



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GLS UNIVERSITY

GLS UNIVERSITY CAMPUS, OPP. LAW GARDEN, ELLISBRIDGE

380006

www.glsuniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

GLS University, established in April 2015 under the *Gujarat Private University Act 2009*, aims to provide an ideal and innovative learning environment, continuing the tradition of excellence of its sponsoring body, the *Gujarat Law Society (GLS)*. Founded in *1927*, GLS is one of Gujarat's oldest and largest educational institutions, promoted by notable figures like **Sardar Vallabhbhai Patel** (The Iron Man of India), **Shri Ganesh Mavlankar** (First Speaker of India), and **Shri I. M. Nanavati** (A Legendary Philanthropist), with a vision of achieving excellence in education.

In a short span, GLS University has emerged as a prestigious institution with over 12,000 students across **9 departments, offering 18 programs** in diverse fields such as Business Management, Design, Law, Computer Applications, Engineering, Commerce, Performing Arts, and Research at both undergraduate and postgraduate levels. The University provides enhanced learning experiences through high academic quality, state-of-the-art infrastructure, innovative teaching methods, creative curricular design, experienced faculty, and *industry-oriented programs*.

Located in the heart of Ahmedabad, GLS University boasts a lush green campus with modern classrooms, computer labs, a library, sports areas, a gym, seminar halls, an auditorium, and a canteen, creating a safe and inviting student space. The University combines its rich heritage with *modern educational practices*, ensuring it remains nationally entrenched, regionally recognized, and globally relevant.

GLS University is known for its liberal thoughts and rigorous learning, which are aligned with the *NEP 2020 policy*. The University offers flexible entry-exit options, dual degree programs, and an industry-oriented curriculum, including apprenticeship programs through corporate collaborations, emphasizing experiential learning.

The new strategic plan for GLS University is based on three key pillars: *meeting societal needs, expanding global presence, and promoting skill-based education*. These pillars will guide the University's expansion over the next decade.

GLS University provides students with a high-quality educational experience that prepares them for life success and conducts research into society's most persistent challenges. By creating and transferring knowledge, GLS University contributes to the country's *global competitive advantage* and strives to make the world a better place.

Vision

- To foster value through *advancements in economic, social, and environmental spheres*, aspiring to excel as a premier education provider with a commitment deeply rooted in the national context, acknowledged regionally, and resonant globally.
- To cultivate an environment that nurtures the *genesis of novel concepts*, placing a pronounced emphasis on innovation, rigorous inquiry, scholarly pursuits, creative exploration, and dedicated research endeavours.

- To nurture a leadership characterized by *capability, compassion, mindfulness, and unwavering dedication* to the collective well-being.

Mission

- To preserve the *rich heritage* accumulated with a legacy of over almost a century and embrace a *futuristic and progressive mindset, to establish as a globally renowned academic edifice*.
- To impart and advance *quality education and training* across various domains, employing a well-balanced blend of scholarly excellence and professional expertise.
- The University is steadfast in its conviction that its foremost duty is to serve the interests of its students, faculty, alumni, and all other vested stakeholders.
- To pledge dedication to crafting a comprehensive system that emphasizes the *cognitive, emotional, and practical facets* within a rigorous atmosphere of teaching, learning, and research seamlessly woven into our ethical code of conduct.
- To place a robust emphasis on elevating pragmatically *pertinent skill sets*, maintaining an unwavering commitment to excellence in all endeavours undertaken by the University.
- To make the University reach out to the world so that students, whether studying onshore or offshore, experience a unique education with a distinctive GLS University flavor. To *help our academic community* engage in *knowledge-sharing* with scholars and researchers from all parts of the globe.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 97 Years of Rich Legacy in the field of education ideated by luminaries like **Shri Sardar Vallabhbhai Patel, Shri Ganesh Mavlankar, the 1st Speaker of the country, and Shri I. M. Nanavati** with the vision of **Excellence in Education**.
- 270+ dynamic faculty members in diverse disciplines with 15+ years of experience achieving the university's vision and mission.
- Around 7,50,000 sq. ft.+ of campus construction is proposed, and it is in the Heart of the City with all the transportation connectivity.
- **28** Governing Board Members from the Corporate of Reputes, Research Institutions, and Prestigious Educational Institutions (including one **Padmabhushan** and one **Padmashri as an Honorable member**).
- **12000+** Students Strength with tremendous student diversity by representing 15+ states nationwide.
- **60+ International and National MoUs and collaborate** with institutions of repute for students' enhancement and preparation for the cutting-edge environment. First-in-a-kind collaboration with Maruti Suzuki India Limited to offer an On-the-job (OJT) training program BBA in retail management.
- **The 25+ Flagship Events** (Academic and non-academic) of the University and its Constituent departments prepare students to enhance their skills 360 degrees.
- **50+ Clubs** and Student Community forums bring up the peer learning and liberal learning environment.
- **100%** of programs offer industry internships and research projects for industry orientation learning.
- **1000+ Experts** from the industry share their experience and knowledge with the students through seminars and workshops.
- **E-governance** with an in-house-developed ERP solution, GLS University's LMS, functioned from admission to convocation.

- **Offering** subjects focused on the Indian Knowledge System across all programs endorses the nation's cultural and heritage values.

Institutional Weakness

- Limitation of Land and Space to explore more diverse programs and courses.
- International Ranking and Recognition from institutions of repute.
- Being a Private University, financial dependency on student fees and the ever-growing need for funds for cutting-edge research facilities.

Institutional Opportunity

- To champion the pinnacle of research and scholarly standards, aspiring to be a global leader across diverse specializations.
- To guarantee a remarkable and unique educational journey for every student at the university.
- To strengthen connections with the local, national, and international partners and stakeholders for mutually beneficial outcomes.
- To extend the university's global reach, we ensure that students, whether pursuing studies onshore or offshore, encounter a distinctive educational experience infused with the unique flavor of GLS. Additionally, we aim to facilitate our academic community by actively participating in knowledge-sharing endeavours with scholars and researchers worldwide.
- To establish the university's standing as a defining institution through its contributions to comprehending and inventive responses to social, economic, cultural, and environmental issues.
- To create an optimal working and learning environment for both staff and students.

Institutional Challenge

- To adopt the technological and psychological changes that occur in student's experience.
- To establish strong alumni network of Gujarat Law Society, sponsoring body of GLS University and utilize their expertise and knowledge for existing students.
- To instrumentalize and update the course curriculum rapidly with changes in corporate requirements.
- To evaluate the student's performance with more creative and innovative methods and tools.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

• Curriculum Design & Development

Curricular aspects at GLS University ensure collaboration and communication among various stakeholders including Faculty Members, Administrators, Students, Industry Partners, and Accrediting bodies. The university also provides its programs' relevance on *local, national, and global scales* by emphasizing their contribution to *entrepreneurship, employability, and the skill set* that helps students compete with the world.

At GLSU, we have **18 programs in 9 different constituent departments**. All the programs have Programme Objectives (PO), and most offer different specializations for which they have Programme Specific Objectives (PSO). In the last five years without repetition, we have had **1463** courses in 18 programs for which we have Course Objectives (CO) at the local, regional, national, and global levels.

- **Academic Flexibility & Curriculum Enrichment:**

Almost **53.59%** of newly introduced courses in the last five years enable students to learn updated and cutting-edge courses. In the university, **158** certificate/value-added courses/Diploma programs are offered by the institutions, as well as online courses of MOOCs, SWAYAM / e-Pathshala/ NPTEL, and other recognized courses, where the institution's students have enrolled and completed during the last five years.

The university tries to implement the **National Education Policy – 2020** by sensitizing student outreach to increase awareness of NEP. The UniversityUniversityindustry collaborations to prepare students for **Industry 5.0**, focusing on skill-oriented courses pedagogies on achieving a holistic approach to education, ensuring digital and physical infrastructure, enriching and empowering faculty in this cutting-edge technology, providing research-driven eco-system for Students and Faculty, expanding the horizon by more international collaboration. Since GLS University has implemented the **Choice Based Credit System** course structure, it allows more **flexibility in choosing skill-oriented, interdisciplinary courses**. GLS University offers an **internship-embedded curriculum** in all **18 programs**.

- **Feedback System:**

GLS University has developed a central Feedback Mechanism system to ensure quality education and continuous improvement. It comprises various parameters framed to collect feedback from its stakeholders, including students, faculty, parents, alumni, and corporate fraternity members. Such feedback is then analyzed, interpreted, and continuously monitored, ensuring appropriate action is taken on all suggestions by the relevant body.

Teaching-learning and Evaluation

- **Student Enrolment, Managing Student Diversity & Teaching – Learning Process**

The average student enrolment ratio for the last five years is 97.84%, whereas 97.88% of seats are filled by reserved categories (SC, ST, OBC, etc.). The university identifies students according to their caliber and learning adaptiveness. Such students can be categorized as Advanced Learners, Average/Moderate Learners, and Slow learners.

University offers many opportunities and platforms to leverage the talent of **Advanced learners**. Such students are also coordinating various clubs at the Institutes like the Marketing Maverick Club, Photography Club, Tech club, etc. Whereas slow learners are taken very much care of and treated empathetically by providing supplementary classes, offering them bridge courses, and remedial classes.

- **Teacher Profile & Pedagogies:**

Almost **86.25%** of the full-time teachers who are with Ph.D. There are **270** full-time teachers with an average experience of **15.51 years in** the last five years. University weighs upon the student-centric methodologies that

help students engage in interactive and practical approaches to learning. Like at the Faculty of Design, students must undergo collaborative industry projects, at the Faculty of Performing Arts, online and offline dance workshops facilitated by renowned experts to expand students' dance knowledge and skills, Moot Court Practice that gives the feel of real legal system experienced by Faculty of Law students.

- **Evaluation Process & Learning Outcomes:**

University with its aim to minimize the wastage of Papers, established a robust and updated Examination System that facilitates the administrative task and supports faculty members to securely manage the examination work. From the Hall ticket generation, and assignment of subjects to the declaration of examination results, every task can be effectively performed by GLSU–LMS.

There is **100%** automation of the entire division & implementation of **Examination Management**. The university declares the result of the semester-end examination within approximately **8 days**. There is almost **zero percent** of complaints/grievances registered in the last five years.

Effectively designed programme outcomes and course outcomes help to adhere to the university's vision and mission to attain its long-term goals. GLSU follows a systemic procedure to design and develop POs and COs.

Research, Innovations and Extension

- **Promotion of Research & Facilities**

GLS University policies promote **research, innovation, culture, knowledge development, and complex social challenges**. Over the past five years, the institution has granted **Rs. 92.66 lakhs research seed money average per year** to the faculty members. Over the previous five years, **42.95%** of GLSU academics have received national/international fellowships and funding for advanced studies/research. In the previous five years, **78%** of JRF, SRF, post-doctoral, research associate, and other research fellowship candidates were approved.

- **Innovation Eco-system**

University policies cover research and development, promotion and incentives, consultant services, plagiarism and academic integrity, and PhD fee subsidies. The university's website and email communicate policies to stakeholders. **The Department of Science and Technology, Government of India**, has supported the university's incubation center, **LEAF (Leadership Entrepreneurship and Acceleration Foundation)**, a technology business incubator (TBI).

- **Research Publications & Awards**

The library has upgraded its research facilities and assistance, which include internet and library databases, Turnitin plagiarism detection software, and more. The library has multiple textbooks and periodicals, a research activity calendar with year-round workshops, conferences, and seminars for advanced learning, and global-standard originality writing education. **GLS Kalp, VIVECHANA, and Voice Newsletter**. On "**Research Day**" on January 19, the institution honors community-beneficial research awards.

Institutions/teachers/research scholars/students got nearly **430 awards** for research and innovations in the last

five years. The past five years have seen the issuance of **17 patents**. Average of 3 research articles per teacher in UGC CARE journals, 2 books and chapters in edited volumes/books, and papers in national/international conference proceedings per teacher in the last five years.

- **Extension Activities & Collaboration**

Our motto at GLS University is “**Learn, Love, Serve**” always considering society. Community and civic duty are promoted at the university. The university has held Legal Aid, Green Day, Cancer Awareness Drive, Voting Rights, Yoga Day, GLS education in Bakrol hamlet of Daskroi taluka, VanMahotsav, and health camps. The University and *NSS/NCC* forum have run 34 extension and outreach events . The university has signed **63 MoUs** with Indian and foreign institutions and businesses for internships, **on-the-job training**, and project work in the past five years.

Infrastructure and Learning Resources

- **Physical Facilities:**

GLS University – centrally located at the heart of Ahmedabad City of Gujarat State, renowned for its **state-of-the-art facilities**, one of the most appealing, vibrant, and happening campuses in the region.

The University takes pride in its well-organized and resourceful infrastructure, designed to cater to the diverse needs of its students. This commitment results in well-equipped Classrooms, Libraries, Laboratories, Seminar Halls, Amphitheatre, and Faculty and Staff Offices, all tailored for optimal academic utilization.

- **Library as a Learning Resource:**

For professional development, the University has a Business Lab, Conference Rooms, etc. Moot Court helps to rehearse the budding Lawyers and Legal practitioners and a beautiful art gallery to showcase the art of the young designers. Libraries at GLSU have a rich reservoir of 50+ International Journals, 148 National Journals, 57270 Books, 72 Magazine subscriptions and E-resources.

- **IT Infrastructure:**

The university has ICT-enabled and **well-equipped Classrooms** and updated Laboratories for the practical exposure of the concepts, it has a Seminar Hall and tutorial rooms to address and deliver special topics, covered with naturally green carpet. The Institute has an open-to-air Amphitheatre. All such amenities are ICT enabled with Projectors, servers, and uninterrupted Wi-Fi powered by HP- Aruba with Access points with speeds up to **700 MBPS**. There are 2595 number of computers available for student use. The university also invests a significant amount in the maintenance of physical facilities and academic support facilities i.e. **37.08%** of its total expenditure excluding salary. **Apple Lab**, Audio- Visual lab, & other Computer labs are equipped with modern specifications.

- **Maintenance of Campus Infrastructure:**

For the maintenance of the Physical and IT facilities offered by GLSU, certain **maintenance policies** have been developed and monitored to maintain the resources on its campus.

Student Support and Progression

- **Student Support:**

By properly prioritizing the aspects of student support and progression, the University can create an environment where students feel empowered to succeed academically, personally, and professionally. At GLS University students have been benefiting from Scholarships and Freeships provided by university, government, and non-government agencies. During the last five years, almost **67.79% of the students benefitted from Scholarships** and Freeships provided by the institution, government, and non-government agencies.

- **Student Progression:**

GLS University empowers students to make informed decisions about their career paths by offering comprehensive career counseling services. It helps to develop the necessary skills and competencies for success at the workplace and transition smoothly from academic life to the professional world. Seminars and Workshops on Career Guidance, Resources for preparation for Competitive Exams like CMAT, CAT, MAT, NET, SLET, IELTS, etc. **2.56%** of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years. Placement and Internship cell for grooming and preparing students through various activities such as **Group Discussion sessions, Mock Personal Interviews, Resume Building Workshops, Industry and Company Analysis, Personality Development, and Image building exercises**. An average of 76% of approximate students have been placed at a reputed organization during the last five years.

- **Student Participation & Activities:**

A **student council in GLS university** serves as a representative body that advocates for the interests and welfare of the student body. It plays a vital role in facilitating communication between students, faculty, and administration, as well as organizing events, activities, and initiatives to enhance the student experience. Almost **400 students won the various international, national & state titles** in various sports/cultural activities at inter university level.

- **Alumni Engagement:**

GLS University has structured the framework for the Alumni Association for every constituent institution. This Alumni association not only engages with the alma mater but also signifies in a variety of ways like, feedback for continuous improvements, industry connections, and networking, knowledge sharing, recruitment & placements, internship opportunities, promotion of the university and sharing success stories, etc. During the last five years, the university has received **Rs. 146.14** lakhs through Alumni Association.

Governance, Leadership and Management

- **Institutional Vision & Leadership:**

Value creation through **Economic, Social, and Environmental Development, world-class education** provider, culture with a strong accent on innovation, inquiry, scholarship, creativity, and research, and developing leadership are the key indicators of GLS University that truly justify its **vision statements**. The same has been adopted and rehearsed by the visionary leaders of GLS University to every single staff member. GLS

University is growing by its visionary and eminent Governing board members. Out of **28 Governing board members**, one member is honored with *Padmashri* and One member is honored with *Padma Bhushan*.

- **Strategy Development & Deployment:**

The University with its simple structure adhering to the statutory needs of any University, at GLS University too, a *Governing Board, Academic Council, Board of Management, Finance Committee, and Board of Studies* have been formed to smoothly transit and execute the work of each concerned area. Each body follows and is bound to be composed of the most competitive members including Industry Persons, eminent personalities of the society, and the present management team.

The university has its *in-house developers* for the creation, maintenance, and development of *LMS and E-Governance* of the university. LMS at GLS University encompasses various modules to serve at *Admin, Sub-Admin, Student, Finance and accounts, and Examination level*.

- **Faculty Empowerment Strategies:**

The university has one of the most supportive work cultures and offers various financial assistance. The university adopts and encourages faculty members to develop academically and appraises them on *Academic Performance Indicators (API)* as derived from the Performance Based Assessment.

- **Financial Management & Resource Mobilization:**

GLS University employs various strategies to mobilize funds to support its academic and developmental initiatives. These strategies include *Endowment fund, Diversified Fund, Endowment, and Investment Management*. GLS University adopts efficient resource management practices to maximize the impact of available resources and enhance operational effectiveness. Key strategies include *Infrastructure Optimization, Budget Planning and Allocation, Performance-Based Budgeting, technology integration, and sustainable practices*.

Institutional Values and Best Practices

- **Institutional Values & Social Responsibility:**

GLS University truly reflects the institutional values that are reflected in its guiding principles and beliefs that have shaped its culture, behavior, and decision-making processes. One of the core values at GLS University is *Gender Sensitization and Women Empowerment*. Through a multifaceted approach, the university conducts a range of gender equity activities designed to educate, empower, and advocate for equality. GLS University promotes gender equity through educational programs, awareness campaigns, and stringent policies aimed at *combating gender-based discrimination and harassment*. GLS University believes in sustainability environment and it proves conducting its green audit & energy audit regularly. GLS University nurtures various activities for green environment.

- **Best Practices & Institutional Distinctiveness:**

GLS University witnesses the growth year on year by adopting some of the best and distinct practices. Every year more than **200 companies** hire our students across programs as interns, wherein they undertake internships

and projects. Certain best practices like *Industry & Corporate exposure, Learning beyond classrooms* etc.

Corporate Interactions are a regular at GLS University. *Eminent speakers from corporate fraternities* are invited to interact with the students and through this extensive industry exposure, students gain insights into diverse cultures, ideas, and problem-solving approaches.

GLS University also undertakes industry collaboration to enhance the industry exposure for its students. GLS University's Internship embedded BBA in Retail Management Degree Program *in collaboration with Maruti Suzuki India Limited. (MSIL)* and BBA in collaboration with *TCS in Advanced Finance* and *BBA in collaboration with Wadhvani Foundation, USA in Entrepreneurship* are few such examples.

The Campus vibes are full of enthusiasm and festivity. Celebrates every regional, national, and international day and festival which depicts the harmony amongst student community that fills the color in their lives.

University diligently takes care of its environment and related concerns. With almost 814 Trees, Plants, Shrubs and bushes, University has been wearing a green carpet naturally. Social initiatives along with the student community make social responsibility ever shine. Students perform various *social activities* including *food distribution to the needy people, right to education, environmental activities like tree plantation, education to under privileged citizen*, etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	GLS UNIVERSITY
Address	GLS University Campus, Opp. Law Garden, Ellisbridge
City	Ahmedabad
State	Gujarat
Pin	380006
Website	www.glsuniversity.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Dharmesh Shah	079-26440532	9879263636	-	provost@glsuniversity.ac.in
Registrar	Dhruv Brahmhatt	079-26440531	9428033383	-	registrar@glsuniversity.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	15-04-2015
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	05-06-2018	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	GLS University Campus, Opp. Law Garden, Ellisbridge	Urban	10	33741	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				
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SRA program	Document				
BCI	116297 14889 8 1711615686.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	15				9				246			
Recruited	7	8	0	15	3	6	0	9	67	179	0	246
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				206
Recruited	146	60	0	206
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				15
Recruited	11	4	0	15
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	8	0	3	6	0	61	151	0	236
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	28	0	34
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

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

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1627	129	0	0	1756
	Female	1043	135	0	0	1178
	Others	0	0	0	0	0
PG	Male	392	7	0	0	399
	Female	359	10	0	1	370
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	20	0	0	0	20
	Female	19	0	0	0	19
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	38	5	0	0	43
	Female	33	3	0	0	36
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	5

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	491	13	0	0	504
Female	344	21	0	0	365
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Faculty Of Business Administration	View Document
Faculty Of Commerce	View Document
Faculty Of Computer Applications And It	View Document
Faculty Of Design	View Document
Faculty Of Engineering And Technology	View Document
Faculty Of Law	View Document
Faculty Of Management	View Document
Faculty Of Performing Arts	View Document
School Of Doctoral Research And Innovation	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Since its inception, GLS University has provided multidisciplinary degree programs that best satisfy the stakeholders' needs. It provides University Education in Commerce, Business Administration,
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	<p>Management, Computer Applications and Information Technology, Performing Arts, Design, Engineering, Law, and Doctoral Studies. GLS University is also planning to introduce more areas to be offered to the students, like liberal studies, Arts and Humanities, and other multidisciplinary programs as per NEP 2020. The university offers credit courses on Environmental Education, Community Engagement and Service, and value-based education. Specific enrichment courses, courses on yoga and universal human values, and bridge courses are offered as non-credit courses. Students of the newly launched NEP-compliant undergraduate programs can take credit-based courses and projects on topics such as environmental education, value education, the Indian Constitution, professional ethics, and universal human values as part of different degree programs. From Academic Year 2024-25, all the undergraduate Programmes offered by GLS University follow NEP 2020 like– BCA(Hons), B. Com (Hons), BBA (Hons.), and B. Sc. IT (Hons.) – are already introduced. As per NEP, students in these programs will get a Certificate, Diploma, bachelor's degree, and Bachelor's Degree with Hons / Hons (with Research) if they complete four years. Job internships have also been introduced for students who exercise the exit option after one or two years. GLS University embraces multidisciplinary Research to address complex societal challenges. At university, many programs focus on live projects, internships, components such as partial fulfillment of the course, etc., which are multidisciplinary/interdisciplinary. For example, at the Faculty of Law department, students undertake various social activities like Voting Rights and its awareness programme in the slum or rural area, for the subjects like, Environmental studies, students bring various innovative ideas that help communities to take care of the natural resources. The University's Open Electives from different disciplines are a good practice for promoting Multidisciplinary and interdisciplinarity. University emphasizes courses to be offered as electives, which are emerging in the market and prove to be skill enhancement courses for the student community.</p>
2. Academic bank of credits (ABC):	The university has designed counseling and guidance sessions for all students to open an individual

	<p>Academic Bank Account with the Academic Bank of Credits. Faculty members also insisted on acquiring knowledge about the Academic Bank of Credits, its benefits, and how students can gradually benefit from it. GLS University is registered for the ABC as per the recommended HEI process based on the UGC Circular dated 28 July 2021. The university is also registered with the National Academic Depository (NAD ID: NAD003574). At GLS University, most faculty members are well-experienced with industrial and academic experience background. In almost every alternate year, Faculty members are expected to review, modify/update, and change the syllabus or course, motivating them to develop innovative and student-centric pedagogies that hold the students' interests not bound to academically but also provide a platform to enrich academic knowledge with live projects, internships, and ICT enabled tools to explore better Textbooks, Reading Materials, assignments, etc. that they may accomplish with astonishing results and great learnings. Faculty members have been offered seminars/online webinars organized by statutory bodies like Knowledge Consortium of Gujarat (KCG), UGC, etc., on NEP & ABC that can better be conveyed to the students for better understanding.</p>
<p>3. Skill development:</p>	<p>All the programs offered by GLS University comprise varied courses on soft skill development and vocational education. Every department of the institute provides a series of lectures as part of training and placement activities. It undertakes activities to groom students professionally with adequate soft skills and personality development lectures. Specific courses, like Entrepreneurship in the Faculty of Management and Live Projects in the Faculty of Computer Applications and IT, encourage students to start their ventures. Students are encouraged to bring innovative ideas for start-ups and innovation. Specific courses include Activity-based projects wherein students can showcase their innovative start-up ideas. The university is also planning to include more vocational courses in its future course of action, considering the needs of society. "Learn, Love & Serve" – this motto of GLS University means it by inculcating Value-based education. University always emphasizes the holistic development of the students who carry Humanistic</p>

	<p>Values, Ethical Aspects, Constitutional & Universal Human Values of Truth, Righteous conduct, Peace, Love, Nonviolence, etc. As a part of NEP 2020, the university focuses on such values to be delivered as part of the curriculum. The course curriculum is designed so that students are supposed to select a vocational or skill enhancement course in at least one semester in a year of any program. So automatically, at the end of the graduation program, the students may have at least 03 vocational subjects, bridge courses, or skill development courses. Subject faculties at GLS University always emphasized calling industry veterans and master crafts to deliver a session on their respective fields. For example, SAMVAD at the Faculty of Management and Business Administration is a platform where Industry Experts/Master Crafts share Practical knowledge and real-life learning with the faculty members and students. MoUs are being signed with identified—skill Sector Councils to provide vocational education. NSDC association facilitates all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. Skilling courses are also offered as Certification courses along with the curriculum. University adopts a student-centric approach to overall development. The university has ensured that MoU, like EDI, concentrates on entrepreneurial zeal amongst the student community. University beholds specific cells and clubs like Community Connect and Weekend Club, which ultimately directs education with experiential learning as a part of NEP – 2020 implementation.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The university, with its diversified student community, delivers education in English, Hindi, and regional languages, keeping the Indian language as a comfortable means for the student community. Indian History and Legacy has been taught in some of the courses as part of the curriculum. Programs like MCA courses are supported with videos on NPTEL, SWAYAM, etc., where students can learn the same Online mode. The university's Academic Council continuously reviews and updates IKS subjects to be offered to the students. University is always concerned with course delivery in Indian Languages and bilingually in the classroom. Faculty members are also taking remedial sessions in India and</p>

	<p>Bilingually to deliver the session with its predefined objectives. University considers ancient Indian traditional knowledge in the form of a celebration of Yoga Day; at the Faculty of Design, students are taught different Indian conventional expertise as a part of their curriculum. The Faculty of Performing Arts and Faculty of Design offered programs at GLS University focus on the rich legacy of the field of Arts and its emerging trends. At GLS University, we believe that cultural enrichment is an integral part of the educational experience. Throughout the academic year, GLS University organizes and hosts many cultural events and festivals that showcase the traditions, arts, and cuisines of different cultures from around the globe. The university has witnessed uncountable activities hosted and organized by GLS University wherein the integration of IKS highlights the Indian Language, Culture, etc., because of NEP – 2020. Students from the Faculty of Performing Arts beautifully showcased the rich culture in its unique way through Fashion walks, Classical music, dance, etc. Experts at the Faculty of Performing Arts hold Indian cultural values while delivering education in the classroom. GLS University is also known for the Traditional Garba Celebration, where students worship the goddess Maa Shakti in its pure and authentic Gujarati Cultural Way.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>GLS University firmly believes that transitioning a career towards outcome-based education involves a shift in focus from traditional teaching methods to emphasizing measurable learning outcomes. By embracing outcome-based education principles, GLSU helps transform a career as an educator to better prepare students for success in their chosen fields. An academic committee guides faculty members of all the programs, comprising internal and external experts who may help identify, shape, and attend the measurable outcome-based education. University specifying its Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO), which then referred to the revised Bloom's Taxonomy. At the end of each semester, all the attainments of PO, PSO, and CO are evaluated and reviewed to continuously update and align with the University's vision and mission. University adopts and follows Outcome-based education in teaching-learning practices. University LMS assists</p>

	<p>in attaining COs and POs at the end of each semester with direct and indirect methods. University LMS adheres to the COs and POs, from the syllabus design to the drafting of papers for examination that help in attending to the excellent educational goals of GLSU. The National Education Policy (NEP) 2020 of India emphasizes Outcome-Based Education (OBE) as a fundamental approach to revamping the education system. Here are some good practices that the University has adopted in alignment with NEP 2020: Specific and Measurable Learning Outcomes, Curriculum Mapping, Continuous Evaluation, Experiential and Project Learning Outcomes, Industry Collaborations, Technology Integration and Updating, student-centric approach, Feedback Mechanism, and Quality Assurance.</p>
6. Distance education/online education:	GLS University does not provide distance education/online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Establishing an Electoral Literacy Club at a university can promote political awareness, civic engagement, and responsible citizenship among students. The Electoral Literacy Club has been set up at the university, where faculty coordinators and student coordinators work towards educating students on electoral literacy. This club plays a vital role in organizing voter registration campaigns and voter's pledge campaigns and sharing information about various initiatives of the Election Commission of India. At the Faculty of Law, students take the initiative to educate people who are underprivileged and poor; they help in creating awareness about their voting rights and duties.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>GLS University has appointed Dr. Suja Nayar from the Faculty of Law as the Faculty Coordinator and 04 students as Student Coordinators. ELCs at GLSU are fully functional and undertake every activity at regular intervals.</p>
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	<p>GLSU, with its Electoral Literacy Clubs (ELCs), is undertaking various innovative programs and initiatives to promote electoral literacy and civic</p>

<p>processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>engagement among students and communities. Some of the key initiatives are Voter Registration Drives, Assisting District Election Administration, Voter Awareness Campaigns, Promotion of Ethical Voting, Youth Engagement Programs, Collaboration with NGOs and Civil Society, Research and Advocacy.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>GLS University has undertaken various activities and initiatives related to electoral issues, such as projects, surveys, awareness drives, promotion on social media, etc. Students at the Faculty of Law departments conduct the awareness drive for voting – “Voting Rights”—sessions of awareness drive in the classroom for electoral systems in India. Faculty of Commerce celebrates Model United Nations for discussion on current issues on the electoral system.</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>The University's electoral Literacy Clubs (ELCs) are undertaking several efforts to institutionalize mechanisms to register eligible students as voters to address this issue. Voter Registration Drives within Campus, Awareness Campaigns on campus, Taking Oaths in the classroom together to vote, etc. The University promotes such activities in the First Year of Graduation to make the nation sincere and responsible for voting.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12430	11681	10628	9390	7998
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
3416	3412	2954	2544	2125
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
232	204	182	180	165
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: 291

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
5074.03	3554.92	3309.06	3148.07	2655.13

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:

Since 1927, Gujarat Law Society, the parent trust of GLS University, has had a philosophy to provide "Excellence in Education." In line with this philosophy, GLS University has embraced Outcome Based Education (OBE), refining it into a robust framework for continuously improving its educational programs since 2015. This method is characterized by careful orchestration and the implementation of systematic processes to craft curricula centered on Graduate Attributes and **Programme Learning Outcomes (PLOs)**. These PLOs Criterion 1 - Curricular Aspects focuses on the alignment of curricula with developmental needs at various levels, demonstrated through Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). GLS University has continuously adopted Outcome Based Education (OBE) to enhance its educational offerings. This approach integrates Graduate Attributes and Programme Learning Outcomes (PLOs) across four domains: professional knowledge, soft and technical skills, employability skills, and character and social responsibility, ensuring the curriculum's relevance and alignment with the university's mission.

The university actively engages with stakeholders, including industry and alumni, to maintain program relevance and incorporate emerging priorities into the curriculum. Collaboration involves reviewing program necessity, academic relevance, financial viability, and alignment with regulatory standards and global benchmarks. Across 18 programs, GLS University offers POs, PSOs, and COs that focus on holistic student development and industry readiness.

To enhance employability and entrepreneurship, our curriculum is continuously updated to reflect contemporary requirements, guided by industry-specific insights and an iterative feedback process. The curriculum structure ensures foundational knowledge, core subjects, and electives that meet professional demands and are thoughtfully organized into four key domains: cultivation of professional expertise, nurturing soft and technical skills, promotion of employability skills, and fostering character and social responsibility.

The university ensures program relevance **locally, nationally, and globally** by focusing on employability, entrepreneurship, and 21st-century skills acquisition. To introduce new programs, insights are gathered from diverse stakeholders, particularly industry representatives from national sectors and alumni, who act as a crucial link to the corporate world.

All the programs have **Programme Objectives (POs)**, and most programs offer different specializations for which they have **Programme Specific Objectives (PSOs)**. In the last five years without repetition, we have **1463 courses in 18 programs** for which we have **Course Objectives (COs)** at the local,

regional, national, and global levels. All **COs, POs, and PSOs** are prepared to follow the holistic development of the students as per the **NEP 2020**.

The university has a **course objective and program objective** attainment system based on the subjects' results. The proposed program undergoes continuous refinement to ensure academic rigor and relevance. Feedback from academic peers, parents, alumni, recruiters, and students is actively sought to improve the curriculum iteratively.

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:

A dynamic and all-encompassing academic curriculum that prepares students for the evolving demands of the modern professional world is essential. At GLS University, this fundamental requirement is acknowledged and actively pursued. The university's steadfast dedication to arming its students with the **vital skills needed for employment** is evident in the purposeful design of **industry-specific courses**.

The cornerstone of GLS University's educational philosophy lies in the meticulously tailored **industry-specific courses**, which serve as a guiding force aligned with the latest industry requisites. This alignment is a continuous process sustained by ongoing interaction with industry experts. Through these constant engagements with industry leaders and alumni, the outcome is a curriculum that perpetually adapts, ensuring it stays **relevant to contemporary demands and trends**.

The core of GLS University's educational model is intricately woven to ensure that foundational courses, core subjects, and supplementary electives harmonize with the **student's professional needs**. This interconnected framework guarantees that the **knowledge and skills** taught are not isolated but perfectly synced with the professional landscape. Just as the industry progresses, so does the curriculum, with regular updates ensuring its alignment with the ever-shifting contemporary work landscape.

Nevertheless, education extends beyond the confines of traditional classrooms and textbooks; it **integrates experiential learning**. Components such as fieldwork, internships, and laboratory teachings are thoughtfully embedded in relevant subjects. These hands-on experiences offer students a tangible understanding of the industry, making the theoretical knowledge more applicable and enriching. Moreover, the structured industrial and field visits enable students to immerse themselves in the current industry practices and trends.

GLS University strongly emphasizes **placement activities and skill enhancement to complement these experiential elements**. Continuous placement opportunities, alongside mock interviews and group discussions, ensure that students are academically prepared and **equipped with the soft skills and confidence required to transition into the professional world successfully**.

At the core of GLS University's educational fabric are **expert sessions delivered by prominent figures from diverse industries**, research, and social organizations. These lectures provide knowledge and inspiration, fostering meaningful interactions that expand students' perspectives and deepen their understanding of real-world challenges and opportunities.

Innovative pedagogical approaches further reinforce the **connection between education and employability**. GLS University seamlessly integrates **internships and live projects** into the regular course structure, offering students a real-world perspective on industry challenges.

Nonetheless, the most remarkable aspect of GLS University's curriculum lies in its vision of cultivating **job seekers and creators**. This vision is more than just a statement; it's a commitment to nurturing essential skills such as **holistic, interdisciplinary approaches**, adept problem-solving abilities, effective teamwork, and analytical thinking. The curriculum serves as a **catalyst, empowering students** not only to excel in existing job markets but also to innovate and create opportunities in the **professional sphere**, shaping them into dynamic contributors to the constantly evolving landscape of industry and commerce. Ultimately, GLS University's curriculum is a blueprint for fostering careers with purpose and impact, not merely careers.

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: 56.69

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

Response: 784

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

Response: 1463

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:

GLS University is firmly dedicated to fostering the holistic development of its students, striving beyond the mere cultivation of skilled professionals to nurture responsible and exemplary citizens for the nation. In pursuit of this vision, The Faculty of Business Administration offers a comprehensive range of subjects **focused on societal awareness**. Under the Faculty of Management, MBA and IMBA programs are thoughtfully designed to incorporate essential subjects **beyond conventional business education** in areas like **Environment and Sustainability, Corporate Social Responsibility, Gender studies, and Professional ethics**. They offer specialized courses, **each tailored to address distinct aspects of these critical issues**. For instance, the IMBA program offers a dedicated course titled '**Environmental Studies**,' **encompassing topics spanning from biodiversity and conservation, impact assessment of the environment, various types and effects of pollution, and environmental ethics**. Similarly, the MBA program offers a specialized course on '**Managing Sustainability of the Business**,' **delving into ecological sustainability and strategies concerning the impact of business, agriculture, and society on the environment**.

The Faculty of Commerce offers foundation courses that sensitize students to their responsibilities towards the environment. Subjects like **Environmental Studies, Climate Change, and Sustainable Development are incorporated to instill the 'reduce, reuse, and recycle principle.'**

Recognizing the pivotal role of cultural diversity in the professional landscape, GLS University integrates a course on **cultural diversity within its curriculum**. This course educates aspiring

professionals on employment laws and instills human values, fostering an inclusive and sensitive working environment.

At the School of Doctoral Research and Innovation, scholars critically evaluate **gender equality, income equality, ESG, CSR, and sustainability, addressing these themes' fundamental value framework.**

Ethics form an integral part of all programs at GLS University. Faculty of Design, MBA, and Integrated BBA-MBA extensively cover subjects like **'Business Ethics' and 'Human Values.'** Courses like **'Research Methodology' and 'Statistics'** impart essential research skills and emphasize research ethics and professional conduct.

Departments like FCAIT & MCA at GLS University focus on **technological advancement, incorporating subjects like cyber security, data mining, analytics through R, advanced DBMS, and Python Programming.** Acknowledging the industry's future trends, these subjects have also been introduced in the management department to enhance students' employability.

These diverse programs underscore a deep awareness of significant societal issues by integrating courses on environment and sustainability, gender studies, and ethical principles. Importantly, these topics are not confined to the classroom; they are actively discussed in various co-curricular forums, **ensuring a well-rounded and enriched education for all students.**

Furthermore, GLS University's commitment to societal responsibilities is evident in including a **'Corporate Social Responsibility' course**, educating students on business models that promote operations contributing positively to society and the environment. The Faculty of Computer Application and Information Technology (FCAIT) also emphasizes human values, gender equality, and professional ethics through various camps and workshops alongside fundamental subjects. All these courses align with the **model courses recommended by the UGC and adhere to the guidelines of NEP 2020**, ensuring a contemporary and relevant educational framework.

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: 127

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: 87.5

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: 14

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

Response: 16

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: 97.81

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4754	4435	4078	3758	3503

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

2022-23	2021-22	2020-21	2019-20	2018-19
4611	4408	3930	3669	3460

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: 97.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
2418	2260	2005	1888	1720

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

2022-23	2021-22	2020-21	2019-20	2018-19
2447	2287	2088	1939	1753

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:

GLS University has developed a comprehensive system for assessing the learning levels of students and

providing strategic support to both advanced and slow learners. The following are the key components:

- **Students' Induction Programme:** During the Students' Induction Programme, newly enrolled students are introduced to the teaching and learning methods employed in the curriculum. They are also given an orientation about their respective syllabus and information on various curricular, co-curricular, and extra-curricular activities organized by the institute. Co-curricular activities are organized, including club formation, project/ activity teams, and similar groups. Students' networking and bonding activities are also integrated into the induction program.
- **Assessment of Learning Levels:** The learning levels of students are assessed through a combination of methods:
- **Two-week Special Induction Program:** This intensive program involves activities designed to gauge students' academic readiness and skills.
- **Categorization of Students:** The students are classified into three categories: slow learners, medium learners, and advanced learners.
- **Student Classification:** Slow learners are categorized into three groups: Challenged (below 12 marks), Average (between 12-18 marks), and Premium (above 19 marks) in quiz assessment, i.e., Moodle quizzes for all offered courses.
- **Bridge Course:** Bridge courses are conducted to address any gaps in the students' foundational knowledge.

For slow learners, additional measures are implemented:

- **Continuous Evaluation:** Continuous evaluation methods such as quizzes, test papers, presentations, assignments, attendance, and class participation monitor each student's progress.
- **Class Observation:** Subject teachers observe students in their classes to gain insights into their learning abilities.
- **Preceding Exam Results:** The overall results of the preceding exams are considered to assess students' performance further.

Following remedial actions are taken to support slow learners:

- **English Language Bridge Course:** Students who have pursued their 12th grade from vernacular medium instruction or have taken the 12th board in any other language (Other than English) are offered an English language bridge course. This includes familiarizing students with the basics of Business English, literary activities like writing workshops, book reviews, debates, and discussions, and understanding the jargon of their relevant field, etc.
- **Bridge Course Sessions:** Bridge courses are offered according to the learner's needs, such as bridge courses for Management skills, IT and computer Languages/Skills orientation, Foundation of Design Elements, and law program-related courses.
- **Remedial Classes:** Extra classes are offered after regular teaching hours for "slow learners" category students, for three days with two hours each day (total of 6 hours).
- **Activity-based learning:** Slow learners are also encouraged to participate in various skill development activities, such as Group projects and activities based on their aptitude and skills.
- The holistic approach described above ensures that students with differential learning abilities receive appropriate support and opportunities for improvement.

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: 53.58

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:

Integrating student-centric methods and ICT-enabled tools in university education promotes a more dynamic, engaging, and practical learning experience that prepares students for success in an increasingly complex and interconnected world.

GLS university focuses on specific **Experiential Learning, Participative, and problem-solving** methodologies like:

- **Project-Based Learning:** Students from every program work on extended projects that involve solving real-world problems or answering complex questions.
- **Service Learning:** Integrates community service projects with academic learning objectives. Students apply course content to address community needs, fostering civic engagement and social responsibility.
- **Field Trips and Excursions:** Taking students outside the classroom to explore real-world

environments related to course content. This hands-on experience enhances understanding and facilitates **experiential learning**.

- **Internships and Co-op Programs allow students** to gain practical work experience related to their field. For example, in the MBA and MCA programs, students undergo summer internships or company training for 6 to 12 weeks.
- **Simulations and Role-Playing:** Students create scenarios or simulations in which they take on roles to simulate real-life situations. This approach encourages active participation, critical thinking, and empathy.
- **Problem-Based Learning:** Students collaboratively solve open-ended, real-world problems, often in small groups.
- **Experiential Labs** are hands-on laboratory exercises or experiments in which students directly engage with course concepts and principles.
- **Game-Based Learning:** Incorporating game elements into learning makes learning more interactive and engaging. For example, specific courses like Quantitative Techniques can be made more interesting by adding certain games to explain the concepts.
- **Case-Based Learning:** Students analyze real-world cases to apply theoretical knowledge, make decisions, and develop problem-solving skills. Case-based learning promotes critical thinking, decision-making, and the application of course concepts in practical contexts.

Faculty members at GLS University leverage ICT-enabled tools and Online Resources that cater to diverse learning styles, like,

- **Learning Management Systems (LMS):** Platforms like Moodle, Canvas, or Blackboard provide a centralized hub for course materials, assignments, discussions, and grades.
- **Video Conferencing and Webinar Platforms:** Tools like Zoom, Microsoft Teams, or Google Meet enable real-time virtual lectures, discussions, and office hours. During COVID-19, such platforms proved very useful and practical.
- **Interactive Whiteboards and Presentation Tools:** Platforms like Microsoft PowerPoint, Google Slides, Canva, or Prezi offer features for engaging students with polls or quizzes.
- **Online Collaborative Tools:** Platforms like Google Workspace, Microsoft 365, or Adobe support group projects, peer feedback, and asynchronous collaboration.
- **Online Assessment and Feedback Tools:** Platforms such as Google Forms, Quizlet, or Turnitin facilitate online quizzes, assessments, and plagiarism detection. Online assessment tools support formative and summative evaluation, provide immediate feedback to students, and streamline grading processes for instructors.
- **Digital Libraries and Academic Databases:** Resources like J-Gate, Google Scholar, or ProQuest offer access to scholarly articles, journals, and research databases.
- **Social Media and Online Communities:** Platforms like X, LinkedIn, or Instagram create online learning communities and facilitate discussions.

Faculty members assess the effectiveness of student-centric methods and ICT-enabling technologies during end-semester evaluations, such as Quizzes, Assignments, Presentations, and Virtual Stock Competitions, as partial fulfillment of the subject.

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:

Students' lives at the University have become increasingly dynamic. The pressure to perform well in academics, get a placement in a reputed company with respectable earnings, build a career in the area of their interest, and incorporate the learning of various skills with curriculum may get overwhelming for students. Apart from this, with the fast-growing international relations and developments in management, higher education is becoming increasingly competitive and cutting-edge. Moreover, staying away from home (for out-station students) may create a lot of anxiety and uncertainties. In this situation, students' relationship with mentors plays a crucial part in their lives. When a university adopts effective mentor-mentee schemes to address academic and **student-psychological issues**, it creates a supportive environment conducive to student success and well-being.

GLS University, Ahmedabad, admits students from all over India with diverse social, cultural, and economic backgrounds. Hence, continuous mentoring of students is required for academic, social, personal, and career guidance. Considering all these needs of students, the University created a **Mentor-Mentee system** where a group of **students (Mentees)** are assigned to a **faculty member (Mentor)** from the same department. The University has adopted the Mentor-mentee policy for its **Mentorship Program**, which is explained below.

Mentor-Mentee Policy at GLS University helps design, develop, and update effective programs for the University's student community. Mentors are carefully selected based on their academic achievements, leadership skills, and empathy. Mentors and mentees meet regularly to discuss academic progress, set goals, and address challenges or concerns. These meetings provide opportunities for mentees to seek guidance on educational matters and receive support for psychological issues they may face. Mentors provide academic support by helping mentees with course selection, study strategies, time management, and exam preparation.

The University regularly solicits **feedback from mentors and mentees** to evaluate the program's effectiveness. This feedback is used to improve and adjust the program structure, mentor training, and student support services. The mentor-mentee relationship is ongoing throughout the mentees' academic journey, with mentors providing support and guidance as needed. Mentors adapt their support as mentees progress through their studies to meet changing needs and challenges.

Mentors offer psychological support by actively listening to mentees' concerns, validating their emotions, and providing empathetic guidance. When needed, they refer mentees to campus counseling services or other mental health resources and help them develop coping strategies for managing stress, anxiety, or other psychological challenges.

The policy ensures that each department implements the mentor-mentee practice so that students achieve **360-degree development**. The policy includes the practice and process, the responsibilities of mentors, the duties and responsibilities of the mentees, the expected outcome of the practice, and teachers' and institutes' responsibility towards slow and advanced learners. This process is followed with the vision and mission of the University kept in mind.

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: 93

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

2022-23	2021-22	2020-21	2019-20	2018-19
270	221	183	181	182

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:** 82.13**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:** 239

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:** 16.3**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year****Response:** 3781

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: 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

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	2	5	9

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: 0.17

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
12499	11767	10698	9421	8044

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
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:

Outcome-based Education (OBE) has been a part of the teaching and learning processes of GLS University since its inception. The University uses Revised **Bloom's Taxonomy** to develop Course outcomes. The taxonomy has six levels: Remember, Understand, Apply (**Lower-Order Thinking skills**), **Analyze, Evaluate, and Create (Considered as Higher-order Thinking Skills)**. Every syllabus regulation has a set of 4-6 course outcomes mapped with **Bloom's taxonomy**. University has developed a Vision, Mission, values, and Graduate Attributes. All courses offered by the University are by the academic council and publicized through various channels, including brochures and websites. Each program of the University has **University Outcomes (PO) and Programme Specific Outcomes (PSO)** derived from a rigorous process of consulting with various stakeholders. The course outcomes are discussed in the department meetings and approved by the Board of Studies, faculty board, and academic council.

They are revised periodically based on feedback from various internal and external stakeholders. The course and program outcomes are displayed in the e-course file for each subject. Faculty discuss course outcomes during the introductory session on day one.

The first step in the assessment cycle is to clearly define Programme Outcomes (POs) and Programme-Specific Outcomes (PSOs) and map them to the course's vision and mission.

The second step is to develop course outcomes, which describe what students can demonstrate regarding knowledge, skills, and values upon course completion, a series of classes, or a program. Clear articulation of course outcomes serves as the foundation for evaluating the effectiveness of the teaching-learning process.

The third step is to identify appropriate assessment methods. Assessment methods are the tools and techniques used to determine the extent to which the stated course outcomes are achieved.

The fourth step is to determine the target level for attainment, i.e., the criteria for successful course and program outcomes. The predetermined target levels are 50% of the course to the program under consideration.

Assessment

The fifth step is to collect and analyze data to verify whether the specified attainment levels are achieved. The attainment levels are calculated based on the assessment tools and weight ages.

The final step is to compare the attainment levels with the predetermined target levels, and conclusions are drawn to decide on corrective measures to ensure the attainment of course outcomes.

All the programs attain over 90% of COs with their POs.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any 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: 92.3

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

Response: 3153

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: 3.91

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:

GLS University has implemented research policies to appreciate its vision. These policies promote innovative research, create a sustainable and productive environment, and offer staff and students incentives such as in-house study grants. The center conducts **cutting-edge research** and inspires creativity in today's youth to meet industry and society's needs for technology and competent workers.

The **School of Doctoral Research and Innovation** develops research norms and protocols for academics, research students, and scholars. These requirements also apply to visiting academics and researchers unless otherwise stated. The department's primary goal is to conduct creative research and encourage youth creativity to fulfill the expanding needs of the corporate sector and society for technical advancement and trained workers.

The following are the policies for the advancement of research projects and the provision of research facilities:

- 1. Policy on Research and Development**
- 2. Policy on Promotion and Incentives for Research**
- 3. Policy on Consultancy Services**
- 4. Policy on Plagiarism and Academic Integrity**
- 5. Policy on the scholarship of PhD fees**

These regulations are communicated to stakeholders via the institute's website, Enterprise Resource Planning system (ERP), and electronic mail. The Human Resource Unit also hosts orientation workshops for new hires, during which the Dean of Research explains the department's stance on research policy.

The university-linked institutes create a research schedule at the start of the year. The research calendar includes conferences, workshops, seminars, and faculty development initiatives. Institutions set goals for **publications, conference participation, patents and intellectual property rights, primary research, student and faculty inventions, and start-ups**. Once implemented, these practices are monitored regularly.

GLS University fraternity activities span many fields. These include supervising doctoral students, participating in financed research projects, publishing in UGC-Care journals, books, and book chapters, gaining patents, and presenting research at national and international conferences, seminars, and

workshops. The University also provides research funds and travel grants for presenting research papers at prestigious worldwide and national conferences. In addition, research incentives are offered to recognize and encourage good work. Since 2018, the University has enforced the Plagiarism and Academic Integrity Policy for numerous publications.

Resources & Infrastructure facilities available are regularly upgraded as per the needs:

- 1. Access to online research databases and library resources**
- 2. Access to Turnitin software to check the percentage of plagiarism**
- 3. Library Resources with Text-Books, Reference Books, e-books & Journals**
- 4. Research Activity Calendar, which includes round-the-year workshops/ conferences/ seminars for advanced learning; originality writing training to match global standards**

University Research Publications:

- 1. Research Journal Publications**
- 2. GLS Kalp - Journal of Multidisciplinary Studies**
- 3. VIVECHANA - Journal of Multidisciplinary Studies**
- 4. GLS Voice Newsletter: Aggregating diverse research endeavours the staff and students undertake.**

The Faculty Industry Immersion Program encourages faculty to network in diverse sectors and research groups. This curriculum offers many joint research and consulting opportunities. GLS University has partnered with respected universities and research organizations worldwide to facilitate faculty exchange programs and joint research. The University also funds professional membership, which helps build networks and skills.

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: 51.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
49.68	50.67	62.85	51.36	44.63

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: 28.18

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: 82

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: 69.86

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

Response: 241

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 345

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
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: 2226.87

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: 2.24

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

Response: 652

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:**

- **GLS University Incubation Centre, LEAF – Leadership Entrepreneurship and Acceleration Foundation - is a Technology Business Incubator (TBI) supported by the Department of Science and Technology, Government of India.**

GLS University aims to develop, nurture, promote, and successfully commercialize ventures based on innovative products, concepts, models, tools, techniques, and technologies and render unique services in the ecosystem. The GLS Incubator's processes and practices are benchmarked with some of the best incubators worldwide.

GLS incubator is based on a **state-of-the-art incubator space** spanning over 10,000 sq. ft. in utilization. The area is designed to be a hub of start-up activities ranging from start-ups working out of the area to ecosystem players thriving. **LEAF – GLS University** incubator is at the intersection of the technology, business, and thematic domains operating across the technology verticals such as mobile enable products and services and thematic technologies such as **IoT & Data Analytics**. Unlike most centers, the incubation center has a distinctive combination of technology and management-enabled thematic areas to **focus on IoT and Data analytics**. Secondary focus areas in mobile and media-enabled technologies are being incubated. The center focuses on developing the products and services in the above areas and building a business model layer for market entry and commercialization. Technology and management promotion ideas are to create a unique place in the business fraternity.

LEAF is also the nodal institute of the Government of Gujarat to promote new enterprises through the State Start-up Assistance program. It has been entrusted as a disbursement agency of State government funds to start-ups in the region of Ahmedabad since 2015. To foster the efforts of incubated start-ups on a substantial scale, LEAF has been approved for a **NIDHI seed support of Rs. 10 crores** by the Department of Science and Technology, Government of India, since 2017. LEAF has also approved and executed an accelerator training program funded by the Department of Science and Technology, Government of India, under the NIDHI Accelerator.

Through this center, GLS University distributed approximately Rs. 5.5 crores of funds as grants and **SEED funds** among 15 incubated start-ups.

- **IKS Subjects**

GLS University provides a wide array of courses that delve into different aspects of the Indian Knowledge System, such as **Indian History, Culture, and Heritage, Culture and civilization, History of Gujarat and its Culture, Introduction to the Indian Constitution, Gandhian Movement, and History, Evolution, and Culture of Indian Performing Arts.**

The University, through its institutions, teaches Indian history, culture, and tradition across periods. In the Design faculty, students learn about Indian society's complex relationship with science and culture and the history of science from ancient wisdom to modern breakthroughs.

The Computer Application and Information Technology faculty also studies **Mahatma Gandhi's life, career, philosophy, and methods.** The institute also teaches Gujarat's history, culture, landscapes, and

natural resources.

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: 315

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:** 4

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

3.4.3**Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 5.35**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: 31

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: 1.18

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

Response: 342

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

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years**Response:** 0.95**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 275

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: A. Any 5 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:** 2.96

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

3.4.8**Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 5

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

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years**

Response: 236.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
92.60	44.21	37.16	47.23	15.67

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:

GLS University upholds a fundamental principle in its vision: "**concern and care for society.**" Consequently, the University is dedicated to fostering a robust relationship with the local community and a sense of social responsibility within its student body. In the preceding five-year period, the University has engaged in a range of Extension Activities that have yielded noteworthy effects on the community and have cultivated students' awareness of social issues, thus promoting their comprehensive growth. The following are three significant activities:

1. Legal Aid Activity

2. Green Day Celebration

3. Cancer Awareness Drive

Students are actively involved in these activities and voluntarily engage in social services. Students have actively organized and participated in various activities to promote an overall integrated development and address social issues. The following are the significant achievements of these initiatives:

- **Watching movies with differently-abled children**
- **Celebration of International Yoga Day**
- **Adoption of Bakrol village of Daskroi taluka by GLS University**
- **Felicitation of GLS University for its contribution by the Indian Red Cross**
- **Save The Soil Initiative**
- **Awareness by Student Member of Environment Committee - Vanmahotsav – Environment Awareness Campaign**
- **Van Mahotsav Celebration**

In conjunction with Academic units and the Student Community, the University has orchestrated many Awareness Campaigns, Workshops, and Events. The programs have encompassed a wide range of domains, including, but not limited to, **Legal Awareness, Health Education, Women's Empowerment, Environmental Conservation, and Community Welfare. Prominent initiatives encompass Legal Aid Camps, Health Camps, Cleanliness/Hygiene Drives, Sapling-planting Campaigns, and Initiatives** to foster Gender Equality and Education.

Furthermore, the University has adopted Bakrol village in Gujarat, which allows students and staff members to participate actively in various programs. These activities include implementing Health Check-up Camps, coordinating interactive sessions on Hygiene, drug abuse, and Government Schemes, and cooperating with Village Authorities to create designs tailored to the community's specific needs.

The University's dedication to fostering social inclusion and economic advancement is evident through its Annual Blood Donation Camps, which preserve lives and raise awareness of the significance of blood donation. In addition, the University's emphasis on cultivating social sensitivity and humanity is evident through activities like distributing clothing and blankets to the impoverished, providing meals to those in need, and aiding hospital patients. Significant contributions include:

- **Record of Blood Donation units**
- **Record of Food and Medicines distributed during the Covid pandemic.**

Students' participation benefitted the community and enhanced their educational experience. Through their active engagement in these efforts, students have acquired a more profound comprehension of social concerns, bolstered their aptitude for problem-solving, and fostered a sense of empathy and

accountability towards society.

The University has demonstrated its dedication to **civic participation** and comprehensive development through its extension initiatives. Through unwavering commitment and cooperation, the University endeavors to create a long-lasting beneficial influence on the local community and enable its students to become catalysts for societal transformation.

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: 61

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	08	02	12	20

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: 31

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

Ensuring a high-quality education in today's dynamic landscape requires a holistic focus on providing **state-of-the-art facilities**. GLS University is committed to fostering a secure and enriching environment, emphasizing robust infrastructure to enhance the teaching-learning experience.

It offers a secure and conducive study environment, ample infrastructure, and learning materials. Renowned for its **state-of-the-art facilities**, the Institution has one of the most appealing campuses in the region. The University takes pride in its well-organized and resourceful infrastructure, designed to cater to the diverse needs of its students. Regularly implementing strategic courses of action and plans for resource enhancement, the University ensures the provision of top-notch infrastructural facilities aligned with departmental and University policies. This commitment results in **well-equipped classrooms, libraries, and faculty and staff offices**, all tailored for optimal academic utilization.

ICT Enabled Facilities: HP ARUBA Wi-Fi seamlessly blankets GLS University's campus, leveraging Fiber Optics technology to connect to the local area network. At the technological heart of academic activities lie the computer labs, which are essential in this digital age, and GLS University recognizes their pivotal role. The **computer labs are enabled with official Microsoft licenses and Ubuntu 22.04** to promote open-source software. The University also offers the **Apple Lab** as a focal point for students eager to explore iOS development. It has cutting-edge technology and industry-standard software, offering an immersive learning environment where students can bring their app ideas to life. With guidance from experienced instructors and access to abundant Apple resources, students gain invaluable hands-on experience that prepares them for success in the dynamic field of mobile app development.

Anchored by a robust **Learning Management System (LMS)**, the Institution fosters connectivity between students and teachers. The library is a valuable resource hub where students access curriculum-related teaching materials and references. Operating on a distinct server, **Soul, the library's database**, and administration software are web-ready components for maintaining most of the library's significant tasks. Meticulous infrastructure planning ensures students readily engage with faculty members for any inquiries.

Best-in-Class, Smart, and ICT-enabled Classrooms: Across Institutes, the classrooms are fully air-conditioned and have cutting-edge technology, ensuring a seamless experience with continuous power supply, advanced sound systems, video capabilities, and LCD projectors.

Facilities for extracurricular activities, Sports, and Cultural Activities:

Our campus features a **modern gymnasium** with contemporary amenities for students interested in extracurricular and athletic activities. Additionally, GLS University has its auditorium. **A centrally located, air-conditioned auditorium** takes center stage, accommodating more than 250 individuals and featuring a modular stage and a green room. This multipurpose space is equipped with cutting-edge technology, ensuring a seamless experience with continuous power supply, advanced sound systems, video capabilities, and LCD projectors. Cultural festivals offer students enhanced access to performers and cultural resources. Students of GLS University can enjoy **cafeteria facilities** for meals and socializing. The **open-air amphitheater** adds a touch of versatility, serving as a venue for various outdoor events and performances. These complementary facilities go beyond traditional academic spaces, fostering a holistic environment for educational, extracurricular, and administrative activities at GLS University.

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: 41.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
1762.26	1829.96	1160.42	1205.08	1488.64

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:

Integrating ILMS to adapt to evolving needs in the digital age: GLS University's commitment to providing a contemporary learning experience extends to its magnificent library. It is equipped with cutting-edge technology, specifically the **Integrated Library Management System (ILMS)**, ensuring seamless digital automation. The university subscribes to **e-resources and publications**, ensuring students can access the latest and highest-quality information.

The library is a vibrant hub for intellectual and artistic activities. Faculty and students make the most of the extensive collection, fostering a culture of inquiry and advancement.

It employs the **SOUL (Software for University Libraries) Learning Management System** to facilitate efficient library management. Conceptualized and built by the **INFLIBNET Centre in Gandhinagar**, it provides a user-friendly interface for browsing and accessing materials.

Access to up-to-date and diverse information by ensuring adequate subscription to e-resources and journals: The digital facility enables students and teachers to tap into the library's vast collection effortlessly. This strategic move aligns with the university fostering information literacy among its academic community. The seamless access to diverse resources ensures the current learning environment and promotes a holistic development of knowledge and skills among the university's holders. The library boasts a comprehensive collection of over **4,000 physical volumes** and an equally extensive digital library with over **4,000 e-books**. This diverse array encompasses books, e-books, international and national journals, magazines, newspapers, and other learning resources.

The circulation section is supported by a computer system for book lending and returning. The librarian manually maintains data on footfall and material borrowing. Visitors enter the library by presenting their ID cards. The library systematically classifies books based on respective sections, facilitating easy navigation and access to e-books, e-journals, databases, and other content. For instance: **Vikalpa, EBSCO Host, Manupatra, EBC Reader, My LOFT, Lawsuit**, etc. Additionally, a designated display stand showcases freshly published books for two weeks, ensuring patrons are aware of the latest additions to the collection.

The library holds orientation sessions every academic year to introduce patrons to the wide range of available facilities, services, and resources. This proactive approach ensures that students and other users are well-informed about the library's offerings, improving their overall experience and ability to use the available resources.

The university offers **computer facilities** to students, enabling them to stay connected with the broader world and leverage digital resources for academic purposes. The provision of printers ensures that students can obtain physical copies of relevant materials, fostering a balance between digital and hard-copy resources.

The library prioritizes maintaining a conducive atmosphere for learning. Strict measures are in place to address deviations from established guidelines, emphasizing the importance of a disciplined and respectful approach within the library. GLS University recognizes the significance of a **well-equipped and disciplined library environment** in supporting students' learning journeys. By providing technology resources and maintaining a conducive atmosphere, the university empowers students with the tools and environment they need for effective and enriching academic exploration.

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

4.2.2

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

Response: 2.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
57.61	44.37	43.60	106.55	117.52

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:

GLS University consistently maintains its information technology (IT) facilities to stay ahead in the ever-evolving world of technology. This involves regularly enhancing and modernizing our computer systems, software, and infrastructure. One crucial aspect of this commitment is ensuring that there's always enough bandwidth for a smooth and uninterrupted internet connection.

- Ensuring the university's IT facilities are regularly updated and equipped with sufficient bandwidth for internet connection:

GLS University's state-of-the-art Aruba network is highly regarded for its exceptional performance and reliability. Boasting an impressive bandwidth of **700 Mbps**, our Aruba network guarantees lightning-fast internet connectivity for students, faculty, and staff throughout the sprawling campus. The university has strategically **deployed 132 access points and 23 switches** across its premises to support this cutting-edge network infrastructure. These access points form the backbone of our network, ensuring comprehensive coverage and seamless connectivity for users in every nook and cranny of the university.

The Aruba network's robustness and scalability make it an ideal choice for GLS University's diverse technological needs. Whether engaging in virtual learning, accessing online resources, or conducting research, our community can rely on the Aruba network to deliver uninterrupted connectivity and optimal performance. Through the investment in **Aruba technology** and the strategic deployment of access points, GLS University remains committed to providing an unparalleled digital experience for all

stakeholders. Our goal is to empower students with the tools and resources they need to excel in their academic and professional endeavors, and our Aruba network plays a pivotal role in achieving this objective. We ensure that our internet connection has sufficient bandwidth to support high-speed connectivity across the campus. Our network infrastructure supports seamless access to online resources, video conferencing, streaming, and other bandwidth-intensive applications.

By consistently updating our **IT facilities**, we prioritize creating an environment where students and faculty can seamlessly access online resources, engage in virtual learning, and conduct research without technical glitches. This dedication to technological advancement is not just about staying current; it's about providing a reliable and efficient platform for academic and professional growth. Our **IT infrastructure** undergoes regular assessments and updates to incorporate technological advancements. We ensure that all computer labs, lecture halls, and administrative offices are equipped with modern hardware and software to facilitate efficient learning and administrative processes.

Our primary objective is to deliver an innovative and seamless digital experience for our university community, allowing them to navigate the ever-evolving digital landscape effortlessly. Through ample bandwidth, we are dedicated to eradicating any connectivity issues, ensuring that every individual can fully leverage the power of the internet for their educational and research endeavors. GLS University's proactive stance on IT updates serves as a testament to our unwavering dedication to empowering individuals to actively pursue knowledge and achieve success in today's **digital era**.

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: 5.78

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

Response: 2150

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: 24.41

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component year - wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1800	788.04	699.66	476.00	567.03

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:

GLS University's strong administration oversees Physical, Academic, and Support Facilities, ensuring smooth operations and a conducive environment for growth and advancement.

The distinctive features are as follows:

AMC & CRC: We diligently maintain **Annual Maintenance Contracts** for lift upkeep, drainage cleaning, pest control, and water storage management. The **Comprehensive Routine Contract (CRC)** includes various maintenance tasks. Departments efficiently procure necessary items. This proactive approach ensures seamless operations and prompt fulfillment of operational requirements. **A supervisory team maintains the structural integrity of the buildings, classrooms, library, labs, furniture, campus grounds, sports facilities, and staff offices, among other responsibilities.**

The ICT center expertly manages computers, networking, Wi-Fi systems, CCTV surveillance systems, and servers. It delivers necessary computer software, system purchase and installation, antivirus and firewalls, and system upgrades. E-gadgets are carefully maintained with frequent servicing to reduce.

Security and vigilance: The University has trained personnel, surveillance systems, access control measures, and emergency response plans. Collaboration with local law enforcement ensures additional support, and promoting awareness encourages reporting of suspicious activities for a secure campus environment.

Fire and Safety: The fire safety personnel at GLS University continuously monitor the campus to ensure safety. Firefighting equipment, including fire extinguishers and hose reels, is strategically placed throughout the university premises. Comprehensive safety guidelines and rules have been established to safeguard the university community.

Housekeeping and Support Services: Devoted teams meticulously maintain the university campus to ensure a clean and positive learning environment. The thorough maintenance of buildings by dedicated housekeeping teams is essential for creating an attractive and efficient functioning environment at the University. EUniversitytment has a **grievances box** to which it pays attention as needed.

Sports and Gym: The University offers excellent sports facilities to its students, including a cricket pitch, football field, basketball court, high-tech gymnasium, skating rink, and indoor activities. These amenities promote sportsmanship among students, and the institution also holds NCC and NSS training sessions to support students effectively.

Apart from this, Fumigation, spraying of mosquito repellents, etc., are done in each building on the campus, including classrooms, labs, seminar halls, playgrounds, etc., and are supervised by an internal supervisor. Adequate security measures are in place on the campus to ensure the safety and security of students and employees.

The University conducts regular inspections to identify and address structural issues, water leaks, and other potential problems. It also schedules routine maintenance tasks such as cleaning gutters, checking roofing, repainting, and ensuring proper ventilation. The University promptly addresses repair needs and plans renovations to update and improve facilities as necessary.

To maintain classrooms, tutorial rooms, and compute University., the university respects and supports desks, chairs, whiteboards, projectors, and other classroom equipment. Ensure classroom technology, such as computers, projectors, and smart boards, is up-to-date and functioning correctly. Maintains cleanliness with regular cleaning schedules, including floors, windows, and surfaces. Ensuring all recreational facilities meet safety standards, including proper signage and availability of first aid kits.

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: 69.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
8604	7915	7639	6600	5509

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:

GLS University is committed to comprehensive student development and has rigorously enhanced its approach to career counseling since its inception. The university has prioritized empowering students for competitive examinations and professional success by integrating diverse resources, pedagogies, and methodologies. Through a blend of traditional guidance, resource availability like a well-stocked library,

workshops, e-counseling tools, alumni interactions, and a dedicated Placement and Internship Cell, the university ensures students are well-equipped for their future endeavors.

Library Resources:

The university has made available many books, magazines, and journals that cater to diverse competitive exam preparation needs. Students can access various materials to augment their knowledge base and exam readiness for competitive examinations. The library houses extensive learning resources for students aspiring to crack competitive exams.

Workshops and Seminars:

Regular workshops and seminars on various career-related topics have been integral to the institution's efforts. These sessions cover Career Prospects Abroad, Placement Workshops, Resume Building, Interview Preparation, Networking, GD-PI Skills, Creative Thinking, and Career Planning. They are conducted both during dedicated hours and within the classroom setting. Sessions by psychologists and counselors are conducted annually. This approach ensures that students receive holistic guidance integrated into their academic curriculum.

E-Counseling and Online Platforms:

GLS University has embraced e-counseling through online platforms like Webex, Google Meet, and Zoom. Students benefit from remote counseling sessions via video conferencing, webinars, and online career assessment tools.

Alum Interactions:

Regular interactions with successful alumni from diverse fields provide invaluable insights into various career paths. Students can learn from real-life experiences, gain practical knowledge, and understand different professional trajectories. These interactions serve as a source of inspiration and guidance for the student's career planning.

IELTS Mock Test Series:

Preparing for the competitive exam at GLS University, mainly the IELTS exam, required a strategic approach encompassing a deep understanding of the exam structure, dedicated study schedules, and effective practice techniques. You should utilize official guides and online resources, focusing on improving your weaknesses through regular practice tests and feedback.

Placement and Internship Cell:

The dedicated Placement and Internship Cell conducts annual campus recruitment drives for final-year students and offers internships for first—and second-year students. The comprehensive process involves grooming and preparing students through various activities such as Group Discussion sessions, Mock Personal Interviews, Resume-Building Workshops, Industry and Company Analysis, Personality Development, and image-building exercises.

Extracurricular Activities:

At GLS University, students engage in various activities focusing on holistic development. These activities encompass debates, discussions on current topics like the Yearly Budgets, Economic Systems, and Current Affairs Quizzes, and exploring diverse perspectives on significant issues or laws. Various workshops and activities are also conducted to enhance students' entrepreneurial skills.

In summary, GLS University excels in offering comprehensive career counseling and placement programs that prepare students academically, equip them with essential skills, and guide them toward successful career paths while keeping pace with the evolving demands of the job market.

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

5.1.3

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

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

Response: 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: B. Any 3 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: 76.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
2047	2140	1872	1516	1281

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: 51.69

5.2.2.1 Number of outgoing students progressing to higher education

2022-23	2021-22	2020-21	2019-20	2018-19
610	650	672	490	470

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: 1.99

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

Response: 287

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: 293

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

2022-23	2021-22	2020-21	2019-20	2018-19
108	28	18	67	72

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:

The presence of an active Student Council and representation of students on academic and administrative bodies/committees at departments within GLS University are fundamental pillars of student governance and institutional collaboration. Here's an overview of how these elements function, along with the activities of the Student Council and the role of students in academic and administrative bodies:

Student Council Activities:

The Student Council serves as the student body's voice, advocating for their interests, concerns, and well-being within the department and the university. The council typically comprises elected student representatives who actively engage with students, faculty, and administration to address various issues and promote a conducive learning environment.

The Student Council organizes events, workshops, and social gatherings to foster community building and enhance the student experience. It also facilitates communication between students and faculty through regular meetings, suggestion boxes, and online forums to effectively gather feedback and address student concerns.

Moreover, the Student Council is crucial in organizing extracurricular activities, such as sports tournaments, cultural festivals, and volunteer initiatives, to promote holistic development and student engagement beyond the classroom.

Student Representation on Academic Bodies:

Students play a significant role in academic bodies and committees within their departments, ensuring

that student perspectives are integrated into decision-making processes related to curriculum development, program evaluation, and educational policy formulation.

For instance, students may serve as representatives on curriculum committees, providing valuable feedback on course offerings, instructional methods, and program requirements to ensure alignment with student needs and industry trends.

Additionally, students may participate in academic councils or boards, where they contribute ideas and insights to shape departmental policies, educational standards, and strategic planning initiatives.

Student Representation on Administrative Bodies:

In addition to academic bodies, students are often represented on various administrative bodies and committees responsible for campus governance, student affairs, and support services.

For example, students may serve on disciplinary committees, adjudicating disciplinary matters and ensuring fair treatment of students following institutional policies and procedures.

Similarly, students may participate in committees related to student support services, such as counseling services, career development, and student life, advocating for resources and initiatives that promote student welfare and success.

Student representation in the following committee

- **Student Grievance Redressal Committee**
- **Anti ragging committee**
- **Internal complaint committee**
- **Women development cell**
- **Sports & Cultural committee in each department**

Overall Impact:

An active Student Council and student representation on academic and administrative bodies/committees at departments within GLS University enhance student engagement, foster a sense of ownership and belonging, and promote a culture of collaboration and shared governance.

By actively participating in decision-making processes, students contribute to continuously improving academic programs, student services, and campus life, ensuring that the university remains responsive to its student community's evolving needs and aspirations.

In conclusion, students' active involvement in the Student Council and various academic and administrative bodies/committees at departments within GLS University is essential for promoting student empowerment, enhancing the student experience, and advancing the university's mission of excellence in education and holistic development.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities	View Document
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: 119.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
27.51	29.72	24.45	20.73	16.88

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:

Within the framework of the GLS University Alumni Association, individual departments have formed their respective Alumni Associations. These departmental associations coordinate and guide all alumni-related initiatives and interactions.

Mentoring and Guidance

Alumni play a crucial role in mentoring and guiding current students. They offer expertise and experiences to help students navigate their academic and career paths. This mentoring is delivered through workshops, guest lectures, and one-on-one sessions, providing practical insights and real-world perspectives that complement academic learning.

Industry Connect

Alumni serve as a vital bridge between GLS University and various industries. Their connections and

insights into different sectors facilitate internships, job placements, and collaborative projects. This linkage ensures that students are well-prepared for the professional world and equipped with the necessary skills and knowledge to succeed.

Networking

The alumni network is an invaluable resource for students, offering contacts that can be tapped into for internships, research opportunities, or professional advice. This network extends beyond the campus, providing students access to a broad range of professionals in diverse fields.

Knowledge Sharing

Alumni significantly contribute to knowledge sharing through lectures, workshops, and seminars. Sharing their expertise with the university community, they help keep faculty and students updated on the latest field developments. Collaborative research and projects between alumni and faculty further enrich the academic environment, establishing the institute as a center of excellence.

Recruitment and Placements

Many alumni return to the university as recruiters for their organizations, playing a pivotal role in recruitment and placement. They are well-positioned to identify and hire talented graduates, ensuring a strong linkage between the university and the job market.

Financial Support

Financial contributions from alumni through donations, scholarships, and grants are crucial for the university's growth. These funds can be utilized for infrastructure development, research projects, and fellowships, significantly enhancing the overall quality of education. Alumni donations ensure the university has the resources to provide a top-tier educational experience, support innovative research, and maintain state-of-the-art facilities.

Promoting the University

Alumni act as brand ambassadors for GLS University, sharing their positive experiences and successes with prospective students, faculty, and donors. Their endorsements help build a strong, positive reputation for the university, which is invaluable for its growth and development.

Institutional Development

Alumni involvement in faculty boards, the Board of Studies, and the Internal Quality Assurance Cell (IQAC) provides valuable input and feedback that enhances the quality of education and overall institutional development.

Sharing Success Stories

Regularly showcasing alumni achievements on the university's website and other platforms inspires current students and highlights graduates' diverse paths to success. These success stories are potent testimonials to the quality of education and the supportive community at GLS University, motivating

current students to strive for excellence and achieve their goals.

By actively engaging in these diverse roles, alumni give back to their alma mater and play a crucial part in shaping the future of GLS University, ensuring its continued success and relevance in the academic and professional world.

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:

GLS University stands out for its well-defined **Vision, Mission, and Objectives**, which serve as a guiding beacon for its journey in delivering a global standard of education while deeply rooted in Indian ethos. The University's core philosophy combines high-quality professional education with **value-based learning** to create a better society. At the heart of its vision is the commitment to inclusive and collective growth, striving for multifaceted excellence.

GLS University strongly emphasizes instilling values in its learners, fostering a sense of responsibility toward building a utopian society and nation. This shared motto is embraced by all stakeholders, highlighting a unified commitment towards holistic education.

One critical strategy in realizing its vision is the meticulous planning and implementation of the **National Education Policy (NEP) 2020**. This policy aims to develop a broader perspective among young learners, encouraging a multidisciplinary approach to education. GLS University has effectively executed this vision by introducing innovative concepts such as dual degree programs, a **Choice-based Credit system (CBCS)**, and **multidisciplinary courses**. These initiatives are aligned with the philosophy of the NEP 2020, showcasing the University's commitment to transformative education and **implementing the NEP 2020**.

Despite the challenges ahead, GLS University exudes confidence in its ability to achieve its milestones. The University draws strength from its rich legacy, spanning nearly a century, and shaped by luminaries such as **Shri Sardar Vallabhbhai Patel (Iron Man of India)**, **Shri Ganesh Mavlankar (First Speaker)**, and **Shri I.M. Nanavati**. This historical backdrop provides a solid foundation for the University's aspirations for excellence.

The President of GLS University, Shri Sudhir Nanavati, has been at the forefront of education. His contribution to education in Gujarat is unparalleled. He was recently felicitated with the 'Lifetime Achievement Award' in education and law by the Times of India and the '**Crown of Gujarat**' by **Divya Bhaskar** for his unparalleled contribution to law and education. The Gujarat University has awarded him an **honorary doctorate**. He has also been awarded at **National and International levels with the 'Gold Star Award' by the Indian Achievers' Forum, the 'Best Educationalist Award' by AIMS, and the 'Best Educational Services – Lifetime Award' by the All India Academic Applied Psychologists' Association.**

Central to GLS University's success is its dynamic and visionary leadership, which believes in the power of teamwork and **decentralized decision-making**. This approach has fostered a strong sense of bonding

and belonging among the University's employees, creating a familial atmosphere.

The University is taking steps towards **META University**, leaving its mark internationally and attracting students **globally for diverse quality**. This conforms with the University's vision and mission and goes hand in hand with the guidelines of the State of Gujarat regarding NEP 2020.

GLS University's commitment to **academic excellence, research, and innovation** and its emphasis on value-based education sets it apart as a beacon of higher learning. With its steadfast dedication to realizing its vision, the University is poised to continue its legacy of shaping future generations and contributing to society's advancement.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The University has complied with the statutory requirements stated in the Gujarat Private Universities Act No. 8 of 2009.

It has formed a **Governing Body, Academic Council, Board of Management & Finance Committee, and Board of Studies** to consider the data of the University and make judgments in the areas of activities.

Governing Body

Being the Apex body of the University exercises the following powers and functions:

- Make, review, and approve, from time to time, the policies, plans, and procedures and suggest measures for improvement and development of the University.
- Make recommendations on any matter referred to by the President and Sponsoring Body of the University.
- Make recommendations to the sponsoring body to create new posts for officers, teachers, and university staff.
- Exercise such other powers and functions as may be assigned by the sponsoring body.
- Consider and approve the recommendations made by the University's Board of Management, Academic Council, President, and Provost. The Governing Body of the University meets three times in a

calendar year.

Board of Management

The Board of Management exercises the following powers and functions.

- Accept financial accounts together with audit reports.
- Prepare the Annual and Supplementary budget of the University and place it before the Governing Body for its consideration and approval.
- Adopt and follow the budget for expenditure as approved by the Governing Body.
- Create new posts for teachers, other officers, and staff of the University and recommend them to the Governing Body for approval.
- Monitor, control, and administer the general activity of the University.
- Frame a fee structure per the faculties to be levied on the students in consultation with the Fee Regulation Guidelines, which are available from time to time from the state government.

Academic Council

Academic Council of the University is the principal academic body and coordinates and exercises general supervision over the educational policies and programs of the University. The primary function of the Academic Council is as follows;

- Promote teaching research and related activities at the University.
- Exercise general supervision over the academic policies and programs of the University and give directions regarding the methods of instruction, teaching, and evaluation of research or improvements in educational standards.
- Consider academic-related proposals submitted by the faculties and departments of the University. Approve the syllabus of different courses/subjects submitted by the faculties and departments and arrange for the conduct of the examinations according to the Ordinances made for the purpose.

In addition, Special committees are formed at the University for matters about Students, Alumni, future developments, **implementation of NEP 2020**, etc., with adequate representation of teaching, non-teaching, and students to deliberate and provide recommendations to make essential decisions and frame policies and processes within the purview of each such committee.

The University also has the Government of Gujarat's approved Statutes & Ordinances, which have been followed rigorously from time to time by the University.

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:

The University efficiently enacts welfare programmes for both teaching and non-teaching staff. The University facilitates access to government schemes like *Gratuity, Pension, Commutation of Pension, Earned Leave encashment, and Maternity Leave. Medical facility*, permission to participate in overseas projects or conferences, *health fund scheme, and authorization to attend professional development programmes such orientation sessions, refresher courses, and short-term courses* to enhance the career growth of teaching and non-teaching staff. GLS University prides itself on fostering a supportive and empowering environment for its faculty and staff, recognizing that their dedication and excellence are integral to the institution's success. Central to this commitment are three key pillars:

- **A robust performance appraisal system**
- **Comprehensive welfare measures**
- **Ample avenues for career development and progression**

The teaching and non-teaching staff receive the following advantages.

Financial & Material Assistance: -

- Staff should attend workshops and conferences at national and international levels.
- Fee support is given for the education of staff's children.
- For celebrating festivals.
- To attend the Faculty Development Programme, Workshops, Seminars
- Paid maternity and paternity leave.
- Two-wheeler subsidies (50%) provided to employees.
- Life Insurance policy coverage for all employees of GLS University
- All staff members are availing the benefits of the white goods scheme.
- All staff members avail of the benefits of groceries & food items through the HDFC Bank Prepaid Card.
- Medical Assistance
- Interest-free loans to support staff members.
- All academic & Admin Heads of the University benefit from a four-wheeler (car) for their office & personal use.
- One month of additional salary has been given to all employees as a part of the Performance Appraisal Scheme.
- The GLS University has taken the LIC gratuity plan for the future gratuity burden. Address Emotional Needs: -
- A Staff Grievance Redressal Cell handles staff issues and complaints.
- Full-time professional counsellors are available for both staff and students.

Recognition and Incentives: -

- Staff members who demonstrate distinction in teaching, research, and extension get awards annually.
- A job is provided to the spouse or family member (Non-Teaching Staff) based on compassionate reasons.
- At the start of each academic year, annual orientation and workshops are held for teaching staff.
- New staff members receive initiation and training programmes.
- Additional training programmes cover topics like item writing, research projects, Public Finance Management Systems, MS Office for non-teaching staff, waste management, and fire extinguisher operation for domestic staff.

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: 70.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
182	156	81	121	135

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: 63.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
125	119	134	114	119

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:

GLS University adopts strategic approaches to mobilizing funds and optimizing resource utilization to support its educational mission and achieve its organizational goals effectively.

Mobilization of Funds:

GLS University employs various strategies to mobilize funds to support its academic and developmental initiatives. These strategies include:

1. Endowment Fund: The University has created a 5 Crore Rupee Endowment Fund and placed it with Gujarat State Financial Services Ltd., Government of Gujarat. Interest earned on deposits is used towards the University's infrastructure development.
2. Diversified Funding Sources: GLS University actively seeks funding from diverse sources, including fees, training, consultancy, government grants, corporate sponsorships, alumni donations, philanthropic organizations, and research grants. By tapping into multiple funding streams, the University reduces dependence on any single source and ensures financial stability.
3. Endowment and Investment Management: GLS University manages endowment funds prudently, ensuring long-term financial sustainability. The University employs sound investment strategies, such as a Systematic Investment Plan, to grow endowment funds while adhering to ethical and socially responsible investment practices.

Optimal Utilization of Resources:

GLS University adopts efficient resource management practices to maximize the impact of available resources and enhance operational effectiveness. Key strategies include:

1. Infrastructure Optimization: The University is optimizing by creating new state-of-the-art Infrastructure equipped with modern facilities, including 50+ Classrooms and laboratories, a Library, an Indoor Sports Facility, a Gym, a Canteen, and other modern facilities with well-equipped infrastructure. The goal is to optimize existing infrastructure and facilities to minimize operational costs and enhance efficiency. Facilities are regularly assessed for utilization rates, maintenance needs, and capacity optimization to ensure optimal resource allocation.

2. Budget Planning and Allocation: The University develops comprehensive plans aligned with its strategic priorities and goals. Resources are allocated judiciously to support academic programs, faculty development, student services, research initiatives, and infrastructure development.

3. Performance-Based Budgeting: GLS University implements performance-based budgeting mechanisms to evaluate the effectiveness of resource allocation and prioritize investments in areas that yield the highest returns regarding student outcomes, research excellence, and institutional growth.

4. Technology Integration: GLS University leverages technology solutions and digital platforms to streamline administrative processes, enhance communication, and facilitate remote learning and collaboration. Investments in information technology infrastructure enable the efficient management of resources and delivery of educational services.

5. Sustainable Practices: The University promotes sustainable practices, including energy conservation, waste reduction, and environmental stewardship. Initiatives such as green building design, recycling programs, and water conservation contribute to cost savings and ecological sustainability.

In conclusion, GLS University's strategies for mobilizing funds and optimizing resource utilization reflect its commitment to financial stewardship, operational excellence, and sustainable growth. By diversifying funding sources, engaging stakeholders, implementing efficient resource management practices, and embracing innovation, the University ensures the effective allocation and utilization of resources to advance its educational mission and serve its stakeholders effectively.

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

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

The University has a structured mechanism of internal and external audits of books of accounts. An internal auditor is a chartered accountant who audits all the bills/vouchers received by the University's accounts department concurrently. The audit is conducted per rules and regulations framed by the University within the Framework of Delegation of Powers. A system has been devised for pre-audit expenditures above Rs. 5,000/- before approval for payment through the budget system in the University's ERP. The competent authorities approve all bills/cash memos/vouchers in the **ERP system**, and the designated staff of the Accounts Section audit the same.

The external audit is done by the reputed auditing agency appointed by the University's Governing Body. Annual accounts and the **Statutory Auditor Report** are submitted to the **Governing Body** annually. The University believes in efficiently implementing internal checks and controls in financial management. The University has a healthy mechanism for complying with the auditor's findings. There is

a system for evaluating audit findings received from the auditor, and a deadline is set for replying to audit findings before finalizing the audit report for any year.

The process flow of the mechanism is as follows;

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

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

Since its establishment, GLS University has prioritized the development of quality standards and monitoring performance indicators across the university and its constituent institutes. The Internal Quality Assurance Cell (IQAC), established in 2017 following **NAAC guidelines**, has played a pivotal role in this endeavor. The IQAC meets regularly and has been instrumental in institutionalizing quality assurance strategies at all levels.

The university meticulously plans its academic and administrative activities, all documented in the Academic Calendar. The IQAC regularly reviews the teaching-learning process, methodologies, and learning outcomes to ensure high education standards. Feedback from stakeholders, including students, faculty, and industry experts, is analyzed to prepare an annual roadmap for implementation.

The IQAC encourages faculty to undergo advanced training in educational technologies and ensures the effective implementation of the **performance-based appraisal system (PBAS)** and UGC's career advancement system. The successful implementation of the **outcome-based education (OBE)** system in 2017, facilitated by the **IQAC**, underscores the university's commitment to student-centered instruction.

Additionally, the IQAC oversees the procurement and implementation of educational software. It has been pivotal in developing and improving the existing LMS system in collaboration with the university's IT development team. The IQAC's suggestions have propelled the university towards realizing its vision of becoming a paperless institution. Furthermore, the university organizes seminars and workshops on Leadership Quality, Total Quality Management, Research Methodology, Interpersonal Relationships, Communication Skills, and Conflict Management for student development.

- **Introduction of new Subject and Improvement of Syllabus**

The Internal Quality Assurance Cell (IQAC) at GLS University has been pivotal in introducing new subjects and improving syllabi across various disciplines. Through its continuous efforts in reviewing teaching-learning processes and methodologies, **IQAC identifies emerging trends and requirements in the academic landscape** and has facilitated the identification of outdated or irrelevant content, ensuring that syllabi remain current and aligned with industry standards. By analyzing feedback from stakeholders, including students, faculty, and industry experts, IQAC gathers valuable insights to update syllabi and introduce new subjects that are relevant and aligned with industry demands. This proactive approach has not only enriched the academic offerings of the university. However, it has also ensured that students receive a comprehensive and up-to-date education that prepares them for future challenges.

- **MOUs with Institutions**

The IQAC at our university has been instrumental in fostering collaborations through **Memorandums of Understanding (MOUs)** with various institutions and industries. These partnerships have facilitated knowledge exchange, research opportunities, and **skill development initiatives, enriching the academic experience** for both students and faculty. By actively seeking out opportunities for collaboration, IQAC has paved the way for internships, guest lectures, and training programs that bridge the gap between academia and industry. These MOUs enhance the practical relevance of our academic programs and provide students with valuable exposure to **real-world challenges and opportunities**, preparing them for successful careers in their chosen fields.

Overall, GLS University's commitment to quality assurance and continuous improvement is evident through its IQAC's proactive measures and focus on enhancing the educational experience for all stakeholders.

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:**

The University has improved in quality by implementing the following practices in small incremental steps, and incremental improvements have been seen.

- **CO-PO Implementation Mapping:**

The University has adopted the OBE curriculum, which focuses on what is essential for students. The curriculum, instruction, and assessments are organized to ensure that learning ultimately happens. The CO & PO structure followed at the University is based upon four basic principles.

- **Clarity of focus:** Teachers at the University focus on what they want students to know, understand, and be able to do. They help students develop knowledge, skills, and personalities that will enable them to achieve the articulated intended outcome.

- **Designing down:** Curriculum design starts with a clear definition of the intended outcomes that students are to achieve by the end of the program. Once this is completed, all instructional decisions are made to achieve the desired results.

- **High expectations:** Teachers establish high and challenging performance standards to encourage students to engage deeply in their learning.

- **Expanded opportunities:** A teacher strives to provide expanded opportunities for all students.

- **Feedback:**

Direct and indirect feedback is invited from all stakeholders, such as students, alumni, industry, and parents, regarding each subject of the study, course completion, and the concerned teacher. An online system has been developed wherein, every month, each student shares feedback on defined parameters for teaching faculty members. Feedback is evaluated by the HoD/Dean, and faculty members are guided through the areas of concern.

- **Automation in every activity right from admission to convocation:**

The admissions process for the new academic year is entirely automated through the LMS (Learning Management System) portal. Students fill out online forms and attend open webinars for counseling.

Once the students are admitted, their academic records, including attendance, assignments, course material, and objective exams and results, are accessible on the LMS platform. The most significant benefit of incorporating automation in the educational institution is its ease of management.

- **Introduction to Industry-Oriented Subjects**

Considering corporate demand, the University has introduced courses and specializations directly in collaboration with other industries. For example, the BBA department collaborated with Maruti Suzuki India Ltd. for a specialization in Retail Management for the Automobile Industry. A similar collaboration has also been done with TCS in the same department. (Add matter about other collaborations and subjects) (Annexure: MoUs and list of collaborations)

• Introduction to the International Department

- International Collaboration Programs: The University offers programs in Canada, Australia, the UK, and Dubai.
- Immersion Programmes: Immersion programs are short-term programs in which students attend universities in Australia, Dubai, Canada, and the US.
- Global Programmes

• Staff Welfare and Provisions

- 7th Pay Commission during Covid time
- Two-Wheeler Benefits
- White Goods Scheme
- Assistance in Medical Loan
- Grain Loan Scheme
- LIC's Gratuity
- Freeship in fees (For staff members wards)
- LIC's Pension Yojana (Rs. 50 Lakhs per annum)
- Diversification in Programmes and Courses

Considering the variety of demands across the industry, the University offers courses in diverse fields, such as Engineering, Technology, Performing Arts, and law.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

GLS University stands as a beacon of gender equity, consistently striving to foster an environment where everyone feels valued and respected regardless of gender identity. Through a multifaceted approach, the university conducts various gender equity activities to educate, empower, and advocate for equality. These initiatives encompass diverse events to ensure that individuals of all genders feel supported and secure.

One primary way GLS University promotes **gender equity is by organizing workshops and seminars** on relevant topics. These **events include discussions on workplace equality, women's empowerment, and the prevention of gender-based violence.** By offering these educational opportunities, the university allows students, faculty, and staff to engage in meaningful conversations and learn about gender equality issues. These discussions help create a more informed and empathetic campus community.

1. GLS University invites guest speakers and experts to deliver lectures and participate in panel discussions on gender equity topics. These sessions offer diverse perspectives and insights, enriching the gender equality dialogue and encouraging critical thinking among participants. The presence of renowned experts helps elevate the discourse and provides a platform for in-depth exploration of complex gender issues.
2. Awareness campaigns are another crucial component of GLS University's gender equity efforts. These campaigns aim to educate the campus community about gender equity issues and **promote understanding and acceptance of diverse gender identities and expressions.** Utilizing posters, social media campaigns, and other outreach efforts, the university strives to reach a broad audience. These campaigns challenge stereotypes and foster an inclusive environment where everyone feels respected and valued.
3. Student involvement is a crucial driver of gender equity activities at GLS University. Students often lead in organizing awareness events, workshops, and fundraisers. These student-led initiatives are essential to engaging the campus community and driving meaningful change. By empowering students to promote gender equity actively, the **university cultivates a culture of leadership and responsibility among its student body.**
4. GLS University ensures the provision of facilities and safety measures tailored to the needs of all students, particularly girls. This includes safe housing, well-lit pathways, and accessible support services.

By prioritizing the safety and well-being of its students, GLS University creates a secure environment where everyone can thrive.

5. GLS University also engages in policy advocacy efforts to promote gender equity within the institution and beyond. This may involve advocating for the implementation of **gender-sensitive policies and practices and supporting legislative efforts to advance gender equality in society**. By taking a proactive stance on policy issues, the university demonstrates its commitment to creating a fair and just environment for all.

In conclusion, GLS University promotes gender equity through educational programs, awareness campaigns, and stringent policies to combat gender-based discrimination and harassment. Through these concerted efforts, GLS University provides a safe and inclusive environment and cultivates a culture where gender equity is championed, celebrated, and ingrained in every facet of university life.

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:

GLS University has implemented a comprehensive waste management system to effectively manage various types of waste, including solid, liquid, biomedical, e-waste, hazardous chemicals, and radioactive waste. Here's a breakdown of the facilities and practices in place:

1. Solid Waste Management:

Waste is produced from various normal operations conducted in the college, such as paper, glass, metals, and food. Dry and wet waste segregation units are installed on campus. Waste is separated at every stage and origin. Each block has an administrative supervisor who guarantees that waste on each floor is collected at specific intervals. Sanitation personnel on each floor gather, clean, divide, and consolidate waste in the designated dustbins (Green and Blue). The floor dustbins are emptied into portable containers designated for each block and transported to the college's designated disposal yard.

The university has employed the Ahmedabad Municipal Corporation (AMC) service to collect, sort, recycle, and dispose garbage at government-approved landfills. Additionally, the university promotes waste reduction and recycling through awareness campaigns and encourages the sale of sustainable products.

2. Liquid Waste Management:

The university has designated liquid waste collection points across the campus with segregated sewage sections for the same, with the coordination of Ahmedabad Municipal Corporation (AMC) employed to ensure that liquid waste is managed efficiently. The sewage system collects all the liquid waste, which is then taken to the water treatment plant by the AMC for purification and recycling.

3. E-waste Management:

GLS University collaborates with authorized e-waste recycler Mangalam ECS Environment Pvt. Ltd. to responsibly dispose of electronic waste generated on campus. The university also conducts e-waste collection drives and awareness campaigns to educate the community about the proper disposal and recycling of electronic devices and equipment.

4. Waste Recycling System:

Recycling facilities and programs are in place to promote the segregation and recycling of recyclable materials such as paper, glass, and metal. The university encourages staff and students to participate in recycling initiatives and provides recycling bins and collection points throughout the campus. Also, by showcasing zero plastic tolerance through banners on the campus, GLS University's Students have created a unique waste recycling system with their innovative ideas. GLS University has also funded initiatives to make prototypes of projects that deal with Waste Management and recycling.

5. GLS University has no departments that generate biomedical, hazardous, or radioactive waste.

Overall, the appointment of the President of GLS University as the brand ambassador of Swachh Gujarat under Swachh Bharat Abhiyan acknowledged the university's commitment to cleanliness, sanitation, and scientific waste management. GLS University prioritizes environmental sustainability and compliance with waste management regulations through its integrated waste management system, promoting responsible waste handling and resource conservation across the campus community.

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
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:

GLS University's Green Campus initiatives, or iGreen Campus initiatives, encompass a holistic approach to environmental sustainability. They focus on various measures to minimize the university's ecological footprint and promote a greener and healthier campus environment.

These initiatives include:

1. Restricted Entry of Automobiles:

- GLS University has implemented policies restricting automobile entry on campus, particularly in designated areas such as academic zones and green spaces.
- By limiting vehicular traffic, the university aims to reduce air pollution, noise pollution, and congestion on campus, promoting a safer and more sustainable environment for students, staff, and visitors.

2. Use of Bicycles/Battery Powered Vehicles:

- To encourage eco-friendly transportation options, GLS University promotes using bicycles and battery-powered vehicles for commuting on campus.
- The university provides designated parking areas and rental services for bicycles and electric vehicles, making it convenient for campus community members to adopt sustainable modes of transportation.

3. Pedestrian-Friendly Pathways:

- GLS University has developed pedestrian-friendly pathways and walkways across the campus, prioritizing the safety and convenience of pedestrians.
- These pathways are designed to enhance connectivity between academic buildings, recreational areas, and green spaces, encouraging walking as a sustainable means of transportation and promoting physical activity among students and staff.

4. Ban on the Use of Plastics:

- In line with its commitment to environmental conservation, GLS University has implemented a comprehensive ban on using single-use plastics and non-biodegradable materials on campus.
- The university promotes using eco-friendly alternatives such as biodegradable packaging, reusable containers, and sustainable materials for campus operations and events.

5. Landscaping with Trees and Plants:

- GLS University prioritizes green landscaping practices, with extensive planting of trees, shrubs, and native plants throughout the campus.
- These green spaces enhance the campus's aesthetic appeal and provide environmental benefits such as carbon sequestration, air purification, and habitat preservation for local flora and fauna.

6. Initiatives for Environment awareness:

- Events such as the Forest Law Exhibition, environmental awareness seminars and webinars, Van Mahotsav, the International Conference on Climate Change Governance and Law, Tree Plantations at various places in Ahmedabad, the No Honking Campaign, and many more are conducted regularly.
- These activities showcase the institution's dedication to environmental causes and serve as platforms for fostering a deeper understanding of environmental issues among students, faculty, and the broader community.

GLS University's Green Campus initiatives reflect its commitment to environmental stewardship and sustainability, fostering a campus culture that values conservation, innovation, and responsible living. By implementing measures such as restricted automobile entry, promoting eco-friendly transportation, pedestrian-friendly pathways, plastic ban, and green landscaping, the university strives to create a vibrant and sustainable campus environment for the benefit of current and future generations.

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:

A university that embraces a **differently-abled, friendly, barrier-free environment** is not just a place of education but an institutional feeling of inclusivity and diversity. Such a campus strives to create an environment where all students, regardless of their physical abilities, can thrive **Academically, Socially, and Personally**.

First and foremost, a differently-abled-friendly university ensures that its physical infrastructure is accessible to everyone. This means having **ramps, elevators, and designated parking spaces** for those with mobility impairments. **Doorways, hallways, and restrooms are designed to accommodate wheelchairs and other mobility aids**, ensuring students can move around the campus independently and without obstacles.

In addition to physical accessibility, a university that is also friendly to **differently-abled people prioritizes** inclusivity in its academic and social programs. Faculty members are trained in **inclusive teaching methods** and are proactive about accommodating students with disabilities. This may include **extended exam time, note-taking assistance, or alternative assessment formats**.

GLS University takes great care and is responsible for its specially-abled students. University has friendly infrastructure for the ease of Classrooms, making them comfortable with basic bio necessities like **special arrangements for Washrooms, Ramps, and Lifts for their Divyang Students**.

Furthermore, **mental health and counseling services** are readily available and accessible to all students, recognizing that disabilities can manifest in various forms, including mental health conditions. The university promotes a **culture of empathy** and understanding, where students feel comfortable seeking support and accommodation when needed. Faculty members at GLS University counsel them for their growth and improvising their skills.

A **differently abled-friendly university** extends its inclusivity efforts beyond its campus, actively collaborating with local organizations and advocacy groups to promote disability rights and **accessibility in the broader community**. By engaging in outreach and awareness campaigns, the university contributes to creating a more inclusive society for people of all abilities.

In conclusion, a university that prioritizes creating a differently abled, friendly, barrier-free environment demonstrates its **commitment to diversity, equity, and inclusion**. Through accessible infrastructure, inclusive academic practices, supportive community initiatives, and advocacy efforts, such a university empowers all students to reach their full potential. It fosters a culture of acceptance and respect for people of all abilities.

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:

- The University is dedicated to creating a welcoming and **inclusive environment for all stakeholders**, firmly denouncing discrimination based on ethnicity, culture, religion, or race. This principle is highlighted from the very beginning of stakeholder involvement. All community members are encouraged to actively participate in discussions, events, and celebrations, **including national and international observances, conferences, and sessions at the University**. The institution aims to foster an atmosphere conducive to the free and fearless pursuit of education. With a diverse student and faculty population, the University is committed to **embracing multiculturalism at every level**.
- The University **promotes inclusivity**, advancing quality education and socio-economic while nurturing **communal harmony**. Extension activities prioritize **holistic student development, encompassing cultural, regional, linguistic, communal, and socio-economic awareness**. These values are further reinforced through workshops and seminars. The department fosters a welcoming environment for all community members, emphasizing diversity, openness, and well-being. Students undergo training to become dynamic leaders, **focusing on promoting tolerance and harmony in the face of cultural diversity**.
- The University's departments organize diverse, dynamic curricular and extracurricular activities through committees and clinics. Students can also participate in two major university festivals: the I. M. Nanavati Annual Sports Fest and the Youth Fest "Spectrum - A Band of Colours." These festivals aim to unite students, faculty, and the **GLS University community**. The Youth Festival highlights youthful talent and creativity through various events such as fashion shows, group dances, quizzes, elocution, debates, singing, and music performances. Similarly, the I.M. Nanavati Annual Sports Fest fosters teamwork, harmony, dedication, and hard work through various individual and team competitions, including athletics, football, cricket, kabaddi, and more.
- University departments coordinate conferences, seminars, workshops, panel discussions, and sessions encompassing **diverse technical, social, communal, cultural, and legal topics for student learning**. Moreover, departments organize rural visits to places like **Bakrol Village and Sabarmati Central Jail to enhance students' social awareness**. These visits involve distributing essential kits, participating in blood donation drives, and engaging in tree plantation activities.
- The university initiatives through dedicated sessions to educate students about significant national and international occasions, such as **Independence Day, Hindi Divas, Advocates' Day, Constitution Day, International Justice Day, and Kargil Vijay Diwas**. Additionally, **Model United Nations (MUNs)** serve as academic activities focusing on diplomacy, international relations, and global issues, enhancing students' **knowledge of countries, problem-solving abilities, writing skills, and leadership qualities**. Furthermore, initiatives like **E-Waste Collection** and visits to organizations such as CEE and ECS aim to foster environmental and social awareness among students.
- The University's Special Alumni Talks offer students valuable insights into cultural and social experiences beyond campus and real-world professional interactions. Additionally, the University organizes various management and technical festivals, like **CYBERSHADEZ, IMAGE, and HACKATHONS**, which serve as platforms for showcasing various innovative and managerial

skills curated by students and faculty members.

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

7.1.9

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

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 has been at the forefront of teaching constitutional values and duties to its students through various activities beyond the traditional classroom setting. One of the most prominent activities that instill a strong sense of patriotism and national pride is the annual flag hoisting ceremonies on the 26th of January, Republic Day, and the 15th of August, Independence Day. This tradition reminds the students of the **fundamental values of liberty, equality, and fraternity that the Indian Constitution upholds.**

To uphold the constitutional values, students actively participate in events and activities that help them appreciate the values and rights outlined in the Indian Constitution. These activities include discussions on the "**Impact of Caste, Class, and Gender on Judicial Outcome,**" focusing on Part III of the Constitution. Another planned activity involves visiting the Vidhan Sabha, providing students with insight into the legislative branch of the government at the state level and enhancing their understanding of the constitution, powers, functions, and duties within the quasi-federal governance system.

Advocate's Day, celebrated under the Law Programmes, takes this commitment to the next level by introducing a pro-bono pledge, motivating students to contribute their legal expertise to provide free legal aid. This aligns with the constitutional duty to ensure equal access to justice and instills a strong sense of social responsibility. The annual tree **plantation event, Van Mahotsav, promotes environmental consciousness and aligns with the constitutional principle of sustainable development.**

The Faculty of Law employs a comprehensive legal education approach through four clinics. The Legal Aid Clinic ensures equal access to justice by providing legal aid services. The Environment Law Clinic aligns with the constitutional duty of protecting the natural environment. **The Gender Law Clinic** promotes equality and non-discrimination while safeguarding the dignity of women and recognizing the rights of all genders and communities. **The I.P. Law Clinic** fosters innovation and respects intellectual

property rights, crucial for technological and economic development. These clinics enthusiastically engage students and participants in various programs, fostering an understanding of their duties, rights, and responsibilities as responsible citizens.

Under various Debating and Literary Committees of different departments of GLS University, activities like **parliamentary debates, Mock Parliaments, MUNs.**, are conducted to enhance students' understanding of the constitution, foster **critical thinking, democratic values, Civic Engagement, and recognize the value of free speech and expression.** These engagements allow students to develop leadership skills, engage in meaningful discussions, and appreciate the importance of a constitution that upholds the rule of law, justice, and liberty.

The culmination of these diverse activities results in the formation of **well-rounded individuals** who actively live and promote constitutional principles both in their personal and professional spheres. **Beyond the academic curriculum,** students imbibe the values of democracy, human rights, and civic duties through experiential learning and direct engagement with societal issues. This comprehensive approach ensures that graduates possess legal expertise and embody the spirit of responsible citizenship, equipped to navigate and contribute meaningfully to a society guided by constitutional ideals.

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 #1.

1. Title of the practice: Industry and Corporate Exposure

2. Objectives of the Practice

- To prepare the students for the complexities of the modern corporate world
- To improve the employability of the students
- To expose them to the practices and challenges of the corporate world

3. The Context

- In the dynamic landscape of higher education, the need for industry and corporate exposure has become increasingly important. Traditional methods of instruction, while valuable, may no longer suffice in preparing students for the complexities of the modern world. This exposure cultivates ***critical thinking, creativity, and adaptability*** among the students by understanding the functionalities and challenges of the corporate world.

4. The Practice

- Industry engagement through live projects, internships, industrial visits, corporate interactions, and collaborative assignments bridge the gap between academic knowledge and real-world application.
- Every year, more than 200 companies hire our students across programs as interns, where they undertake internships and projects. Some of the organizations that regularly hire interns are Infosys, TCS, Delloite, Wipro, HCL, Aditya Birla Group, HDFC Securities, Hindustan Times, HDFC Bank, ICICI Prudential, Fortune Landmark, HCG Hospitals, Bacanzy, Cygnet Inc., TechHolding, Tatvasoft, and many more.
- Students across programs regularly undertake industrial visits with reputed organizations like Adani, Aegis Elevator, Amul, Balaji Wafers, Havmor, and Kabhi B Bakery and institutional bodies like the High Court of Gujarat, BSE, INX, and Gift City.
- Corporate Interactions are a regular at GLS University. ***Eminent speakers from corporate*** fraternities are invited to interact with the students, and through this ***extensive industry exposure***, students gain insights into diverse cultures, ideas, and problem-solving approaches. They learn to navigate challenges, delegate tasks, and inspire their peers—a microcosm of the leadership challenges they may face in their future careers.
- GLS University also collaborates with other universities to enhance industry exposure. The internship-embedded BBA in Retail Management Degree Program, which is in collaboration with Maruti Suzuki India Limited (MSIL), the BBA in partnership with TCS in Advanced Finance, and the BBA in collaboration with Wadhvani Foundation, USA, in Entrepreneurship are a few such examples.

5. Evidence of Success

- The success of this practice can be witnessed by the final placements seized by our students. Every year, our students are placed across industries at ***highly competitive packages***.
- Our solid and well-placed alums boast the practice's success. We have more than ***16000+ connections*** on LinkedIn across various industries.
- The industry also benefits from the research outcome and recommendations drawn from the research undertaken during the Internship. This further strengthens our ties with the corporate fraternity.

6. Problems encountered and Resources Required

- The issue with this practice is that students need more extensive industry exposure for specific fields of expertise, which may be difficult with their academic responsibilities and commitments. To overcome this, students are encouraged to take up live projects during their ongoing semester to get ***hands-on industry exposure***. Likewise, ***internships*** are made a part of their academic syllabus.

Best Practice #2**1. Title of the practice: Learning beyond classrooms****2. Objectives of the Practice**

- To extend learning beyond the traditional classroom setting, offering students unique opportunities for networking and skill development
- To provide a plethora of opportunities for practical application of theories.
- To provide a platform for collaborating, networking, and developing skills like leadership, team management, etc.

3. The Context

- Innovative practices at GLS University involve a distinctive club culture across departments, innovative competitive platforms, and legal clinics.

4. The Practice

Learning beyond classroom practice has been covered broadly through three practices:

A. Clubs**B. Legal Clinics****C. Innovative Competitive platforms**

Clubs: Here is the brief of some of the prominent clubs hosted by different departments:

- Various clubs across all the departments in *Speakers' Forum, Current Affairs Writers' Club, LIT Club, Case Analysis Club, Theatre Club, TechX Club, Sports Club, Community Service Club, Crafters' Club, Radio-Podcast Club*, only to name a few. These clubs are initiated, run, and led by students. This leads to training students in the management of respective clubs and in understanding the nuances of respective domains.

Legal - Clinics

- **Environmental Law Clinic:** GLSU signed an MoU with the Gujarat Pollution Control Board. This statutory body has been entrusted with the Central Acts and relevant Rules for pollution control over the years. The MoU aims to develop all-around capabilities to protect the environment.
- **Legal Aid Clinic:** This clinic is orchestrated to help achieve justice in society's indigent and weaker sections.
- **Gender-Law Clinic:** The clinic aims to remind people that gender is a social construction, unchaining all the barriers by promoting gender equity and equality.
- **Intellectual Property Law Clinic:** This clinic was initiated to aid innovative and advanced academic research in Intellectual Property (IP) Laws for the legal and non-legal fraternity.

Innovative Competitive platforms

- Competitive platforms like Moot Court, Debates, Cyber Shadez, and Sanshodhan help students gain confidence and cultivate competitive spirit, critical thinking, and analytical skills. These platforms give students a chance to get a peep into the corporate world and increase their networking abilities.

5. Evidence of Success

- This exposure enhances students' understanding of *real-world scenarios* and fosters a sense of adaptability, which is crucial for *leadership roles*. While academic coursework provides a solid foundation in academic principles, clubs offer a platform for applying this *knowledge in practical situations*.

6. Problems encountered and Resources Required

- As the students are from *diverse regional and social backgrounds*, participation and learning of skills are at varied levels. The lack of command over English is evident in the student community's specific social and regional background, which limits students' participation. However, the faculty always adopts a hands-on approach and focuses on developing their leadership, team involvement, *and language skills* to improve their employability.

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:

GLS University: Canvassing Cultural Heritage & Socio-Economic Value

Noble Inheritance:

- Gujarat Law Society is profoundly known as GLS, established in 1927, where every individual's potential is nurtured, and academic excellence thrives. The University is a watchtower of knowledge, innovation, and opportunity, founded to empower minds and transform lives. GLS

was promoted by great luminaries Sardar Vallabhbhai Patel, Shri Ganesh Mavlankar – the first speaker of the country, and Shri I. M. Nanavati with the vision of Excellence in Education.

- Since its inception, GLS has striven to deliver the most emerging, innovative, and career-enriching programs to the student community. Every year, the pillars of GLS University get stronger with Institutes in Business Administration & Management, Computer Applications & IT, Design, Performing Arts, Commerce, Law, Computer Science & Engineering, School of Doctoral Research & Innovations, etc. GLS University is a modern organization that retains the cultural & Heritage values of providing a creative learning environment in a manner that is nationally entrenched, regionally recognized, and globally relevant.

Cultivating Harmony: Initiatives for Cultural Enrichment and Sustainability:

- At GLS University, we believe that cultural enrichment is an integral part of the educational experience. Our campus vibes with diverse cultural activities, events, and initiatives that celebrate the richness of human expression and foster cross-cultural understanding and appreciation.
- Throughout the academic year, GLS University organizes and hosts many cultural events and festivals that showcase the traditions, arts, and cuisines of different cultures from around the globe. Some critical highlighting events at the University include GLS Garba, which showcases Gujarat state's vibrant legacy and represents worshipping in traditional bound. "Vasant Panchmi" is greatly celebrated for worshipping the Maa Sarasvati. Celebration of "Guru Purnima" to honor and express gratitude towards teachers, mentors, and gurus.
- The campus comes alive with the vibrant energy of creativity, talent, and youthful exuberance during our highly anticipated YOUTH FESTIVAL. This electrifying event serves as a platform for students from across disciplines to showcase their talents, express their creativity, and celebrate the spirit of youth in a dynamic and engaging atmosphere.
- The University bursts with energy and excitement yearly as students, faculty, and staff gather to celebrate athleticism, teamwork, and sportsmanship during our I. M. Nanavati Sports Celebration lasts almost a month and a half and covers indoor and outdoor games across all the institutes.
- To celebrate creativity, ingenuity, and the boundless possibilities of technology, the University organizes "Cybershadez – a Techfest event."
- University is a hub for nurturing future business leaders, fostering innovation, and driving economic growth. To this end, the University organizes "IMAGE," an event that is a splendid combination of generating entrepreneurial skills, cultural festivity, and a tremendous knowledge-sharing platform.
- The Women's Development Cell (WDC) at the University is a dedicated platform that promotes gender equality, empowerment, and the well-being of women on campus. GLS University, through various initiatives and activities, the WDC strives to create a safe, inclusive, and supportive environment where women can thrive academically, professionally, and personally. GLS University has also collaborated with WILPF - The Women's International League for Peace and Freedom.
- Community Connects—An initiative by the GLS University students to better connect with society and take steps towards improving the societal members undertakes various initiatives every year. The University is also committed to fostering global discourse, knowledge exchange, and collaboration through our prestigious National and International Conference line-up.
- Cultural activities hosted by the University, like cultural events, talent hunt programs, and annual day celebrations, provide a platform for students to celebrate their differences, understand various perspectives, and foster a sense of inclusivity within the institute. This has several key advantages, like Promoting Diversity and Inclusivity, Fostering Creativity and Innovation, and

Balancing Academic Rigor with Relaxation.

Embracing Indigenous Wisdom: Implementing NEP 2020 and Indian Knowledge Systems at University:

- GLS University's education strongly emphasizes foundational knowledge, thorough academic research based on rigorous pedagogy, innovative curriculum, and hands-on experience with real-world challenges. It implements subjects on Indian Knowledge Systems (IKS), a vital step towards enriching education with indigenous wisdom and fostering a deeper understanding of India's cultural Heritage. Specific courses at university deal with Ancient Indian Literature and Epics, Introduction to Indian Philosophy, Indian classical music and Dance, etc.
- GLS University adopts a comprehensive approach to implementing the National Education Policy (NEP – 2020) that encompasses various aspects of educational reforms. Some of the gradual changes in university settings, including NEP – 2020 gradually, are offering dual degree options to their students, promoting Research and Innovation at the campus, integrating vocational education and skill development programs into mainstream education to enhance employability and entrepreneurship among students, etc.

Insights into Socio-Economic Dynamics:

- In the dynamic landscape of higher education, universities play a pivotal role in generating socio-economic value for individuals, communities, and society.
- Social sensitivity activities like blood donation camps, Swachh Bharat Mission activities, and gender sensitization activities are an integral part of the GLS culture. GLS University has adopted Bakrol village on the outskirts of Ahmedabad, and the changes in the town—from its roads to its new high school—testify to the GLS community's efforts in building an empathetic society that the world desperately needs today.
- Every program at the University begins with a one-week orientation, which includes familiarizing yourself with the University and understanding the importance of programs that students pursue, games that sharpen and widen the horizon of student mindset, role-play, quizzes, etc. "SAMVAD" – a field/industry expert who shares reality and practical learning with students in various programs. Students at GLS University also conduct green initiatives and undertake activities like tree planting, pollution environmental campaigns, awareness of environmental issues, etc. At the University, many expert sessions and group/panel discussions are conducted regularly.

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

5. CONCLUSION

Additional Information :

GLS University is a pioneer in its focus on providing an education at par with the best in the world. We aim to help students become well-groomed individuals who can think significantly about various issues from **multiple directions, communicate effectively**, and become leaders committed to public service.

GLS University's education combines **foundational knowledge, rigorous academic research, innovative curriculum, and hands-on experience**. We are committed to grooming students with the skills and abilities that meet industry requirements, focusing on intelligence, emotional, situational, creative, and spiritual quotients, preparing them to be ethical leaders in a diverse and complex world.

GLS University receives the following prestigious awards and recognition from various organizations of repute across the globe.

1. GLS University was awarded as India's Greatest Brands 2019-20, researched by United Research Services, Asian Business & Social Forum India 2020 in the category of Education & University
2. The Rise & Rise of India Inc Bharat@75 award was presented to GLS University by TV9 Media Group.
3. Divya Bhasker Media Group awarded the Design Institute of GLSU the Best Design Institute in the Multi-Disciplinary Program in 2019.
4. Gold Star Award for "Excellence in Education" by ASEAN: The Future of Business World, Indian Achievers Forum, Bangkok, Thailand

GLS University's future strategy exhibits the University's orientation towards academic excellence and enriching students' learning experience. University initiated the construction of 7,50,000 sq. Ft. construction with two multi-story buildings in the heart of the city, Ahmedabad. This new infrastructure will be symbolized as state-of-the-art infrastructure with modern facilities like IoT & Machine Learning Labs, Research Labs, Innovation Labs, audio-visual labs, and other amenities with the latest equipment specifications.

At GLS University, we believe in learning by doing. Our philosophy of education is deeply rooted in industry-oriented learning, preparing students for the real world. We are proud to have collaborated with renowned organizations like Maruti Suzuki India Ltd, Tata Consultancy Services, and many more. We have invited over 1,000 industry experts to share their wisdom and knowledge with our students.

Concluding Remarks :

Academic Excellence at GLS University has built upon its reputation as a prominent educational trust. Its history of over **nine decades** enables GLS University to attract and retain proficient and renowned faculty, establish close relations with **industry experts, set up international collaborations, and adapt pedagogies and syllabi** that make students corporate-ready and meet their career goals.

The University also implemented the National Education Policy – 2020 to align and promote a more **holistic, flexible, multidisciplinary, and student-centric** approach to education. GLS University always tries to assess

and serve them in the best possible way to the stakeholders.

The University adopted the **7S Model**, which consists of seven parameters: **Strategy, Structure, Systems, Skills, Staff, Sustainable Plans, and Shared Values**. Every department prepares robust academic calendar planning using the 7S model to achieve the University's common goals.

The University also focuses on the **360-degree development** of students, teaching & non-teaching staff, and all other stakeholders in every aspect with the perspective of national building.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
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 :</p> <p>Answer After DVV Verification :127</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																														
1.3.3	<p>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</p> <p>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</p> <p>Answer before DVV Verification : 18</p> <p>Answer after DVV Verification: 14</p> <p>1.3.3.2. Total Number of programmes offered (without repeat count) during the last five years</p> <p>Answer before DVV Verification : 18</p> <p>Answer after DVV Verification: 16</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																														
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4833</td> <td>4521</td> <td>4147</td> <td>3803</td> <td>3549</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4754</td> <td>4435</td> <td>4078</td> <td>3758</td> <td>3503</td> </tr> </tbody> </table> <p>2.1.1.2. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4690</td> <td>4494</td> <td>3999</td> <td>3714</td> <td>3506</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	4833	4521	4147	3803	3549	2022-23	2021-22	2020-21	2019-20	2018-19	4754	4435	4078	3758	3503	2022-23	2021-22	2020-21	2019-20	2018-19	4690	4494	3999	3714	3506
2022-23	2021-22	2020-21	2019-20	2018-19																											
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2022-23	2021-22	2020-21	2019-20	2018-19																											
4690	4494	3999	3714	3506																											

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4611	4408	3930	3669	3460

Remark : As per clarification received from HEI, and excluding PhD students, thus DVV input is recommended.

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 : 251

Answer after DVV Verification: 239

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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)

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

Answer before DVV Verification : 4189

Answer after DVV Verification: 3781

Remark : As per clarification received from HEI, and excluding faculty having less than 10 months experience, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	4	8	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	2	5	9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.1.2	<p>The institution provides seed money to its teachers for research (average per year)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 349 1046 483"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>84.74</td> <td>104.63</td> <td>98.16</td> <td>86.06</td> <td>89.69</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 562 1046 696"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>49.68</td> <td>50.67</td> <td>62.85</td> <td>51.36</td> <td>44.63</td> </tr> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	84.74	104.63	98.16	86.06	89.69	2022-23	2021-22	2020-21	2019-20	2018-19	49.68	50.67	62.85	51.36	44.63
2022-23	2021-22	2020-21	2019-20	2018-19																	
84.74	104.63	98.16	86.06	89.69																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
49.68	50.67	62.85	51.36	44.63																	
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</p> <p>Answer before DVV Verification : 125 Answer after DVV Verification: 82</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</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</p> <p>Answer before DVV Verification : 253 Answer after DVV Verification: 241</p> <p>3.1.4.2. Number of PhD Scholars enrolled during last five years</p> <p>Answer before DVV Verification : 326 Answer after DVV Verification: 345</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
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 :</p> <p>Answer After DVV Verification :2226.87</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</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 :</p> <p>Answer After DVV Verification :315</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.4.2	<p>Total number of Patents awarded during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :4</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.4.4	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list during the last five years</p> <p>Answer before DVV Verification : 972</p> <p>Answer after DVV Verification: 342</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.4.5	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years</p> <p>Answer before DVV Verification : 593</p> <p>Answer after DVV Verification: 275</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.6.2	<p>Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years</p> <p>3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.</p>

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	17	21	32	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	08	02	12	20

Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, days celebrations, thus DVV input is recommended.

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 :

Answer After DVV Verification :31

Remark : As per clarification received from HEI, and excluding activities on Student Immersion Programmes; Advanced & Research Studies, Academic Excellence in Gandhian educational studies, Medical Benefits for employee etc., thus DVV input is recommended.

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 : 2595

Answer after DVV Verification: 2150

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
2403.29	1382.81	1170.66	791.99	829.16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1800	788.04	699.66	476.00	567.03

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
634	678	672	509	483

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
610	650	672	490	470

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.3	<p>Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years</p> <p>(eg: NET/SLET/ Civil Services/State government examinations etc.)</p> <p>5.2.3.1. <i>Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)</i> Answer before DVV Verification : 374 Answer after DVV Verification: 287</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
5.3.1	<p>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 987 1046 1122"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>144</td> <td>38</td> <td>24</td> <td>90</td> <td>97</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1200 1046 1335"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>108</td> <td>28</td> <td>18</td> <td>67</td> <td>72</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and excluding Participation/appreciation Certificates, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	144	38	24	90	97	2022-23	2021-22	2020-21	2019-20	2018-19	108	28	18	67	72
2022-23	2021-22	2020-21	2019-20	2018-19																	
144	38	24	90	97																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
108	28	18	67	72																	
5.4.1	<p>Alumni contribution during the last five years to the University through registered Alumni Association</p> <p>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:</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1733 1046 1868"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>34.64</td> <td>34.51</td> <td>30.01</td> <td>25.73</td> <td>21.25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1946 1046 2080"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>27.51</td> <td>29.72</td> <td>24.45</td> <td>20.73</td> <td>16.88</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	34.64	34.51	30.01	25.73	21.25	2022-23	2021-22	2020-21	2019-20	2018-19	27.51	29.72	24.45	20.73	16.88
2022-23	2021-22	2020-21	2019-20	2018-19																	
34.64	34.51	30.01	25.73	21.25																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
27.51	29.72	24.45	20.73	16.88																	

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
221	186	107	149	162

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
182	156	81	121	135

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
149	146	152	138	133

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
125	119	134	114	119

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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)

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	150

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and Grants received under Criterion III and V not to be repeated here, thus DVV input is recommended.

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 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</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 Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on rolls year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12793</td> <td>11986</td> <td>10870</td> <td>9611</td> <td>8241</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12430</td> <td>11681</td> <td>10628</td> <td>9390</td> <td>7998</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	12793	11986	10870	9611	8241	2022-23	2021-22	2020-21	2019-20	2018-19	12430	11681	10628	9390	7998
2022-23	2021-22	2020-21	2019-20	2018-19																	
12793	11986	10870	9611	8241																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
12430	11681	10628	9390	7998																	
1.2	<p>Number of final year outgoing students year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3464</td> <td>3451</td> <td>3001</td> <td>2573</td> <td>2125</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3416</td> <td>3412</td> <td>2954</td> <td>2544</td> <td>2125</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	3464	3451	3001	2573	2125	2022-23	2021-22	2020-21	2019-20	2018-19	3416	3412	2954	2544	2125
2022-23	2021-22	2020-21	2019-20	2018-19																	
3464	3451	3001	2573	2125																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3416	3412	2954	2544	2125																	
2.1	<p>Number of full time teachers in the institution year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>270</td> <td>221</td> <td>183</td> <td>181</td> <td>182</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>232</td> <td>204</td> <td>182</td> <td>180</td> <td>165</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	270	221	183	181	182	2022-23	2021-22	2020-21	2019-20	2018-19	232	204	182	180	165
2022-23	2021-22	2020-21	2019-20	2018-19																	
270	221	183	181	182																	
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