameters as part of assessment in the wide range of experiential learning enabling curricular, co-curricular and extracurricular activities. Besides the above the university has various mandatory bodies and associations to further debate discuss and also define university policies with respect to above issues for its practice across the university and its schools. The University has also proactively adopted to implement in true letter and spirit all aspects of NEP 2020 in both the curriculum and culture & activities.

Gender Related Initiatives: The University regularly organizes different seminars, workshops and

programs on matters relating to women empowerment, gender stereo types etc. The University has also integrated several courses in almost all of the programs and also conducts numerous campaigns to sensitize students in regards to significant gender issues such as equality, women social-economic and political empowerment, Entrepreneurship, gender healthcare and justice. The university is working with NGOs who support destitute or orphan girl child and provide admission and scholarship for these girls varying from 100 percent to 50 percent.

Environment and Sustainability Related Initiatives: In the line with the vision and mission of the university, environment and sustainability have been made an integral part of the curriculum. This includes mandatory correlation in the curriculum starting from lesson planning and its relation to taxonomy, through adoption of the project based activities enabled experiential learning. Thus making it integral part of all teaching and learning processes. The university organizes programs regularly through clubs and association, and as also a part of experiential learning. This involves activities like tree planting, waste and water management facilities in university campus. To raise awareness about the environment and sustainability, seminars, workshops, guest lectures, industry visits, field excursion, special day's celebrations are organized involving active participation of students. Students regularly visit nearby villages to provide social service and revitalize ecosystems. Additionally, the University supports mental health with psychologist-led workshops on mental wellness and Healthcare promotion programs through associated hospitals.

Ethical and Human Value Based Learning and Related initiatives:

GDGU's departments have introduced human-centered learning modules to foster vital human values and ethical awareness in students. Eminent figures are invited for guest lectures, aiming to imbue both students and faculty with humane sentiments and robust professional ethics. Integrating courses on Human Values and Professional Ethics into the curriculum is imperative. Furthermore, the University also ensures its academic programs adopt an interdisciplinary approach, comprehending diverse aspects of human experiences, socio-economic dynamics, and political life. Equally, the University empowers students through value-oriented education via health check-ups, blood donation camps, awareness initiatives, and rural education programs..

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

1.3.2

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

Response: 47

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

1.3.3

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

Response: 100

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

Response: 75

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

Response: 75

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.01

2.1.1.1 Number of sanctioned seats year wise during last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1579 | 1617 | 1338 | 846 | 832 |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1569 | 1598 | 1332 | 762 | 765 |

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 100

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 395 | 404 | 335 | 212 | 208 |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 395 | 404 | 335 | 212 | 208 |

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

By meeting its students' varied learning needs, GD Goenka University is dedicated to fostering an

environment of integrity and academic excellence. The university understands that each student needs individualized support to succeed, which is why its policies are inclusive and include a strong framework to give this support. The goal of the extensive remedial program is to assist students in raising their academic standing.

The institution has a set of well-defined structural assessment methods that begin as soon as the student enrolls and considers their individual needs to identify the student's learning levels. Based on the findings of these tests, students are categorized into three main groups: Slow Learners, Average Learners, and Advanced Learners.

The university caters to remedial, tutorial classes and customized support for slow learners. These classes are intended to target certain areas in which students encounter difficulties, providing them with extra support and tailored guidance. With the structure of remedial sessions, students get an opportunity to concentrate on strengthening their comprehension of specific areas without having to worry about meeting regular assignment deadlines. Slow Learners can establish a solid foundation in tough subjects in this informal teaching-learning environment, which improves confidence and academic achievement.

A range of programs, such as remedial lessons and soft skill workshops, are available to assist Average Learners. The goal of the soft skill workshops is to improve students' general abilities, including critical thinking, time management, and communication abilities. These abilities are necessary for both future employment opportunities and academic performance. Remedial sessions are also offered to help average learners improve their understanding of particular subjects so they can stay up-to-date with the curriculum and reach their full potential.

The university empowers the Advanced Learners using the SWAYAM portal and MOOCs (Massive Open Online Courses) are encouraged to upgrade their knowledge and abilities. Students have the opportunity to choose from a variety of courses offered by these platforms according to their academic objectives and areas of interest. Through engagement in these opportunities for advanced learning, students can broaden their horizons, enhance their comprehension, and remain on the cutting edge. This strategy makes sure that advanced students are always stretched and inspired to do better.

Because of the dynamic and interesting format of the summer term classes, active learning is encouraged. To accommodate varying learning preferences, these sessions are led by experienced faculty members who use a variety of instructional methodologies. Remedial classes include hands-on activities, group projects, interactive conversations, and critical thinking exercises. Any student, regardless of learning type, may understand the principles being taught because of this unique teaching strategy.

The remedial program's tiny class sizes, which enable a low student-to-teacher ratio, are a crucial component. This guarantees that every student gets enough one-on-one time, allowing teachers to keep a close eye on development, give timely feedback, and resolve any problems right away.

GD Goenka University's extensive support system demonstrates the university's dedication to advancing academic excellence and inclusivity.

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

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 21.17

| File Description | Document |
|---|-------------------------------|
| List showing the number of students in each of the programs for the latest completed academic year across all semesters | View Document |
| Certified list of full time teachers along with the departmental affiliation in the latest completed academic year. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.3 Teaching- Learning Process**2.3.1**

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

Response:

Our academic philosophy at GD Goenka University is centered on enabling students to move beyond the role of passive recipients and take an active role in their educational journey. We welcome students from a variety of social and cultural backgrounds and use a variety of experiential and interactive teaching strategies to make sure they are interested in and participating in the learning process.

Our teaching approach is based on learning-centric methodologies and creates a supportive environment for peer-learning and participatory problem-solving techniques. Through a wide range of co-curricular, extracurricular, and field-based activities, we place a priority on the holistic development of our students, enhancing their educational experience.

Evaluations are carefully crafted to encourage self-directed learning and assist students in conquering stage fright by means of written and spoken tasks that improve their composition and communication abilities. In order to inspire students at all levels, workshops, presentations, lectures, and mentorship

opportunities are arranged. These activities foster the conceptual knowledge, analytical skills, critical thinking, and practical abilities necessary for real-world applications.

A range of student-focused techniques, including ongoing assessment, internships, case studies, presentations, and group discussions, are combined to offer interactive and engaged learning opportunities.

The faculty's adoption of participatory learning activities helps students acquire an application-based perspective. Continuous evaluation, mid-semester evaluation, internships/apprenticeships, case analysis, designs projects, presentations, term papers, home assignments, major project/dissertation, self-work (SW), industry internship, field work, IDPs, group discussions, and role plays are some of the student-centric strategies the institution has implemented to provide experiential and participatory learning experiences. The idea of "flip classrooms," in which students get teaching outside of the classroom, primarily via online resources.

The curriculum now includes learning through interdisciplinary projects, internships, and industrial visits, where students from several schools work together to complete creative projects. We make sure our students have adequate exposure to the day-to-day operations of the business they will be a part of after receiving

their respective degrees through industrial tours and industrial training, in order to encourage them to study and stay up to speed with current trends occurring in the industry.

Annual fests such as Accelaron, SPORTOPIA, "Udyami Bazar," and "IDEA" similar fests, where students present their creative ideas in the form of products or services, further build entrepreneurial environment, leadership talent, and team spirit. Participants are encouraged to take part in national and international conferences, seminars, and symposiums as well as outreach initiatives including blood drives, blood donation drives, tree planting campaigns, Swachh Bharat Abhiyan campaigns, water harvesting, etc.

Academic freedom is granted to faculty, and they are encouraged to employ novel techniques. To give students an improved learning experience, faculty make use of a variety of online materials like NPTEL, E-PG Pathshala, NITTTR, MOOCS, Coursera, and other sources.

Our approach is in line with the National Education Policy (NEP) 2020 and incorporates both outcome-based and skill-based learning techniques. Experience learning and holistic development are given top priority, preparing our students to become successful professionals and valuable members of society.

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

2.3.2

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

Response:

We at GDGU are aware that learning happens not only in the classroom. It includes an all-encompassing method of education that includes interacting with different stakeholders, such as faculties, students, alumni and professionals in the field. This way of thinking is in line with modern educational frameworks that prioritize holistic development and a learner-centric approach, such as the National Education Policy (NEP) of 2020, Skill-Based Learning (SBL), and Outcome-Based Education (OBE).

Our educational framework's cornerstone is the mentor-mentee relationship. We put our students' emotional and physical health first, making use of the experience and knowledge of our faculty. Mentors help students develop into well-rounded people with the qualities and abilities needed for success in both their personal and professional life by providing them with constant support and encouragement.

At the starting of the new semester, Each Dean at their respective school level assigns chief mentors who will share the list of mentors assigned to students. Each mentor has to conduct two mentor-mentee meetings & two group meetings in the semester. Mentors try to resolve the issues shared by students. Observations/concerns of students and action taken by the respective mentors is reported in the BOS meeting where the changes of academic/non-academic nature are done keeping in mind the Mentor Mentee report.

Our system of mentorship has different goals. Our goal is to improve academic performance by offering individualized assistance and establishing a supportive learning environment. Along with this, we also work to instill values that are consistent with the NEP 2020, such as ethical behavior and lifelong learning.

Students can reach their maximum potential in the areas of academics, emotions, and careers with the support of a mentor. Students are given the tools they need to define and accomplish goals, acquire necessary skills, acquire real-world information, gain confidence, and develop moral and socially conscious thinking through individualized mentoring. Students at our university can learn about the nuances of company dynamics in a nurturing environment. We make sure that our graduates are equipped to handle professional problems with competence and confidence by bridging the gap between academia and industry.

The process of supervising someone's current and future potential realization in terms of objectives, skill set, practical knowledge, confidence, and social and ethical attitude is known as mentoring. A one-on-one conversation is meant to help students (mentees) discover and resolve their problems in order to maximize both their academic and personal potential. It also serves as an introduction to a supporting relationship. One important and vital part of a student's life is mentoring. Successful people have a combination of qualities that help them in their personal, professional, and academic lives.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 97

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 241 | 219 | 211 | 177 | 209 |

| File Description | Document |
|--|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts). | View Document |
| Provide the relevant information in institutional website as part of public disclosure | View Document |
| Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.4.2

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

Response: 77.25

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

Response: 326

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

2.4.3

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

Response: 18.3

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

Response: 3862

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response: 13.6**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 10 | 18 | 19 | 10 | 11 |

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

2.5.2**Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years****Response: 0.91****2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 74 | 45 | 17 | 0 | 9 |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 4044 | 3692 | 3145 | 2593 | 2392 |

| File Description | Document |
|---|-------------------------------|
| List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

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

Response: B. Only student registration, Hall ticket issue & Result Processing

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

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:

GD Goenka University enhances student learning by providing an excellent self-learning mode, assisted learning and hands-on experience. The University is moving from teacher centered learning to student centric learning by adopting Outcome-Based Education (OBE). The main focus is on measuring student performance i.e., outcomes at different levels. The course outcomes (COs) for each course and program outcomes (POs) along with program specific outcomes (PSOs) for each program.

The University has well defined learning outcomes that are extensively publicized through the following means:

| Name of the media | Stakeholders Connected | Nature of Dissemination |
|----------------------|--|---|
| Website | Internal as well as external stakeholders such as industry, employers, alumni, funding agencies, students, parents, faculty, staff | POs and PEOs have been published on the University website. PSOs and COs are available at Department Pages on Website. |
| Portrayal Display | Students, Faculty Members, Staff and Management. | Vision and Mission are displayed at prominent Places in the department. |
| Information Brochure | Students and Parents. | Students are Provided with a copy of the Information Brochure containing Vision, Mission, PSO and other information about the department at the time of admission |

Process to ensure learning outcomes integration into the assessment process and evaluation of the attainment

Curriculum Structure: The courses undergone by the students in the entire program are categorized into theory, practical or integrated courses spread out over eight semesters. Course Outcomes (linked to POs), assessment & evaluation strategy and credits, at the beginning of the semester, and then compiled throughout the delivery of the course. These outcomes should be specific, measurable, achievable, relevant, and time-bound (SMART). Ensuring that POs, PSOs and CO reflect the desired knowledge, skills, and competencies of the students, the University encourages its students to enroll in courses at NPTEL, Swayam and other similar portals.

Assessment Methods: The University adopts different assessment methods that align with the nature of the outcomes. Comprehensive evaluation of learning outcomes is carried out at the end of the academic year/semester through summative assessment by Mid-Term Examination and End-Term Examination. Results of annual/end semester examinations help determine the academic performance of the students at the end of the course.

Evaluation & Reporting: Rigorous evaluation and analysis is done on the assessment data to determine the level of attainment for each outcome. Attainment analysis is made on the basis of the data acquired from the formative and summative components, followed by the results used for continuous improvement through course delivery, assessment methods and modification of curriculum.

Provide Feedback and Take Action: Provide timely and constructive feedback to students based on the assessment results. Share the overall performance outcomes with faculty members, program coordinators, and relevant stakeholders.

Continuous Improvement: Use the assessment results as feedback for continuous improvement of the curriculum, teaching methods, and assessment strategies. Regularly review and update the outcomes, assessment methods, criteria based on emerging trends, industry requirements, and feedback from stakeholders which enables them to identify strengths and weaknesses, make data-driven decisions, and ensure that the educational program is aligned with the desired learning outcomes.

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

2.6.2

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

Response: 93.38

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

Response: 959

| File Description | Document |
|--|-------------------------------|
| percentage of students of the final year (final semester) eligible for the degree program-wise / year wise | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Certified report from the Controller of Examinations indicating the pass | View Document |
| Annual report of COE highlighting the pass percentage of students | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.52

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | 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 are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research Promotion Policy

GD Goenka University (GDGU) has a well-defined research promotion policy for the advancement of research among the teachers, research scholars and students. GDGU aims to create and support a research culture and leverage it to enrich and enhance the professional competence of the faculty members.

Budgetary Provisions for Research

The research promotion policy majorly emphasizes financial & infrastructural support including advanced labs, access to digital knowledge repository, and incentives to its faculty & students. This also includes financial assistance for attending national/international research-related workshops, seminars, conferences, membership fees, research incentives and awards to the eligible faculty members. Research & teaching assistantship and scholarships are also provided to internal faculty members for enrolling in research degree programs.

The University has a dedicated Seed Grant budget for its teachers for initiating research in emerging areas. Further faculty are supported with grants for investments in research infrastructure, conducting Faculty Development Programs (FDPs) and workshops for research methodology to improve research outputs. The university is in the process of establishing Professional Development Allowance (PDA) for each faculty to help facilitate all the above and become members of leading international professional associations.

The University sanctions 'On-duty leave' for attending the FDP/Refresher Courses/Conferences, etc. and also provisions for a sabbatical for faculty pursuing higher degrees or research.

Publicization:

The University publicizes the research promotion policy through its website and various notifications from time to time for its stakeholders.

Implementation:

The University promotes and nurtures an environment that supports academic as well as industry-based research and publication. The University regularly conducts relevant workshops/seminars/webinars/colloquiums to discuss emerging research trends in various domains of Health Sciences, Engineering & other disciplines.

The University, through its curriculum and teaching pedagogy, promotes a scientific temper and research attitude, especially through multi-disciplinary experiential learning and project-based activities. This works towards implementing NEP 2020, and equally enables Enquiry, Innovation and Research, aiming to realize in letter and spirit the vision and mission of the University. These activities are carried out duly conforming to all applicable rules, regulations, and standards, relating to the safe and ethical conduct of research.

To promote research, the University confers various awards to its teachers like 'Best Researcher Award', 'Research Incentives for Extramural Projects in Govt. Funding Agency', 'Research Fellowships', Consultancy Incentives etc.

Monitoring of Research Promotion Policy:

GDGU's proactive office of Dean Research & Development (R&D) looks into the implementation of the research promotion policy through doctoral research, faculty research initiatives and projects- starting from sanctioning of the budget to its final completion. The Intramural & Extramural projects are monitored on a quarterly basis & assessed for the achievement of objectives. The Dean R&D Office also looks into the budgetary allocation, its utilization & assessment of reports regarding the compilation of projects. Further, various committees like Seed Grant Monitoring Committee, Research Development Cell, etc. have been constituted to monitor the research progress and the promotion policy.

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

3.1.2

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

Response: 56.59

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 149.83 | 70.50 | 38.77 | 17.10 | 6.75 |

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

3.1.3

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

Response: 0.95

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

Response: 04

| File Description | Document |
|--|-------------------------------|
| List of teachers who have received the awards along with the nature of award, the awarding agency etc. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| E-copies of the award letters of the teachers. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.1.4

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

Response: 73.55

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

Response: 228

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 310

| File Description | Document |
|---|-------------------------------|
| List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| E copies of fellowship award letters (mandatory) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.2 Resource Mobilization for Research

3.2.1

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

Response: 2016.2

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

3.2.2

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

Response: 0.68

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

Response: 289

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

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the

creation and transfer of knowledge/technology and the outcomes of the same are evident**Response:**

GD Goenka University has been promoting world-class pedagogy and research initiatives through its vision focusing on research, innovation, entrepreneurship, and sustainability. One of the front runners in the entrepreneurship ecosystem, the University encourages early-stage start-ups, facilitates their patent filing, and provides fabrication facilities to test the Proof of Concepts.

The Centre of Innovation & Entrepreneurship (CIE) works in close collaboration with MSME to promote the cause of Innovation and Entrepreneurship. CIE offers multiple platforms that facilitate an ecosystem of entrepreneurship in the university and the adjoining Sohna region. The centre provides mentoring and facilitation on start-ups and serves as a connecting link with Government aided plans. The centre organizes inter-university annual event Udyami Bazaar, inviting enthusiastic student participation in a unique entrepreneurship competition, and an intra-university event IDEA during the university Annual Fest, inviting participation from budding entrepreneurs across Delhi-NCR.

IDEA, *Inspiring and Developing Entrepreneurial Acumen*, is a successfully running annual event. The objective is to inspire and develop entrepreneurial acumen in students by motivating and giving them the platform to present their business/new venture plan in front of experts/judges.

The Centre has also been at the forefront of implementing a unique credit-based Inter-disciplinary Project (IDP), which involves students and teachers across the university in multi-disciplinary project-based learning with outcomes in both research and business start-ups and integrating it further with the seventeen sustainability goals projected by the UN. To encourage budding researchers and entrepreneurs, the IDP further takes the platform of the Ideathon, a multi-disciplinary conference, which sees participation by eminent dignitaries from the industry and acknowledges the best of our researchers and entrepreneurs who are evaluated by experts on clearly defined metrics.

Recognizing the value of IKS in higher education, GD Goenka University has conducted a Symposium on Integration of IKS into Mainstream Higher Education. A faculty member has also been selected by UGC for being a Master Trainer of IKS. University has introduced IKS through Value-Added Courses (VAC) and Multidisciplinary courses.

In recognition of the demands of the new age Knowledge Economy, and understanding the emergent need to provide a framework to foster innovation and creativity in the areas of technology, sciences, and humanities by nurturing new ideas and research through ethical practice, the University established an IPR Cell on 1 April 2021. The IPR Cell constituting academicians, as also subject experts in the field, works at protecting & promoting the intellectual property (IP) rights generated by faculty/ personnel, students, and staff of the university. The cell actively promotes collaborations between academia and industry through better clarity on IP ownership and IP licensing. The IPR cell has actively promoted a mechanism for knowledge generation and its commercial exploitation and has also facilitated the idea to patent process. The Cell is also assisting the faculties, PhD Scholars, and students of the university in IPR facilitation like invention disclosure form (IDF) writing, patent filing, etc. along with providing legal advice to stakeholders.

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

3.3.2

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

Response: 45

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| e- Copies of award letters issued by the awarding agency | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4 Research Publications and Awards**3.4.1**

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

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

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

Response: A. All of the above

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

3.4.2**Total number of Patents awarded during the last five years****Response:** 10

| File Description | Document |
|--|-------------------------------|
| Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| e-copies of letter of patent grant | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Other Upload Files

1

[View Document](#)**3.4.3****Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 2.13

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

Response: 166

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

Response: 78

| File Description | Document |
|---|-------------------------------|
| PhD Award letters to PhD students. | View Document |
| Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

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

Response: 2.01

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

Response: 849

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

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 3.38

3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 1426

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

3.4.6

E-content is developed by teachers :

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

Response: C. Any 3 of the above

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

3.4.7

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

Response: 6.7

3.4.8

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

Response: 27

3.5 Consultancy**3.5.1**

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

Response: 649.98

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 357.87 | 109.24 | 88.35 | 59.17 | 35.35 |

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

3.6 Extension Activities

3.6.1

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

Response:

GD Goenka University has a vision to enable learners to gain experiential learning by linking knowledge and skill and go beyond information and knowledge, leverage the learnings for research innovation, entrepreneurship and sustainability linked pursuits to even attain social leadership. Especially the pursuit of sustainability and social leadership mandates that the students and faculty undertake several extension activities, along with the local community including nearby villages, NGOs, Govt agencies and local MSME industry. The nature of engagement includes working through GDGU curricular, co-curricular and extra-curricular initiatives including NSS, Legal Aid camps, agriculture related advocacy, health check-ups, training and orientation for neighbouring schools and more. For holistic facilitation some of the drives were theme-based activities including linking to national initiatives, such as Poshan Maah, Swachh Bharat Abhiyan, and tree plantation drives, Unity Day, Partition Horrors Day, Azadi ka Amrit Mahotsav, Martyr's Day, and International Yoga Day. Given below are some representative examples.

The Legal Aid Cell of the University has adopted ten villages in the neighbouring areas of Sohna, which include Badshahpur, Bhondsi, Ghamroj, Rithoj, Dam Dama, Abhaypur, Shejawas, Sohna Urban, Sohna Rural, and Alipur. The volunteers from the legal aid cell regularly conduct camps in the neighbouring villages around Sohna and also participate in events like Surajkund international mela. During these events the nature of support provided to the local community cover a wide range of activities. The activities include social and legal awareness drives, on wide ranging issues such as cybercrime, domestic

Violence, diwani, medical negligence and need for filing police complaints.

The School of Healthcare and Allied Sciences (SoHAS) on its own and in collaboration with NGOs, Govt. agencies and partner hospitals like Indira Gandhi Eye Hospital and Research Centre, Gurugram, Medanta Gurugram and many more, regularly conducts relevant health camps. These camps provide health check-ups, general counselling on health, paediatric care, geriatric care, occupational health hazards and nutrition awareness to the local community. The population addressed range from school going children to senior citizens including pregnant women, mother of pre-schoolers and more.

The University has been at the forefront of the vaccination drive during the coronavirus pandemic and has facilitated the vaccination of the local public as well as to its own faculty and staff. The University also regularly organises blood donation drives in association with the Red Cross Society of India.

Various schools of the university are also associated with charitable organizations working for various underprivileged sections of society and regularly engage the students in collaborative acts of social service that involve the donation of goods as well as voluntary services.

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

3.6.2

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

Response: 98

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 19 | 29 | 27 | 7 | 16 |

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

3.7 Collaboration

3.7.1

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

Response: 55

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaboration activity-wise and year-wise | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

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

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

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

Describe the adequacy of facilities within a maximum of 500 words

Response:

GD Goenka University (GDGU) strongly believes in integrated holistic education, in line with its vision of enabling the learners to be socially responsible leaders. Especially leveraging their learning to work consciously towards sustainability, research, innovation and entrepreneurship. This mandates experience beyond the classroom, integrating all activities in the campus during the entire period of their program. Towards enabling the same, GDGU has established a state-of-the-art infrastructure on the 20 acres campus with a fully air-conditioned Wi-Fi-enabled campus along with well-equipped Hi-Tech laboratories in a picturesque environment at the beautiful foothills of the Aravalli Range, Sohna Gurgaon Road, just 31 km from Delhi's International Airport.

This includes 8 Schools in a diverse domain of knowledge and multidisciplinary advanced centers. Each constituent School and Departments is further facilitated with all support as prescribed by respective statutory bodies including UGC, BCI, ICAR and PCI.

There are 121 classrooms (LCD, smart board/ICT) including provision for regular classes, tutorial, seminar, conference halls, plus theme-based studios and engineering drawing halls. For conducive conduct and rendering of teaching, the classrooms are designed with a capacity of 30 to 100 students, having sufficient LAN-based network enabling internet access to faculty and students separately.

There are 86 academic labs out of which 08 labs are allocated for computing and 5 labs for research. However, even the other lab can also be leveraged for research. These are typically designed taking into consideration occupational health, safety and environment requirements and thus creating a live experience filled learner centric environment for the students. Some notable labs include Ideathon Lab, Central Instrument Lab (CIL), Training Restaurant, Demo Kitchen, Housekeeping Lab, Judicial Coaching Training Centre, Design Studio, Polyhouse, Rexroth-BOSCH Lab, Language Lab, Centre for Excellence in Occupational Health, Safety, Fire & Environment, Centre of Innovation & Entrepreneurship (CIE) and Department of International Partnerships and Student Mobility.

For the overall growth of the students, GDGU invests by creating and providing adequate facilities for holding Sports events, Cultural and other co-curricular and extra-curricular activities. This includes

facilities for Cricket, Football, Basketball, Lawn Tennis, Volleyball, Badminton, Yoga, Squash, Billiards, Swimming Pool, Fitness Gym, Pickle Ball, Paddle Ball and Shooting Range. Indoor games are provided in the Common Rooms

The University with its aim to provide platform for inculcating real life soft skills including personnel & inter- personnel skills, cultural ethos, competitive spirit, scientific-to-artistic orientation, leadership to communication skills as also to overall enhance their physical, mental and cognitive abilities holds a wide range of events broadly under the Board of Student Activities (BSA). This includes the annual techno-cultural fest ACCELERON, annual sports •extravaganza SPORTOPIA, Udyami Bazaar — The Genesis of Student

For co-curricular and extra curricular activities , the follwing infrastructure such as Amphitheater, Recreation Center, Refectory, Music Room, Dance Room etc. has been created for out of the classroom experience.

Summary of Academic and Non-Academic Facilities at GDGU

| Facility | Numbers |
|------------------------|---------|
| Classroom | 121 |
| Laboratory | 87 |
| Research Laboratory | 05 |
| Centre of Excellence | 03 |
| Sports (Indoor) | 05 |
| Sports (Outdoor) | 10 |
| Yoga & Cultural centre | 04 |
| Gymnasium | 01 |
| Auditorium | 01 |

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

4.1.2

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

Response: 21.01

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1065.42 | 2437.81 | 764.41 | 25.85 | 267.57 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library at GD Goenka University is the soul of the institution, and its services are the cornerstone of its education system. The mission of our Library services is to facilitate the creation of new knowledge through the acquisition, organization, and dissemination of knowledge resources. It boasts an extensive collection of books covering various fields such as Engineering, Management, Fashion & Design, Hospitality, Humanities & Social Sciences, Health and Allied Sciences, Law, and Agriculture. Additionally, it holds a rich reference collection catering to the academic and research needs of students and faculty.

The Library and Information Centre consist of a Reference Section, Circulation Section, Audio-visual Section, Periodical Section, and Digital Library—your one-stop store for all your informational needs. With a well-designed, cutting-edge infrastructure, the library supports reading and research requirements. It offers resources in both print and digital formats, equipped with the latest editions of databases, books, journals, periodicals, e-journals, and publications from renowned international publishers. The primary focus lies on online and digital learning resources accessible 24/7.

The library subscribes to various E-Resources including online databases like J-Gate, EBSCO, Legal Database, Supreme Court Case Online (SCC ONLINE), All India Reporter (AIR Online), Hein online, and Management database - Prowess, ET cases. Utilizing Koha (Open-Source Library Software) Version: 20.11.2022– Integrated Library Management System, the Library & Information Resource Centre caters to the needs of students, faculty, and the community, functioning as a hybrid library with state-of-the-art technological applications.

Access the University Library through the link: <https://www.gdgoenkauniversity.com/Library>. The libraries are Wi-Fi enabled, equipped with state-of-the-art computerized machines and digital tablets for easy access to online resources. Critical functions such as registration of visitors, book issue/return, accession records, and Online Public Access Catalogue (OPAC) are fully automated through barcoding.

Additionally, the library offers innovative services including Remote access to e-Journals, Delnet, Inter-Library Loan, Overdue Alert Email Service, Web OPAC, Institutional Repository, Anti-Plagiarism Tool Ouriginal (Urkund), Wi-Fi Facility, and more. Regular training sessions and orientation programs enhance the Library services.

Library Services & Facilities:

- Borrowing Facility
- User Orientation
- Users Training sessions
- Reference Service
- Resource Sharing
- Online Public Access Catalogue (Web OPAC)
- Document Reservations
- Xerox Facility
- Internet Services
- Alert Service for New Arrivals
- Electronic Information Service
- Institutional Repositories (Shodhganga)
- Plagiarism Checking Services

Borrowing Facility & Loan Periods:

1. Faculty Members: 7 Books for 120 Days
2. Ph.D. Students: 5 Books for 30 days
3. Post Graduates: 5 Books for 15 Days
4. Undergraduates: 3 Books for 15 Days
5. Visiting Faculty: 4 Books for 30 Days
6. Staff Members: 2 Books for 15 Days

Membership of Library:

- All students become members upon enrollment, utilizing their University ID cards.
- Faculty and staff are automatic members upon joining.
- Books are issued upon scanning the student ID card and book barcode.
- Fines are applicable for late returns as per Library Rules.
- Withdrawn students need a "No Due" from the library.
- Final Semester students require a "No Dues Certificate" prior to exams."
- This revised version aims to clarify and enhance the information provided while ensuring grammatical accuracy.

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

4.2.2

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

Response: 10.17

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 694 | 554 | 296 | 85 | 578 |

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

4.3 IT Infrastructure**4.3.1**

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

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

Response:

GD Goenka University recognizes the pivotal role of information technology (IT) in its functioning and endeavors to establish a comprehensive policy for the judicious use of IT resources. This policy aims to ensure the secure, reliable, and efficient utilization of these resources while upholding the confidentiality, integrity, and availability of stored information. Applicable to all users, including faculty, staff, students, and visitors, this policy is pivotal in fostering a conducive IT environment. IT resources encompass a broad spectrum of technology-related components, including computers, servers, networking equipment, software, email, and internet services provided by GD Goenka University.

Stakeholders:

1. Students
2. Faculty and Staff
3. Parents
4. Industry Partners
5. Visitors

Responsibilities:

1. Scope of E-Governance in GD Goenka University:

- **Extends to administrative functions via e-governance.**
- **Encompasses academic management, research, students' welfare, medicine and health, estate and engineering, human resource management, stores and purchases, finance and accounts, general administration, internal quality assurance, and statutory bodies committees.**

2. Infrastructure – ICT Hardware, Software, and Other Provisions:

- **Implementation of computing and storage servers.**
- **Networking equipment for intranet and internet.**
- **WiFi networking in official and residential areas.**
- **Periodic system upgrades (Maximum period 5 years).**
- **Provision of an ERP system for administrative integration.**

3. Technical Team, Human Resource, and Training:

- **Carefully chosen vendors for ICT infrastructure.**

- **Technical staff for infrastructure management.**
- **E-Governance software development and maintenance.**
- **User-specific training sessions for effective system utilization.**

4. Technology Guidelines and Operating Procedures:

- **Pursuit of an integrated e-governance system.**
- **Interoperability of independent modules.**
- **Emphasis on data consistency, minimal duplicity, and streamlined data entry.**
- **Role-based access control, information privacy, and traceable updates.**
- **Cybersecurity measures in line with Government of India guidelines.**

5. E-Governance Authority of the University:

- **Decision-making on technology selection and fund allocation.**
- **Phased adoption of e-governance roles led by a committee chaired by the Vice-Chancellor.**
- **Technical recommendations from the Software Advisory Committee.**
- **Periodic identification of training needs by the Software Advisory Committee.**

6. Acceptable Use:

- **IT resources restricted to lawful purposes.**
- **Compliance with GD Goenka University's policies and procedures.**

7. Security:

- **Users are mandated to protect information confidentiality, integrity, and availability.**

8. Data Ownership:

- **GD Goenka University retains ownership of information.**
- **Adherence to records management policies.**

9. Privacy:

- **???????Respect for others' privacy.**

- **Unauthorized access or use strictly prohibited.**

10. Software Licensing:

- **?????????????Strict adherence to legal software licensing.**

11. Email:

- **???????GD Goenka University email designated for university-related business.**
- **Compliance with email policies.???????**

12. Internet Use:

- **???????GD Goenka University's internet connection is reserved for university-related business.**
- **Adherence to internet use policies.???????**

13. Remote Access:

- **?????????????Secure remote access in accordance with GD Goenka University's policies.**

14. Incident Response:

- **???????Prompt reporting of suspected security incidents to the IT department.**

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

4.3.2

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

Response: 4.38

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

Response: 1019

| File Description | Document |
|---|-------------------------------|
| Stock register/extracts highlighting the computers issued to respective departments for student's usage | View Document |
| Purchased Bills/Copies | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.3.3

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

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio**
- 2.Lecture Capturing System(LCS)**
- 3.Central Instrumentation Centre**
- 4.Animal House**
- 5.Museum**
- 6.Business Lab**
- 7.Research/statistical database**
- 8.Moot court**
- 9.Theatre**
- 10.Art Gallery**
- 11.Any other facility to support research**

Response: A. Any 7 or more of the above

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 24.83

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1910.94 | 1696.3 | 720.14 | 148.91 | 914.35 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.4.2

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

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

Response:

GD Goenka campus effective facilities and operations are integral to addressing university priorities related to infrastructure and associated services. Maintenance of building structures, systems, and facilities is crucial for ensuring compliance with building and safety codes. The university is committed to establishing, developing, and maintaining essential infrastructure across all domains, providing modern amenities for stakeholders. This policy aims to meet both present requirements and future needs in terms of necessary infrastructure, covering various domains such as general infrastructure, teaching and learning facilities, IT infrastructure, hostels, green campus maintenance, and others.

Objectives:

- 1.To develop and maintain procedures for strategic infrastructure development aligned with the university's mission and vision.
- 2.To support infrastructure development in adherence to the university's strategic outcomes.

Responsibilities: The university's maintenance department is responsible for monitoring and conducting necessary activities for building, classroom, laboratory, and transport maintenance. This includes periodic audits to ensure effective working conditions, housekeeping services, and monitoring cleanliness. The responsibilities cover various domains such as general infrastructure, teaching facilities, IT infrastructure, hostels, green campus, and more.

Maintenance Activities:**Physical Facilities/Buildings:**

- 1.The Building and Maintenance department oversees the overall maintenance of university infrastructure, including preventive measures, whitewashing, plumbing, and environmental cleanliness.
- 2.Procurement of materials requires permission from the Building and Maintenance department.
- 3.Special provisions for physically challenged individuals, power backup, and fire safety measures are the responsibility of the department.

Classrooms:

- 1.Heads of Departments are responsible for proper utilization and maintenance of classrooms, ensuring adequate furniture, lighting, and electrical supply.
- 2.Rooms must be used exclusively for academic purposes, and a stock register/log book must be maintained.
- 3.Cleanliness inside and outside classrooms is a top priority.

IT Infrastructure: Maintenance of CCTV, Biometric Devices, Public Address System, and Audio Visual Aids falls under the responsibility of the IT department.

Laboratories:

- 1.Labs must be used for practical and research purposes.
- 2.Timetables should be established for lab usage, and prior permission is required for external activities.
- 3.Equipment procurement and maintenance are carried out in compliance with university norms.

General Maintenance Procedure:

- 1.Departments inform the Building and Maintenance department in writing for repairs or breakdowns.
- 2.Technicians are deputed for timely repairs, with records maintained in the maintenance register.

3. Condemned items are reported to the purchase department for proper action.

Maintenance Policy:

1. Periodic, preventive, and breakdown maintenance is conducted for effective infrastructure utilization.
2. Annual maintenance contracts (AMC) cover costly equipment in laboratories.
3. Optimum utilization of facilities is mandated, with stock registers maintained and annual stock verification conducted.

Utilization Policy:

1. The university ensures optimal utilization of facilities, with cooling/recovery/rest time considered for certain equipment.
2. Stock registers are maintained, and annual stock verification is conducted, with condemned items reported to the purchase department.
3. The policy emphasizes optimum utilization of library resources by staff and students.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 79.92

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 4467 | 3920 | 3273 | 1212 | 470 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

Response:

Empowering Career Development: Since its establishment, GD Goenka University (GDGU) has remained unwavering in its commitment to nurturing a generation of dedicated professionals who are deeply invested in driving the progress of a robust and resilient nation. Over the past five years, GDGU has undertaken substantial efforts to provide comprehensive career counseling and guidance to its student

body. Acknowledging the pivotal role of effective career counseling, the institution has meticulously established various pathways to empower students along their journey to professional success.

Tailored Training Initiatives: GDGU has established a specialized cell dedicated to orchestrating a diverse range of training programs. These programs encompass custom-designed sessions that focus on enhancing students' aptitude and soft skills, the same is taken care by respective schools to meet their domain requirements. The cell along-with schools administers aptitude assessments and conducts employability workshops, shaping students into well-rounded individuals equipped with the essential proficiencies demanded by the modern professional landscape through CRC. Moreover, GDGU offers internal guidance and mentorship to aid students in preparing for globally recognized examinations such as IELTS, as well as nationally significant tests like GATE, SSC, NET, Army, Judiciary Services, Other Govt Services, and CTET. This comprehensive support system fosters an environment conducive to conquering both international and domestic assessment challenges.

Guided Career Counseling: At the core of GDGU's approach is the provision of dedicated career counseling sessions through CRC & Mentorship. These meticulously structured sessions play a pivotal role in helping students identify their inherent strengths and areas for development. Through this process, students are enabled to explore a wide spectrum of career pathways and make well-informed decisions aligned with their aspirations. Against the backdrop of our rapidly evolving modern world, these initiatives function as a collaborative compass, propelling students to excel in the critical processes that are indispensable for the endurance, evolution, and prosperity of both organizations and communities.

Fostering Excellence in Contemporary Challenges: The comprehensive suite of meticulously strategized programs seamlessly integrated within the university's framework stands as a testament to GDGU's unwavering commitment to fostering excellence in navigating the intricate dynamics of contemporary challenges. These initiatives empower students with the ability to adeptly pivot, innovate, and thrive within an ever-fluctuating milieu. GDGU's continuous encouragement of greatness and its dedication to facilitating the holistic growth of each student further solidify its position as a leading institution dedicated to shaping the professionals of tomorrow.

| File Description | Document |
|---|-------------------------------|
| Provide the link for additional information | View Document |

5.1.3

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

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

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Report with photographs on soft skills enhancement programs | View Document |
| Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs | View Document |
| Report with photographs on Language & communication skills enhancement programs | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 77.09

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 468 | 672 | 625 | 428 | 418 |

| File Description | Document |
|---|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website) | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2.2

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

Response: 42.6

5.2.2.1 Number of outgoing students progressing to higher education

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 102 | 106 | 133 | 158 | 77 |

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

5.2.3

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

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

Response: 1.61

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

Response: 64

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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: 62

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 32 | 23 | 2 | 0 | 5 |

| File Description | Document |
|--|-------------------------------|
| Provide the relevant information in institutional website as part of public disclosure | View Document |
| list and links to e-copies of award letters and certificates | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.3.2

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

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

Response:

In its quest for excellence and overall holistic development of its students, GD Goenka University promotes multiple non-academic, cultural and sports activities on campus. The University has a specially constituted group of eminent faculties from various schools of the University who come together to constitute the Student Engagement and Experience (SEE). The student council at GD Goenka University includes the National Service Scheme (NSS) and the Board of Student Activities (BSA). The BSA oversees the organization and smooth conduct of all cultural and sporting activities on campus while the NSS is involved with community service, relevant donation camps, awareness drives and the celebration of National & International Days. The members of the student council are carefully selected after a rigorous selection process, following which they are invested with the power, authority and more importantly the responsibilities of the various clubs which come under the BSA. The BSA comprises several techno-cultural clubs which includes the

- Dance Club
- Debate Club
- Dramatics Club
- Entrepreneurship Club
- Event Management Club
- Fashion Club
- Literary Club
- Music Club
- MUN Club
- Photography Club
- Publication Club

And Sports Club which includes:

- Athletics Club
- Badminton Club
- Basketball Club
- Boxing Club
- Chess Club
- Cricket Club
- Football Club
- Kabbadi Club
- Kho Kho Club
- Lawn Tennis Club
- Shooting Club
- Swimming Club
- Table Tennis Club
- Tug of War Club
- Arm-wrestling Club
- E-Sports Club
- Volleyball Club
- Weightlifting/ Powerlifting Club
- Pickleball Club
- Padel Club

Each of these clubs have a dedicated president and vice-president who are chosen after a rigorous process of open and fair selections which sees the students self-nominating themselves in leadership positions and then competing with peers to claim their right for the position. The selected students then constitute the Board of Student Activities which has a dedicated slot of two hours every Wednesday where each club gets a chance to perform and showcase its activities. The student representatives who constitute the Board of Student Activities take the centre stage when it comes to any cultural or sporting activity on campus. They significantly organize and execute the University annual festivals Acceleron, Sportopia & Idea, both by bringing sponsorships and participation for the event. Likewise, the annual Diwali event Udyami Bazaar is completely organized and driven by the students.

The student council is also at the forefront of organizing the freshers party and the farewell party. The student leaders of the student council stand tall as the torchbearers of their institution. They are friendly mentors to their juniors and their suggestions are regularly solicited and implemented in order to get a pulse of the young crowd and to make the general experience of all students on campus conducive and inviting. Our student council members represent the best of our student community and set benchmarks of excellence for every upcoming batch. They participate in inter and intra-university events and bring laurels to their institution. Likewise, the institution too mentors and moulds them by polishing their raw talent and giving it a shape under the guidance of the able faculty.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: B. Any three of the above

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

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association**Response:** 110.34**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 94.99 | 15.35 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of alumnus/alumni with the amount contributed year-wise | View Document |
| Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.4.2**Alumni contributes and engages significantly to the development of institution through academic and other support system****Describe the alumni contributions and engagements within a maximum of 500 words****Response:**

GD Goenka University (GDGU) recognizes the crucial role that alumni play in creating the legacy of their alma mater, hence GDGU as a relatively new university is striving to consolidate its alumni network. A set of volunteers with the support of the University have been working to connect alumni, support students, and build Institute experiences through various initiatives. The alumni over the past 5 years have been actively contributing through various means as outlined below. In pursuance of this objective the University established its alumni association by the name: GD Goenka Alumni Association on 5 March 2021. In a short span, over 5000 alumni have registered with the Almashines Portal - the dedicated university portal for alumni.

Objectives of the Alumni Association:

- To encourage the members to take active interest in the activities and progress of the Alma Mater.
- To arrange/organize discussions, seminars, conferences, moot courts and other lawful gatherings for the benefit of the students of the University.

- Contribute to the all-round development of the University.
- To facilitate placement drives, provide career counselling & guidance, promote fruitful interaction with other organizations in their network and more for enabling enhanced career prospects for the students.
- To create a sense of belonging, co-operation, mutual harmony and camaraderie amongst the members.

Alumni Initiatives & Programs:

Since its inception, several initiatives have been taken to strengthen the alumni network. We have an annual Alumni Meet where successful alumni are recognized and felicitated under various categories from each school. The mode of engagements with the alumni include:

- An Alumni Talk Series, in each semester in every school.
- Alumni also annually take part in the student induction program at the beginning of every academic year to provide a first-hand overview of the life in the campus.
- Further, alumni participate as jury during the annual Udyami Bazaar and other major university annual student events including the annual fests..
- Alumni also participate in statutory university bodies, respective School's board of studies, IQAC and more. Under these platforms feedback is solicited from alumni. on all aspects of university functioning to help improve the university, including aspects related to curricular, co-curricular, extra-curricular activities and infrastructure..

Financial & Non-Financial Support by Alumni Community:

To convey their solidarity with their alma mater and contribute to its development the alumni consistently strive to add values through their efforts be it kind or cost. These efforts include facilitating students in terms of financial assistance to students in needs, promotion of research, community outreach, and faculty & staff development. Alumni have also been instrumental in providing current students with opportunities for training and placement in the industry.

Strategic Alumni Chapters:

The University hopes to organize initially alumni chapters across the country and possibly across the globe in the future..

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision of GD Goenka University

To be an institution of global repute, facilitating learning and advancement of knowledge by enabling learners to focus on sustainability, research, innovation, entrepreneurship and preparing socially responsible leaders.

Mission Statements of GD Goenka University

To prepare globally responsible professionals through

- Strong foundation in the fundamentals linking knowledge and skills through experiential learning
- Inter-disciplinary project-based learning with focus on innovation & research
- Research enabling academic environment with state-of-the-art technological interventions
- Focus on making education holistic and multidisciplinary in line with NEP 2020
- Efficient systems and processes that enable all the faculty, staff and students to optimally utilise their potential
- Collaboration with top ranked institutions and leading corporates to facilitate exchange programmes, trainings and joint research
- Inculcation of values and professional ethics with understanding of societal & environmental responsibilities for sustainable growth
- Enabling individuals to be competent employees, researchers, innovators, entrepreneurs and socially responsible leaders

Overview: GDGU Vision and Mission are driven by the leadership through institutionalization of efficient administrative and academic processes to ensure decentralised and participative decision making in all its key functions. However, this is not a static process and the University continuously tries to adapt to the changing external environment and redefines its systems and decision-making processes.

Steps Taken: The IQAC department through collaborative consultation with various stakeholders and external experts has revised and aligned the Vision and Mission statements of the University and the Schools to the NEP 2020 guidelines and the Nation's adaptation of UN's SDGs 2030.

The apex committees of the University, the Governing Body, the Board of Management and the Academic Council, function as per the Statutes of the University. The decisions of the apex committees in the area of academics, administration, finance and examination are circulated to the respective HoDs (through an Office Order, Circular or Notice) as per the organizational structure. The HoD then decentralises the decision making amongst the stakeholders, based on the powers and functions as defined in the Statutes of the University. The HoDs have the flexibility, autonomy and accountability to ensure that the task at hand gets completed effectively and in a timely manner.

Outside participation is encouraged in all decision making by having on board, external experts in the various committees and engaging in functional MoUs with academic institutions, corporate houses and professional bodies.

Academic excellence is driven through curriculum which focuses on fundamentals and experiential learning and assessment which drives outcome-based education. Research and innovation is driven by the University Research and Innovation Cell (URIC) and the IPR cell. Each school is encouraged to adopt at least one UN SDG to drive social and environmental responsibilities in learners. NEP guidelines like dissemination of Indian Knowledge Systems and effective engagement with local communities have been adopted by the University.

The leadership duly recognizes initiatives taken by teaching and non-teaching faculty and also encourages learners to develop leadership skills through participation in various co-curricular, cultural and sports activities.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

GD Goenka University is a state private university established as per Section 30 (1) of Haryana Private Universities (Amendment) Act, 2006 and is empowered to award degree as per UGC 2F of the UGC Act 1956.

It has a well set-up administrative structure

- The Hon'ble Governor of Haryana is the Visitor of the University
- The Chancellor is appointed by the Visitor for a period of three years and is the head of the University who presides over the meetings of the Governing Body
- The Vice Chancellor is the principal academic and executive head of the University
- The Registrar functions under the supervision of the Vice Chancellor
- Deans of the schools, appointed by the Vice Chancellor, heads the academic administration at school level

Statutory and Non-Statutory Committees ensure highest standards in Academics, Research and Administration in the University

- Governing Body- Regulates education and research and also manages the budget
- Board of Management- Ensures highest standards in academics, research and administration
- Academic Council- Strives to improve academic standards and promote research
- BOS of Schools-ensures academic standards in Programmes run by Schools
- Sub-committees regulate the administrative and academic governance of the University

The long-term strategic goals of the University are stated in its 5-years Institutional Development Plan (IDP) 2023-28. These goals are aligned with the Core values, the Vision and the Mission of the University. IDP was finalized through a participative and decentralized consultation process involving various stakeholders and external experts.

These Goals lead to

- Provision of state-of-the-art infrastructure and recruitment of quality and passionate faculty from the best of institutions across the globe.
- Curriculum and pedagogy designed to meet the objectives of OBE, NEP 2020 and SDGs.
- Focus on fundamentals with experiential learning and skill development
- Embedding of research, internship, field project, skill enhancement and entrepreneurship components in UG and PG programs
- Improve employability, encourages students to pursue higher studies and remain life-long learners
- Strong connect with industry for providing, placements, internships, career counselling sessions and funded projects.
- Encouraging faculty and students to engage in quality research publication, patents and intellectual property creation
- Envisioning multidisciplinary research environment and working with industry, community and government agencies including institutions of national and international repute for effective knowledge transfer

Some Achievements

- 100% OBE Implementation across all programmes
- Increased student support on scholarship, placements, counselling
- To incentivize the research initiatives, a seed grant policy was initiated in 2019-20 and a seed money of Rs 60 lakhs has been granted within 2 years of its existence. Publication incentive

policy was introduced in 2021-22

- The IPR cell was constituted to promote innovation and entrepreneurship
- Centres of Excellence have been established, Centre for Vocational Studies (CVS), Centre of Innovation and Entrepreneurship (CIE), Centre of Excellence on Occupational Health Safety, Fire and Environment, Centre of Excellence in Finance, Centre of Excellence on Robotics, Excellence in Culinary
- Functional MoUs with Academic Institutions and Industry like MCX, CMIE, Le Cordon Blue, IBM, Microsoft, L&T, Fortis, Medanta.
- Increased alumni connect on the registered Alma Shine Portal.

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

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Faculty and Staff at GDGU are one of the major stake holders in achieving its short term and long-term goals. Recruitments are done through a well-defined process defined in its HR policy. Applications are invited through advertisements in leading newspapers, HR tools and official websites. Interviews are conducted by a selection committee and all appointments are made on the basis of its recommendations. GDGU has well defined service rules, welfare policies and grievance redressal mechanism to support and create a healthy ecosystem amongst faculty and staff. The University ensures conduct of various professional, administrative and skill development activities in the interest of teaching and non-teaching staff. Team bonding activities are conducted to improve the professional environment at the University.

Performance Appraisal System

A comprehensive 360-degree performance evaluation is done yearly of teaching and the non-teaching staff. Annual increments are given to all from time to time based on performance and in addition, various faculty incentives schemes are offered, which motivate them to perform to the fullest of their potential.

Promotional Avenues offered by the University

- **Superannuation Benefits**

- Entitlement to Gratuity under the Payment of Gratuity Act, 1972

- Contributory EPF

- **Employee Incentive Measures for Workshops**

- Financial support is provided to the faculty for attending Seminars, Conferences, Workshops, Teacher's Training, Registration fee or 50% of travel cost is reimbursed.

- **Research and IPR Incentive**

To encourage research and further commercialization of research through patents and IPR, the University offers incentives and awards to the faculty members for publications. 67% of the remuneration from consultancy projects under the University affiliation, are shared with the concerned faculty members.

Welfare Measures taken up by the University

- **Subsidized Education and Crèche Facility**

Subsidized school education is offered at GD Goenka World School for wards of staff and pre-school and Crèche facility is offered for kids of faculty members

- **Subsidized Medical Check-Ups and Camps**

The university has tie-ups with leading hospitals like Medanta for discounts on OPD visits and lab tests done by the staff. Medical camps are organized for the staff at the campus from time to time. There is an active Physiotherapy clinic which provides treatment to the staff.

- **Entitled Leaves**

Earned Leave

Casual Leave

Special Casual/Academic leave

Maternity Leave

- **Transport facility**

Transport services are provided to the staff at reasonable charges to ensure hassle free and safe transportation. 30 fully air-conditioned buses run across the city

- **Grievance Redressal**

To offer a professional distress-free environment, a grievance redressal mechanism works through the Internal Complaints Committee (ICC) Complaints on unfair treatment, or unlawful demands are channeled through the ICC and addressed by the appropriate authority/Deans.

- **Celebration of Festival & Birthdays**

Popular festivals are celebrated with the employees with a lot of zeal and enthusiasm. Every month the University celebrates the birthdays of all employees whose birthday falls on that month.

- **Annual Founder's Day Celebration**

Excellent contribution in academics and administration is recognized by conferring star performance awards during the Founder's Day Celebrations every year. The University recognizes long-serving staff members for their dedicated service.

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

6.3.2

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

Response: 81.85

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 208 | 198 | 191 | 160 | 82 |

| File Description | Document |
|---|-------------------------------|
| Policy document on providing financial support to teachers | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head | View Document |
| Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3.3

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

Response: 84.49

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 192 | 175 | 182 | 148 | 169 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

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

Response:

Mobilization of Funds

GD Goenka University has internal and external sources of funds. Under internal funds the main sources are Academic Fee, Hostel Fee and Transportation Fee paid by the students. External funds constitute the grants/funds received from Government and non-Government agencies for research, corporate training, consultancy and infrastructure enhancements. Alumni contributions are additional funds mobilized for conducting alumni activities and infrastructure expansion, if any. Short-term Overdraft facilities are also available for any immediate or unprecedented expenses. There are arrangements with banks for provision of Long-term funding (Corporate Loans) for Capital expenditure on Campus infrastructure and expansion.

Utilization of Funds

Funds are used for Salary Payments, Interest Payments, Statutory Dues, and Vendor payments. There is a process for preparing a consolidated budget for the University at the beginning of every Academic Year. Deans of each school prepare a Budget which is then consolidated for the entire University's expenditures under heads like salaries of teaching and non-teaching staff, incentives for teaching and research, scholarships/freeships and investment in university infrastructure like classrooms, laboratories, IT, databases and Library resources. The final budget is presented before the Finance Committee for

approval.

The Budget is prepared based on policies on fee collection, expenditure on manpower and infrastructure. Strict adherence to policies is ensured by the Finance Committee to whom the budget is presented. Expenditures are made strictly according to the approved financial budget of the university. Funds are spent under various budget heads by the Accounts Office through a proper process of approval by concerned authorities. Funds are released for approved payment requests only.

For procurement of any machinery, equipment, furniture, electronic gadgets, chemicals, stationery or services requirement a standard purchase process is followed. The Bills of purchase are submitted to the Accounts Office. This has to be accompanied by a written acknowledgment by the concerned authorized department about the procurement, the budget head under which the procurement belongs and the entry made in the Stock Register. Upon thorough verification of these documents, payments are made to the vendors by the Accounts Office.

Procurement Process

| | | | | | |
|---|---|--|--|---|--|
| Requisition Raised by the concerned department sent to the Purchase Committee | Requisition is scrutinized by PC to ensure that it complies with the approved budget | Price Quotations are invited by the PC from 3 vendors | Based on the best quotes a purchase note is sent to the officer of the Registrar and Vice Chancellor for approval and thereafter along with all Purchase order is sent to the vendor | Post approval the procurement is done, entry is made in the Stock register and bills are submitted to the Accounts Office along with all supporting documents | Upon scrutiny of the documents the Accounts Office releases the payment and makes an entry under a proper head in the Books of Accounts |
|---|---|--|--|---|--|

The Finance committee plays a crucial role in creating a financial process and adherence to it. It ensures that the resources are spent on the basis of an overall developmental plan to achieve highest standards in academics and administration.

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

6.4.2

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

Response: 100

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 80 | 0 | 20 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure | View Document |
| Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure | View Document |
| Annual audited statements of accounts highlighting the grants received. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

GD Goenka University has appointed qualified Chartered Accountants, Shanker Singal & Associates to carry out the audit functions of the University and supervise the accounting standards and regulatory adherences in financial matters.

Internal financial audits are conducted on a quarterly basis. A rigorous process of checking the books of accounts is carried out. The process lasts for at least two weeks. A team of auditors checks bills, vouchers and receipt & payment documents under various heads and tallies them with the entries made in the books of accounts. They ensure that all the entries in the books of accounts are backed by policy guidelines and approvals from concerned authorities.

The audit checks for processes and entries of **recurring expenditures** like staff salary, electricity, internet charges, maintenance cost and stationery and entries of **one-time** expenditures on lab equipment, furniture and other development expenses. The internal audit is a part of a comprehensive academic and administrative audit which ensures expenditures are earmarked in the budget for academic quality improvements and administratively it is ensured that these expenditures are made according to approvals by concerned authorities. A stock register is maintained, bills and vouchers are preserved and entries made in the books of accounts. The budget also has provision for expenditures on annual maintenance contracts for equipment and machineries. The internal audit ensures that these processes are supported by appropriate policy guidelines and constitution of committees and bodies.

After the completion of the audit a detailed report is drawn to show compliance with the policy guidelines and is presented to the Finance Committee. In case of any discrepancies between the actual expenditure or receipt and the books of account, a rectification exercise is carried out under the advice of the Chartered Accountant and with the guidance of the Senior Management team.

External statutory audit is carried out at the end of the financial year by above mentioned auditors. A team of qualified finance professionals scrutinizes the report submitted by the internal auditors to ensure all discrepancies are corrected. They then guide the completion and finalization of the books of accounts and drawing of P&L, Balance Sheet and other financial statements. The entire process lasts for about a month. In case of some inadvertent minor errors, they are corrected with immediate effect. Further careful measures are taken to avoid such errors in the future.

The audited financial statements of the University are signed by the Senior Management and the Auditors.

A detailed presentation is then made to the Finance Committee on the Internal Audit Report and External Audit Report based on the budgeted and actual figures. A review is done of the revenue and the expenditures earmarked for each budget head and the gaps are noted. This forms the basis of the financial planning for the next financial year.

The University exhibits transparency and exercises utmost discipline in all financial matters.

| File Description | Document |
|---|-------------------------------|
| Provide the link for additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes visible in terms of –

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

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

Response:

At GD Goenka University we achieve our strategic goals through processes and policies communicated to the stakeholders through the Admin Manual. IQAC offers its guidance and support for effective implementation of these policies and achievement of highest quality in Academics and Research.

Two practices institutionalized as a result of IQAC are:

1. Workshops and Orientation Programs on Quality

IQAC ensures that FDPs, workshops and orientation programs are held in the University at regular intervals. A 3600 OBE model has been implemented through a continuous handholding by IQAC. Multiple hands-on sessions were conducted on designing a course curriculum, defining the COs and mapping them to the LOs and the POs. Training programs were organized to align the teaching, learning and research practices to OBE. Research enabling endeavors by IQAC, included, training programs for research supervisors in areas like PhD supervision, research dissemination and academic writing. A strict and systematic assessment protocol has been stipulated for PhD Examiners. As GDGU has aligned its Vision and Mission to NEP2020 and UNSDGs, workshops were conducted to integrate the NEP recommendations with the course curricula and fulfill the SDGs. Sessions were also organized to apprise the faculty of the assessment structure for complete attainment of OBE. To encourage blended teaching, e-content development workshops were conducted. Faculty members were also apprised on getting Project Funding in higher education. In order to implement inter-disciplinary project-based learning and encourage students to contribute towards the University's innovation and research goals, GDGU had introduced IDP in its curriculum. Funding support is given to quality business models built through IDP and quality IDP-based research papers are chosen for publication. Faculty members are encouraged to embed Multidisciplinary Project-Based Learning (PBL) into their teaching and assessments to promote research, innovation and entrepreneurship in the learners. To support the quality initiative and for further guidance the Senior Management Group holds regular meetings with the leadership team of the University.

2. Implementation of Academic Reviews by IQAC

To ensure that the continuous quality initiatives by IQAC are effectively implemented and the highest levels of academic quality are attained, IQAC conducts academic reviews of the schools. The reviewed documents are published in the form of an Annual Report. It is ensured that the schools have adequate planning of academic activities and prepare an academic calendar. The academic calendar for GDGU is prepared by including events and activities planned by the schools. IQAC emphasizes that course files be prepared by the faculty, evaluated by the head of the school, and then shared with the students. These

files indicate the teaching-learning plan, mapping of COs with POs, and how the course aims to achieve the desired outcomes. Appropriate pedagogy and assessment methods are designed to evaluate specific outcomes. Semester feedback from students on the teaching-learning process for each course is analyzed for making improvements in quality. The ERP system supports the entire academic delivery. The University takes several initiatives through e-engagements to enhance our research capabilities, rigor of our research undertakings and the quality of our research outputs.

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

6.5.2

Institution has adopted the following for Quality assurance:

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

Response: B. Any 4 of the above

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

6.5.3

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

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

Response:

GD Goenka University has been able to make incremental improvements towards enhancing academic quality and also initiating administrative measures to improve it. For learners to fully utilize their potential and to achieve success in their professional life, Skill Enhancement and Entrepreneurship Courses have been incorporated in 100% of UG/PG Programs and Research Components added in 80% of such courses. Value-added courses were introduced in 2021 and the total number of VAC offered in 2024 was 154

1315 new courses have been added in this period to ensure that students are equipped with the knowledge and skills required in the rapidly evolving environment.

Academic Progression was satisfactory with on an average 85% of students successfully completing their degrees. The University promotes diversity and equity and has attracted students from all over the country, across the globe and across social backgrounds. The number of students being offered Scholarships/ Freeships has gone up from 161 in 2019 to 1050 students every year, on an average.

The Vision of the University has been to enable research and innovation. A conducive research environment has been created through proper policies on funding, the establishment of research centers and encouraging interdisciplinary and multidisciplinary research. Between 2016-22 Research Publications have gone up from 300 to 1031. Number of Patents went up to 100 during the same period. In 2022 the University had Rs 1 crore worth of consultancy projects under its banner. Government funded projects stood at Rs 20 crores. The University has constituted a number of Centers of Excellence to ensure focused research initiatives and research collaboration.

Well defined policies, guidelines and SOPs compiled under 'GDGU Admin Manual' guide the decision-making process of the University. A well-functioning ERP system ensures effective e-governance. A strong industry connect has been established with 130 functional MoUs for AY 2023-24. On an average 70% of the students have been successfully placed by the University and around 40% got the offer from institutions for higher education. Approximately 1.5% of the students qualified for various State, National and International level examination.

As on 2022 the University has more than 20 industry funded projects, consultancy and assignments from industry summing up to a value of about Rs 5.2 Crores. There has been a thrust on building a connect with the alumni The Alma Shine portal has seen an increase in alumni registrations from 2581 in August 2021 to 7640 as on May 2024. Considering faculty members to be the most valuable stakeholder of the University, a number of events and development programmes are organised various.

The University has participated in various rankings and has received awards and recognition from various bodies.

- QS IGUAGE Ratings (Gold and Diamond) in teaching, learning and E-learning
- Digital Distinction: Technology conformance to NEP, ASSOCHAM 2022
- Pioneer in E, E learning excellence for academic digitisation, E Lead QS I Gauge ,2020
- Top Private MBA Institutions -Delhi NCR, Outlook -Icare India MBA Ranking,2023
- GEM Certified sustainable building, ASSOCHAM,2020
- Times Higher Education Impact Rankings 2024
- OBE Rankings 2024

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

GD Goenka University has taken a leading role in promoting gender equity and recognizing the diversity of its workforce. The Regulations and Guidelines of the University Admission, recruitment, and administrative and academic functioning safeguard the interests of students, faculty and staff without showing any gender discrimination.

1. Safety and Security

The University campus has a robust CCTV camera network across all sensitive locations frequented by students with a central monitoring facility for immediate action on any possible incidence of sexual harassment and the University provides RFID equipped buses to give a smooth, hassle-free and safe traveling option to its employees. A team of trained guards constantly monitor classrooms and corridors. The campus has a strict security through biometric readers, latest IP cameras, and fire warning systems, 24-hour security guards & patrolling units and strict monitoring at the main gate to restrict unauthorized entry into campus. Provision of female hostel guards placed at all sensitive locations.

To prevent sexual harassment, a policy for the prevention and prohibition of Sexual Harassment has been circulated to all members, and a proactive program is maintained to educate all members about the definition of sexual harassment and procedures for redressal.

To sensitize students and employees about gender issues, the different schools of the university consistently organize gender sensitization workshops and webinars..

The institution has conducted workshops on self-defense techniques for its female employees and students and has organized events such as poster-making competitions with the theme of safety for its students. In a gesture of gratitude towards its women employees, the university also organized a fund-raising event, Sohna Marathon, with the theme "Run for Women's Safety" to promote women's empowerment and safety. The University also conducted a workshop, Dialogue on Women's Safety, which included eminent women personalities from diverse fields.

2. Counseling

The University has a psychological counseling center with a dedicated trained practicing psychologist who offers counseling services to students and faculty as required. The range of problems addresses include stress related concerns, depression, anxiety, psychosomatic problems, adjustment related issues,

relationship difficulties and academic problems. Services are delivered in comfortable and peaceful environment following the counselling ethics. The dignity of the individual is maintained by not revealing the identity. Details of cases are maintained in the Centre with confidentiality. To empower women employees and students, the University organized a session on Career Development and Personality Grooming, especially for its female employees, with eminent speakers and experts from their fields, including celebrity Bollywood star Diana Penty.

3. Common Room

Male and female students are provided access to spaces within the campus where they can meet and socialize as equals. There are separate common rooms for girls and boys in the academic blocks which are well lit areas with modern indoor designing. There are provisions for arranging social gathering with prior approval of higher authorities. The students must follow the rules and regulations of the common room.

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

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

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

GD Goenka University dedication to creative waste management and environmental care is fueled by collaborations. University committed to sustainability.

Solid Waste Management

GD Goenka University employs a comprehensive solid waste management system. Solid waste is collected from over 1200 waste bins distributed across building blocks and open areas on the campus. The waste is segregated into biodegradable, non-biodegradable, and recyclable categories. The university has signed an MOU with Green-o-Bin and Farm Pallet for recycling and reuse. Green-o-Bin collects paper waste for recycling, and recycled paper is transformed into notebooks, which are then distributed to government schools in adopted villages. Farm Pallet collects kitchen waste twice daily, segregating it into dry and wet waste. This waste is used as animal feed and for composting. In return, GD Goenka University receives chemical-free manure and compost for its agricultural fields. The use of polythene bags is banned to facilitate effective waste segregation and sewage treatment.

Liquid Waste Management

The liquid waste management system at GD Goenka University includes two sewage treatment plants, all liquid sewage effluent from the hostels and academic blocks is channelled to these treatment plants. The treated sewage water is then reused for horticulture/agricultural purposes/toilet flush, ensuring the efficient recycling of wastewater within the campus.

Biomedical Waste Management

GD Goenka University has signed an MOU to manage biomedical waste with Saahas zero waste. The campus's waste management systems are designed to handle non-biomedical waste, focusing on solid, liquid, and e-waste management.

E-Waste Management

The university has a dedicated system for managing electronic waste. E-waste is collected at a centralized storage facility and periodically disposed of for recycling by Reboot System India Pvt. Ltd. Students are encouraged to reuse electronic items for academic projects, promoting a culture of

sustainability and responsible e-waste management.

Waste Recycling System

GD Goenka University has implemented a robust waste recycling system that includes various types of waste (biodegradable, non-biodegradable, and e-wastes). Paper waste printed on one side is reused before being sent to Green-o-Bin for recycling. The recycled paper is then transformed into notebooks and distributed to government schools. Plastic waste generated on campus is stored separately for recycling. Desktop computers are repaired for resale, and used printer cartridges are refilled to extend their lifecycle. Organic waste is processed in a bio-composter to produce compost, which is used to enrich the soil on campus.

Hazardous Chemicals and Radioactive Waste Management

The University ensures that hazardous waste is managed responsibly and does not pose a threat to the environment or campus community.

The GD Goenka University has established a comprehensive and effective waste management system that addresses various types of degradable and non-degradable waste. Through partnerships with recycling organizations, innovative waste segregation practices, and sustainable reuse methods, the university ensures minimal environmental impact and promotes sustainability on its campus. The absence of biomedical and radioactive waste further simplifies the waste management process, allowing the university to focus on improving its existing systems for solid, liquid, and e-waste management.

| File Description | Document |
|---|-------------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View Document |
| Geo-tagged 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 more of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| Green audit reports on water conservation by recognised bodies | View Document |
| Geo-tagged photographs of the facilities. | View Document |
| Geo-tagged photographs of the facilities. | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric. | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The goal of GD Goenka University is to promote an environmentally conscious and sustainable campus. The university's Green Campus programs are extensive, incorporating a range of tactics meant to lessen our carbon footprint, preserve resources, and encourage an environmental consciousness among staff, professors, and students.

Vehicle Entry Restrictions and Utilizing Battery-Powered Vehicles and Bicycles

In an effort to mitigate air pollution and improve the campus environment, GD Goenka University has implemented vehicle access restrictions. This strategy guarantees a calmer and more peaceful campus environment while also reducing vehicle emissions. By restricting access for cars, the institution promotes the use of eco-friendly, alternative forms of transportation, making the campus a healthier place to be. As part of our dedication to sustainability, the university encourages the usage of battery-operated vehicles.

To encourage staff and students, bicycle stands have been erected in strategic locations throughout the campus. In addition, battery-powered vehicles are an environmentally responsible to reduce pollution within campus.

Pedestrian Path

GD Goenka University has made investments to create routes that are conducive to pedestrian traffic. Because these pathways are made to be aesthetically beautiful, safe, and accessible, walking is encouraged as the main form of transportation within the campus. The institution encourages physical exercise and lessens dependency on motorized transportation by giving priority to pedestrian infrastructure. This lowers emissions and creates a more environmentally friendly campus.

Prohibition on Plastic Use

Our Green Campus programs include a ban on single-use plastics as a major component. Strict restrictions have been put in place by the university to do away with plastic bottles, bags, and other disposable plastic goods. We advocate using eco-friendly substitutes and reusable containers instead. Educational programs that emphasize the value of sustainable behaviours and the effects that plastic waste has on the environment are supporting this project.

Plants and Trees for Landscaping

GD Goenka University is proud of its verdant, lush campus with a wide range of trees and other plants.

Our landscaping initiatives aim to improve air quality, increase biodiversity, and offer shade. Prioritizing native species helps sustain regional ecosystems and lessens the need for intensive upkeep. In addition to improving the campus's aesthetic appeal, the green spaces promote a sense of community with nature by acting as outdoor recreation places and classrooms. The campus is littered with recycling containers, and community education campaigns about appropriate waste disposal are held on a regular basis. Additionally, organic waste is managed by composting facilities, which yield compost that is used in campus gardens and landscaping projects.

Water Conservation

Another essential element of our Green Campus programs is water conservation. In order to collect and store rainwater for non-potable needs like irrigation, the institution has constructed rainwater harvesting systems. To save water, low-flow fixtures and water-saving appliances are utilized in kitchens and bathrooms.

The Green Campus programs of university serve as evidence of our dedication towards environmental care, to create a more sustainable and healthful future and the plan by incorporating sustainable practices into every element of campus life.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

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

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

Response:

GD Goenka University makes sure there are no barriers by providing lifts, ramps, and plenty of room for simple mobility. To help our Divyangjan students, we offer cozy toilets, easily understood navigational signage, cutting-edge assistive technologies, and thorough information and inquiry services.

Barriers free atmosphere at GD Goenka University

The goal of GD Goenka University is to establish a friendly and inclusive environment for all guests, instructors, and students. Our university places a high priority on accessibility and has put in place a number of measures to guarantee a barrier-free atmosphere that enables everyone to fully engage in both academic and campus life.

Constructed Ramp/Lift/Space and Movement

The physical layout of the university is planned to facilitate easy access to every location. To facilitate easy mobility throughout the campus and to provide access to classrooms, libraries, and other vital facilities, ramps/lifts have been thoughtfully positioned. These elements guarantee that those with mobility disabilities can comfortably and independently navigate the campus.

Divyangjan-Comfortable Restrooms

GD Goenka University has erected Divyangjan-friendly restrooms in recognition of the significance of proper and easily accessible sanitation facilities at every floor. These restrooms have handrails, enough room for wheelchairs to navigate, and other essential features to guarantee that everyone may use the facilities in comfort and privacy.

Wayfinding and Signage

Clear and effective signage is vital for creating an accessible environment. Throughout the campus, the institution has put in tactile pathways, lighting, signposts, and display boards. These features help those who are blind or visually impaired get where they're going quickly and safely. The campus design incorporates tactile pathways to give individuals who rely on touch for navigation a tactile guidance.

Facilities & Assistive Technologies

GD Goenka University uses assistive technology to improve Divyangjan students' educational experience. Everybody can quickly access information thanks to the university's completely accessible website.

Students who are blind or visually challenged can access digital content with the help of screen-reading software. Additionally, a variety of needs can be supported by mechanized equipment, ensuring that technology acts as a facilitator rather than a barrier.

Provision of Information and Inquiry

The institution has set up an extensive inquiry and information-sharing mechanism in order to better assist Divyangjan students. For those who require it, human support is easily accessible. Readers and scribes are ready to help during study sessions and exams. Giving students access to reading materials in a format that best meets their needs is ensured by providing them in soft copies. Furthermore, solutions for text enlargement and screen reading are offered to meet different kinds of visual impairments.

Everyone should feel appreciated and supported in the environment that GD Goenka University strives to

create. The institution makes sure that all students, regardless of their physical limitations, have the chance to excel and grow in their academic endeavors by putting these inclusive policies into place. Our commitment to equality, accessibility, and the overall development of each and every member of our community is reflected in our commitment to a barrier-free environment.

| File Description | Document |
|----------------------------|-------------------------------|
| Upload supporting document | View Document |

7.1.8

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

Response:

To ensure that men and women are treated equally, GD Goenka University places a high premium on best practices in the education industry and highlights gender equality as a UNESCO priority area. The university fills shortages in the community or region in a timely manner and believes in equitable opportunities for all. In all enrollment and recruitment campaigns, it consciously works to guarantee equal possibilities for every person, irrespective of culture, community, or location. Additionally, the university makes sure that both genders are fairly represented in all committees and clubs. The institution has implemented initiatives to draw international students to its regular undergraduate, graduate, and doctorate programs in order to create a multicultural learning environment. It has established a special international department that handles admissions from abroad and offers international students all the assistance they need. The institution starts language instruction and cultural immersion programs to get students ready to study in India.

More than 500 international students enrolled in GD Goenka University, across the globe such as Africa, Uzbekistan, Nigeria, Rwanda, Bhutan, Nepal, Ghana and Republic of the Congo. The university hosts a number of celebrations, such as the Annual Institution Fest, Halloween, Holi, Diwali, and Christmas, to encourage intercultural dialogue. These activities expose foreign students to Indian culture, which widens their horizons and heightens their understanding of local subtleties. In addition, the institution offers opportunities for cultural absorption and integration on national holidays such as Republic Day and Independence Day, as well as on special occasions like International Yoga Day. In addition to its usual curriculum as per NEP, the Le Cordon Bleu School of Hospitality offers a French language course to promote linguistic variety. Events like the Udyami Bazaar, which encourages social entrepreneurship and provides a taste of the Indian market, promote campus diversity even further and community involvement fosters a sense of duty among students.

The National Education Policy (NEP) 2020 is infused with Indian knowledge systems, values, and customs by the institution. The university's Annual Fest, which includes Acceleron (Techno-cultural), Sports event (BSA-Sports), and Idea (Innovation and Entrepreneurship), demonstrates its commitment to acknowledging and embracing variety of cultures. Students from India and other countries demonstrate their artistic, cultural, and technological skills through a DJ night and celebrity performance. Gender

equality and equal chances are highly valued at GD Goenka University, ensuring fair treatment for all. There are male and female academic members of the university's disciplinary committee, which maintains decency and discipline in campus and also upholds a gender-neutral atmosphere. It also provides equal opportunities for recruitment and enrollment. Additionally, it upholds a zero-tolerance stance against sexual harassment.

Students are instilled with moral and ethical ideas through required courses in Human Values and Ethics, Business Ethics, Cultural Values, and Leadership. In an effort to foster harmony and cultural diversity, the institution also commemorates a number of national and cultural holidays. The NEP 2020 criteria guarantee that students possess a thorough understanding of traditional Indian knowledge systems and societal values, hence promoting an all-encompassing educational atmosphere.

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

7.1.9

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

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

Response:

The University sensitizes students about sustainable development and environment goals & the core values, about their rights, while creating awareness about their duties as responsible citizens. The University eco system provides holistic framework for achieving the goals and conducts various activities for students and faculty to enable them to exercise their rights and discharge their duties as responsible citizens.

Core values:

The Vice-Chancellor interacts with all the students during orientation and through other informal and formal programs to give life-lessons with oath ceremony. All the national festivals (Independence Day and Republic Day) celebrated with full rigour and patriotism, witness participation of large number of students.

Sensitising about safe environment and fundamental rights:

Fulltime staff monitors the campus 24*7 /365 days a year, through High-Resolution CCTV cameras installed at key positions. Both male and female security personnel are periodically trained on various aspects to handle any eventuality on Campus. All the buildings are disabled-friendly and comply with the norms laid down by Pollution Control and those for earthquake-proof structures. Awareness drives are conducted to sensitize students for exercising their voting rights and responsibilities towards nation/society. The awareness is spread for fundamental rights and responsibility towards nation through the activities like: National Unity Day, National Youth Day, Vigilance Awareness Day, Constitution Day, Martyrs Day, Plantation Drive and Vaccination Drive.

Discharging duties as responsible citizens:

The staff and students are encouraged to follow the principle of reduce, reuse and recycle with the goal of zero-waste-generator Campus. With 20% of the campus dedicated for green area and the Campus is designated as Green-campus. Various boards are displayed to reduce the consumption of electricity. LED lighting is extensively used to reduce the consumption. Students and faculty are encouraged to use public transport facility or opt carpools. The Institute has buses, commuting to bring faculty and students from NCR, thus, contributing to reduce carbon footprint. The faculty participate in various national drives such as Digital India, Start-up India, Swachh Bharat, Make-in India movement, through workshops, seminars, awareness sessions.

Board of Student Activities (BSA)

The University also has a dedicated Board of Student Activities (BSA) which is constituted of elected student representatives who are in-charge of conducting events on campus. The organizational skills that the students learn as a part of the BSA go a long way towards demonstrating and honing their personality and preparedness to join the workforce as reliable and responsible members of organizations.

National Service Scheme (NSS)

The University also has the sanctioned strength of one unit of the NSS which aims to connect the student to the government of India-led initiatives and instils in them a sense of responsibility towards their society and the nation. NSS Unit consistently serve various initiatives of cleanliness, tree plantation, environment, upliftment of education and social service viz. NSS Unit also help training sessions for women from under privileged strata. For this purpose, several outreach activities are organised in the villages (adopted) for improving the living standards of its occupants with NGOs.

| File Description | Document |
|--|-------------------------------|
| Details of activities that inculcate values necessary to nurture students to become responsible citizens | View Document |
| Any other relevant information | View Document |

7.1.10

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

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

Response: B. Any 3 of the above

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

7.2 Best Practices**7.2.1**

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

Response:

Best Practice I**"Holistic and Collaborative Experiential Learning through Interdisciplinary/Multidisciplinary Projects: A Model for Academic Excellence and Innovation"****Objective:**

The main objective of this best practice is to integrate academic learning with practical aspects in a multidisciplinary environment, fostering lifelong learners with an entrepreneurial spirit. Through activities like Startup/Entrepreneurial Ventures, Patent Ventures, Patent Acquisition, Publication/Research Paper, Incubation/Innovation Cell Establishment, and Literary Club, students have explored interests, reached their potential, and contributed meaningfully to society.

Context:

The implemented best practice acknowledges the demands of the contemporary knowledge economy. The goal is to promote collaboration among students from diverse academic disciplines, cultivating critical thinking, expertise and effective functioning in an interdisciplinary environment.

Every year, the Interdisciplinary Development Program (IDP) selects a theme. For 2022, the theme was "Sustainability, Resilience, and Enterprise: Towards an Equitable Ecosystem," which aligns with the United Nations Sustainable Development Goals (SDGs) and for 2023, the theme was "Sustainable Innovative Solutions for Industry, Energy and Smart Cities"

Practice:

The Interdisciplinary Project (IDP) are centered on sustainability and 17 Sustainable Development Goals (SDGs)

Key characteristics were:

1. **Integration of SDGs:** It sensitized students to global sustainability and encouraging their contributions to societal and environmental issues.
2. **Student Empowerment:** Students took ownership of projects, fostering responsibility, initiative, and entrepreneurship aligned with India's focus on innovation and startups.
3. **Mentor-Student Interaction:** Dedicated time for mentor-student interaction provided personalized guidance, feedback, and support.
4. **Industry Engagement:** Involving industry professionals in project evaluation exposed students to real-world perspectives, mentorship, and collaboration opportunities.
5. **Engagement with Local Communities:** Students analyzed their communities, identified issues, and sought multidisciplinary solutions, promoting community engagement.

Constraints and Limitations:

1. **Resource Constraints:** Adequate resources, including funding and infrastructure, needed to be improved.
2. **Limited Time Allocation:** Only 2 hours per week dedicated to the IDP-challenged comprehensive coverage and in-depth exploration of student projects.
3. **Evaluation and Assessment:** Evaluating diverse and multidisciplinary projects requires careful

assessment criteria and procedures design.

4. **Scaling and Sustainability:** Scaling up the IDP and ensuring long-term sustainability required ongoing institutional support, collaboration with external stakeholders, and continuous monitoring.

Evidence of Success:

The implementation of this best practice has yielded substantial evidence of success, as demonstrated through the following outcomes and achievements:

1. **Research Papers in Scopus/UGC/Peer-Review Journals**
2. **Startups Registered on Government Portals**
3. **Bi-Annual Conferences**
4. **Edited Book with ISBN**

These results strongly indicate the effectiveness of the best practice in nurturing research and entrepreneurial capabilities among students.

Problems Encountered and Resources Required:

One key challenge encountered involved fostering interdisciplinary collaboration and team spirit among students from diverse fields and backgrounds. This challenge was overcome by organizing team-building activities, workshops, and seminars, facilitating student interaction and understanding.

Financial constraints posed another significant challenge regarding patents, publication support, startup registration, and other developmental needs. To overcome this, the practice required allocating sufficient financial resources.

Collaboration with industry professionals and government agencies enhanced guidance, mentorship, and resource access.

By successfully addressing these challenges and allocating the necessary resources, this best practice has created an enabling environment for students to engage in interdisciplinary projects, fostering teamwork skills and promoting sustainable solutions.

Best Practice - II

“Enhancing Academic and Industry Standards in Occupational Health, Safety, Fire and Environment Management (C-OHSFE)”

Objective:

The primary objectives of this practice were to elevate both academic and industry standards in C-OHSFE. This involves updating and refining academic curricula to reflect current industry standards and best practices in (C-OHSFE). The practice emphasizes establishing partnerships with relevant industries to provide students with practical training and address contemporary challenges, fostering a safer and more sustainable future.

Context:

The establishment of C-OHSFE at the university is a strategic initiative designed to enhance both academic and industry standards in these crucial fields. By providing a platform for cutting-edge research, advanced academic programs, and practical training, the C-OHSFE aims to align academic curricula with the latest industry standards and best practices. Its goal is to equip students and professionals with the expertise necessary to address contemporary challenges, promote safer work environments, and contribute to sustainable practices, thereby elevating both educational excellence and industry benchmarks.

Practice:

The "Centre of Excellence in Occupational Health, Safety, Fire, and Environmental Management (C-OHSFE)" at GD Goenka University has established specialized laboratories, including an Industrial Hygiene Lab and a Fire & Safety Drill Lab, along with a Mock Drill Ground. These facilities provide hands-on, experiential learning opportunities for university students and support practical training through organized fire drills and health safety training for school students, local communities, and industry professionals.

C-OHSFE is dedicated to preparing industry-ready graduates who are equipped to meet societal goals and foster a culture of safety in the workplace. As the demand for safety, environmental, and sustainability professionals continues to rise, C-OHSFE offers diploma, bachelor's, master's degrees, and short-term certification courses designed to produce skilled professionals capable of contributing to various industries.

Constraints and Limitations:

1. **Tailored Programs:** Designing training and certification courses that align with specific industry requirements demands considerable flexibility and adaptability.
2. **Engage the community and policymakers:** Influencing legislation and promoting awareness of environmental, health, and safety issues requires a proactive and resource-intensive approach.
3. **Performance Measures:** Developing and implementing clear metrics to assess the center's effectiveness is essential.

Evidence of Success:

- Imparting specialized programs to 200+ students and professionals in industries such as North Star Safety Pvt. Ltd., Jubilant Safety Systems etc.
- International Conference on Advances in HSFEAS – 2023 November 29-30, 2023
- MDP on ESG and Sustainability for business sustainability and operational excellence) dated on 18-19 November 2022.
- Fire Drills for schools, white collar and blue-collar employees

Problems Encountered and Resources Required:

Securing funds and resources for facilities, research, and faculty are just a few of the substantial hurdles associated with establishing a "C-OHSFE" at a university. It's difficult to draw in and keep skilled professionals in these niche fields, and keeping a curriculum in line with industry norms necessitates

ongoing cooperation with outside partners.

Important resources required include staff members with the necessary skills for teaching and administration as well as funding for operations, research, and infrastructure. Modern laboratories, classrooms, and technology are necessary for efficient research and education.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Holistic & Sustainable Quality Education Model from Pre School to Higher Education

GD Goenka takes immense pride in its distinct and exceptional approach to education, offering a comprehensive learning experience from Pre-Nursery to PhD, all within a single integrated campus. This seamless continuity catering to students from their earliest years to advanced academic pursuits fosters a nurturing and supportive environment throughout their educational journey. Our dedication to excellence in education and genuine commitment to improving the lives of our students drive this vision. We firmly embrace globalisation and internationalisation, making them fundamental principles that underpin our educational philosophy.

Situated amidst scenic Aravalli hills on a sprawling 60-acre Education City, our campus provides world-class infrastructure and a stunning backdrop for our educational endeavours. The strategic location near Gurgaon and the National Capital Region offers students limitless opportunities. Our well-maintained grounds promote physical well-being alongside academic growth. State-of-the-art facilities, including Wi-Fi connectivity, well-equipped libraries, high-tech laboratories, and experienced academic staff, create a thriving environment for learning and exploration.

The GD Goenka group is actively engaged in a strategic initiative aimed at enhancing collaboration among its varied schools and educational institutions. This proactive approach offers several benefits, such as sharing resources and best practices, crucial for the holistic advancement of the entire conglomerate. By harnessing the collective knowledge, experiences, and resources from various entities within the organisation, GD Goenka University aims to stimulate innovation, elevate educational outcomes, and cultivate a unified educational environment. By fostering early exposure to university-level academics and professional mentorship, the institution nurtures a robust learning ecosystem that

benefits both high school and university students. Our distinctiveness lies in our innovative initiatives that prepare high school students for future academic and professional success through comprehensive career counselling, collaborative course facilitation, faculty development programs, and a unique mentorship program.

Acknowledging the significance of informed career decisions, GD Goenka University provides personalized career counseling services for high school students. These sessions assist students in identifying their interests and strengths, aligning them with prospective career paths. Additionally, informational sessions are conducted to provide insights into university programs, admission procedures, and scholarship opportunities. The university also hosts sessions focusing on emerging fields and interdisciplinary opportunities, empowering high school students to make well-considered decisions about their future career paths.

Leveraging our unique position as a 'foundation to flight' campus, the University provides high school students with a taste of university-level education. In addition to our annual summer camp, our faculty co-facilitate STEM and Business Studies courses at the high school level. As a first step, University faculty work closely with high school teachers to integrate advanced concepts and practical applications into the high school curriculum. Access to university resources such as laboratories, libraries, and online databases and working on real-world projects fosters experiential learning for high school students. These co-facilitated sessions prepare students for the academic rigour of university programs and instil a passion for disciplines.

At GD Goenka, we are committed to the continuous professional development of all faculty members. Our school faculty development programs, conducted by university faculty, aim to enhance professional practice through workshops and seminars on innovative teaching methodologies, technology integration, and classroom management. Specialised sessions on the latest advancements in various subjects ensure that teachers stay updated with current knowledge and trends. These programs promote collaboration between university and school faculty, encouraging the exchange of ideas and best practices. They not only facilitate professional growth among educators but also underscore GD Goenka's commitment to excellence in education.

One of our distinctive programmes is the High School Mentorship Programme that pairs high school students with university faculty who provide personalised guidance and support. Students are matched with mentors based on their interests and career aspirations, ensuring tailored guidance. Mentors assist students with their academic challenges, offer study tips, and provide insights into university-level coursework and advice on career planning, internships, and industry trends, helping them make informed decisions about their future. The programme also focuses on personal development, including goal setting, time management, and reflection.

At GD Goenka University, students are equipped with interdisciplinary research methods and analytical skills essential for their careers. Our faculty members foster a research-driven environment that encourages intellectual growth. We maintain strong partnerships with industries and corporate entities to ensure our academic programs meet current market demands. Our curriculum includes industry-relevant courses, internships, and placements that provide practical experience and enhance employability. Guest lectures, workshops, and seminars expose our students to diverse perspectives and offer valuable insights into the professional world.

Our overarching mission at GD Goenka University is to provide students with a global perspective and

equip them with essential skills for success in today's interconnected world. We are dedicated to establishing our legacy as an international educational institution that promotes seamless global connections and prepares students to thrive in diverse professional and cultural environments. Committed to excellence, we offer a transformative educational experience focused on research and development. Through strategic partnerships with renowned international universities, we facilitate internships and study abroad opportunities, allowing students to immerse themselves in global diversity. This initiative also attracts students worldwide to our campus, creating a vibrant, multicultural learning environment.

Beyond academic excellence, we place significant emphasis on holistic development of our students. We take immense pride in facilitating personalised mentoring sessions for our students. Community outreach programs inculcate a sense of social responsibility to community and the importance of giving back impacting society's pertinent issues like health care, sustainability, and environmental consciousness.

In summary, GD Goenka University stands out for its comprehensive educational offerings spanning from Pre-Nursery to PhD all within one campus. Our commitment to excellence, top-notch infrastructure, research-driven methodology, global perspectives, and holistic development ethos together mold individuals equipped to succeed in an evolving world. We take pride in our students' achievements and their significant contributions across diverse fields, making a positive impact on society and paving the way for a brighter and more inclusive future.

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

5. CONCLUSION

Additional Information :

GD Goenka University, stands out for its comprehensive approach to education by emphasizing both sustainability and vocational skills development. Recognizing the pressing need for environmental consciousness and practical skills in today's world, the university has integrated these elements into its campus culture and academic framework. One of the university's flagship initiatives is the "Green Campus Initiative," which aims to minimize the institution's carbon footprint and promote eco-friendly practices among students and staff. This initiative includes the maintenance of green landscapes and the promotion of tree plantation drives to enhance biodiversity on campus. Energy efficiency is another critical focus area, with the university implementing various measures such as the installation of energy-efficient lighting and appliances, as well as encouraging the use of renewable energy sources like solar power. These efforts are complemented by stringent energy-saving policies, ensuring that sustainability is not just an ideal but a practical reality embedded in daily operations.

In addition to energy conservation, GD Goenka University has implemented a robust water conservation strategy. This includes the installation of rainwater harvesting systems and water recycling plants, which significantly reduce water waste and promote sustainable usage. The university also conducts awareness programs to educate the campus community about the importance of water conservation, encouraging a collective effort towards sustainable living. Furthermore, the university has made significant strides in integrating sustainability into its academic curriculum. Recognizing that education is a powerful tool for change, GD Goenka University offers specialized courses and workshops focused on sustainability topics such as Environmental Science, Environmental Engineering, Renewable Energy Technology and Green Chemistry. These programs are designed to equip students with the knowledge and skills needed to address environmental challenges, fostering a generation of environmentally conscious professionals. The university also promotes eco-friendly campus practices, such as reducing the use of single-use plastics and encouraging the adoption of reusable materials. Proper waste segregation and recycling are emphasized, creating a culture of environmental responsibility that permeates all aspects of campus life.

Concluding Remarks :

To achieve our Vision Statement's ultimate goal of becoming a globally renowned institution, GD Goenka University is on a mission to cultivate global and socially responsible citizens. Long recognized for establishing a strong foundation in a wide array of knowledge areas, GDGU enhances this with valuable skills through experiential learning. Well ahead of its widespread adoption in the Indian higher education, GDGU has been championing the benefits of interdisciplinary, project-based learning with an emphasis on innovation and research. Our motto, "From Foundation To Flight," reflects our commitment to nurturing the leadership and entrepreneurial potential of each student until they assume their rightful roles in society and the global arena.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|------|------|------|-----|-----|---------|---------|---------|---------|---------|------|------|------|-----|-----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.2.1 | <p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 1305 Answer after DVV Verification: 1209</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 2412</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :39 Remark : Input edited as per the supporting data.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1579</td><td>1617</td><td>1338</td><td>846</td><td>833</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1579</td><td>1617</td><td>1338</td><td>846</td><td>832</td></tr></table> <p>2.1.1.2. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 1579 | 1617 | 1338 | 846 | 833 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 1579 | 1617 | 1338 | 846 | 832 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1579 | 1617 | 1338 | 846 | 833 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1579 | 1617 | 1338 | 846 | 832 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|------|------|------|-----|-----|
| 1569 | 1598 | 1332 | 762 | 765 |
|------|------|------|-----|-----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 1569 | 1598 | 1332 | 762 | 765 |

Remark : Value decreased by 1 seat in 2019-20 , HEI has not provided the Academic council or Board of Management meeting MoM highlighting the increase in seats for all the Assessment Years which is a necessary document for authentication as HEI is a General University though the above document is mentioned in the supporting document signed by The Registrar

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 395 | 404 | 335 | 212 | 208 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 0 | 0 | 0 | 0 | 0 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 395 | 404 | 335 | 212 | 208 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 0 | 0 | 0 | 0 | 0 |

Remark : Input edited as per the supporting data.

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

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

Answer before DVV Verification : 323

| | |
|-------|--|
| | <p>Answer after DVV Verification: 326</p> <p>Remark : Value updated excluding faculty less than 11 months experience (30Nos) , provisional certificates , gazette notification and Pre Phd examination letters , certificates of submission of Phd thesis (48 nos)</p> |
| 2.4.3 | <p>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</p> <p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year Answer before DVV Verification : 4134 Answer after DVV Verification: 3862</p> <p>Remark : Input edited as per appointment letter provided in metric 2.4.1.</p> |
| 2.5.3 | <p>Status of automation of Examination division along with approved Examination Manual/ordinance</p> <p>Answer before DVV Verification : A. 100% automation of entire division & implementation of Examination Management System (EMS) Answer After DVV Verification: B. Only student registration, Hall ticket issue & Result Processing Remark : Input edited as per the supporting data.</p> |
| 3.1.3 | <p>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</p> <p>3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years Answer before DVV Verification : 170 Answer after DVV Verification: 04</p> <p>Remark : Value updated as per the HEI clarification data.</p> |
| 3.1.4 | <p>Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</p> <p>3.1.4.1. The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years Answer before DVV Verification : 252 Answer after DVV Verification: 228</p> <p>3.1.4.2. Number of PhD Scholars enrolled during last five years Answer before DVV Verification : 310 Answer after DVV Verification: 310</p> <p>Remark : Value updated as only one UGC NET JRF with scholarship provided , the rest are sponsored by private agencies ISHWAR DUTT CHARITABLE TRUST , SHREE KISHAN GAUSHALA ,INNOVATION MOBILE SCHOOL , ADHAARSHILA ,SHELTER PROGETTO</p> |

| | |
|-------|---|
| | with no amount mentioned |
| 3.2.1 | <p>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification : Answer After DVV Verification :2016.2 Remark : Value updated as per the HEI clarification input</p> |
| 3.2.2 | <p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 297 Answer after DVV Verification: 289 Remark : Value updated as per the HEI clarification input</p> |
| 3.3.2 | <p>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :45 Remark : Input edited by considering awards from recognized institutions and excluding paper / oral presentations , hackathons , participations in conferences and moot-courts</p> |
| 3.4.1 | <p>The institution ensures implementation of its stated Code of Ethics for research</p> <p>The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</p> <ol style="list-style-type: none"> 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,) 3. Plagiarism check through software 4. Research Advisory Committee <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |
| 3.4.2 | <p>Total number of Patents awarded during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :10 Remark : Value updated as per granted status of the patents both for Indian , Australian and UK</p> |
| 3.4.4 | Number of research papers published per teacher in the Journals as notified on UGC CARE |

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

Answer before DVV Verification : 1219

Answer after DVV Verification: 849

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

Answer before DVV Verification : 2588

Answer after DVV Verification: 1426

3.4.6 E-content is developed by teachers :

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

Answer before DVV Verification : A. Any 5 of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : Input edited as per the supporting data.

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 357.87 | 113.49 | 90.89 | 66.66 | 83.86 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 357.87 | 109.24 | 88.35 | 59.17 | 35.35 |

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

five years.

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 41 | 54 | 41 | 7 | 24 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 18 | 29 | 27 | 07 | 16 |

Remark : Input edited considering only extension activities for the benefit of community.

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

Answer before DVV Verification : 100

Answer After DVV Verification :55

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1371.5 | 2562.88 | 892.73 | 170.39 | 460.29 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1065.42 | 2437.81 | 764.41 | 25.85 | 267.57 |

Remark : Value updated excluding new vehicle expenditure as bills of purchase for DVV partner verification not provided

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 695.96 | 555.07 | 297.47 | 85.31 | 580.14 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 694 | 554 | 296 | 85 | 578 |

Remark : Value updated considering expenditure on books as per the bill of purchase provided

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

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

Answer before DVV Verification : 1032

Answer after DVV Verification: 1019

Remark : Value updates after excluding desktops allocated to Administration , placement ,heads of department and faculties

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

1. Audio visual center, mixing equipment, editing facilities and Media Studio
2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre
10. Art Gallery
11. Any other facility to support research

Answer before DVV Verification : A. Any 7 or more of the above

Answer After DVV Verification: A. Any 7 or more of the above

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 2018.94 | 1798.70 | 760.14 | 188.91 | 991.35 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
|---------|---------|---------|---------|---------|

| | | | | |
|---------|--------|--------|--------|--------|
| 1910.94 | 1696.3 | 720.14 | 148.91 | 914.35 |
|---------|--------|--------|--------|--------|

Remark : Value updated as per HEI clarification input

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 **Percentage of placement of outgoing students during the last five years**

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 470 | 687 | 627 | 428 | 418 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 468 | 672 | 625 | 428 | 418 |

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

5.2.2.1. **Number of outgoing students progressing to higher education**

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 103 | 106 | 140 | 160 | 77 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 102 | 106 | 133 | 158 | 77 |

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 54 | 43 | 6 | 1 | 20 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 32 | 23 | 2 | 0 | 5 |

Remark : Input edited considering inter-university/state/national/international award. Award for team event counted as one.

5.3.3 **The institution conducts / organizes following activities:**

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

Answer before DVV Verification : A. All four of the above

Answer After DVV Verification: B. Any three of the above

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

| | | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 6.3.2 | <p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>220</td><td>209</td><td>197</td><td>168</td><td>90</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>208</td><td>198</td><td>191</td><td>160</td><td>82</td></tr></table> <p>Remark : Value updated as per HEI clarification input</p> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 220 | 209 | 197 | 168 | 90 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 208 | 198 | 191 | 160 | 82 |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 220 | 209 | 197 | 168 | 90 | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 208 | 198 | 191 | 160 | 82 | | | | | | | | | | | | | | | | | |
| 6.3.3 | <p>Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years</p> <p>6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>206</td><td>188</td><td>195</td><td>155</td><td>177</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>192</td><td>175</td><td>182</td><td>148</td><td>169</td></tr></table> <p>Remark : Value updated as per HEI clarification input</p> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 206 | 188 | 195 | 155 | 177 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 192 | 175 | 182 | 148 | 169 |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 206 | 188 | 195 | 155 | 177 | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 192 | 175 | 182 | 148 | 169 | | | | | | | | | | | | | | | | | |
| 6.5.2 | <p>Institution has adopted the following for Quality assurance:</p> <ol style="list-style-type: none">1. Academic and Administrative Audit (AAA) and follow up action taken2. Conferences, Seminars, Workshops on quality conducted3. Collaborative quality initiatives with other institution(s)4. Orientation programme on quality issues for teachers and students5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc6. Any other quality audit recognized by state, national or international agencies <p>Answer before DVV Verification : A. Any 5 or more of the above</p> | | | | | | | | | | | | | | | | | | | | |

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|--------|--|
| | <p>Answer After DVV Verification: B. Any 4 of the above</p> <p>Remark : Input edited as per the supporting data.</p> |
| 7.1.2 | <p><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment 6. Wind mill or any other clean green energy <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: A. Any 4 or more of the above</p> |
| 7.1.4 | <p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: A. Any 4 or more of the above</p> |
| 7.1.6 | <p>Quality audits on environment and energy are regularly undertaken by the institution</p> <p>The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environmental audit 2. Energy audit 3. Clean and green campus recognitions/awards 4. Beyond the campus environmental promotion and sustainability activities <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: A. All of the above</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The institutional Code of Conduct principles are displayed on the website 2. There is a committee to monitor adherence to the institutional Code of Conduct principles 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> |

2.Extended Profile Deviations

| | | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
| 1.1 | <p>Number of full time teachers in the institution year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>241</td><td>217</td><td>211</td><td>177</td><td>209</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>211</td><td>217</td><td>211</td><td>177</td><td>209</td></tr></table> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 241 | 217 | 211 | 177 | 209 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 211 | 217 | 211 | 177 | 209 |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 241 | 217 | 211 | 177 | 209 | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 211 | 217 | 211 | 177 | 209 | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 452</p> <p>Answer after DVV Verification : 422</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>4267.25</td><td>7336.44</td><td>4076.43</td><td>1970.47</td><td>4056.14</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>4267.25</td><td>7336.44</td><td>4076.43</td><td>1970.47</td><td>4056.14</td></tr></table> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 4267.25 | 7336.44 | 4076.43 | 1970.47 | 4056.14 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 4267.25 | 7336.44 | 4076.43 | 1970.47 | 4056.14 |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 4267.25 | 7336.44 | 4076.43 | 1970.47 | 4056.14 | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 4267.25 | 7336.44 | 4076.43 | 1970.47 | 4056.14 | | | | | | | | | | | | | | | | | |