# SELF STUDY REPORT

## FOR

## 1ˢᵗ CYCLE OF ACCREDITATION

## KARNAVATI UNIVERSITY

A/907, UVARSAD - ADALAJ ROAD, UVARSAD, GANDHINAGAR, GUJARAT
382422

www.karnavatiuniversity.edu.in

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October  2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

# INTRODUCTION

Karnavati University has been accorded the status of a private university under Gujarat Private University Act, 2009 in March 2017, ratified by the State Government of Gujarat through official gazette no VOL.LVIII dated 28.03.2017 and signed by the Governor of Gujarat and later notified vide Education Department, Government of Gujarat's notification no. GH/SH/12/EPU/2017/10/KH1 dated 31.03.2017. It is empowered to confer degrees under Section 22 of UGC Act 1956.

Since its inception, the university has rapidly grown into one of the region's premier institutions, offering a wide range of undergraduate, postgraduate, and doctoral programs across various disciplines. With Students over 20 different states of India and several foreign countries, Karnavati University is one of the most ethnically and culturally diverse Universities in the region. Karnavati University is emerging as a leading private University in the state of Gujarat, with more than 355 faculty members and over 7000 enrolled students.

Karnavati university participated in the National Institutional Ranking Framework (NIRF) rankings and got 37th Rank in the Dental category for 2022. Further cementing its reputation as a leading institution in the Nation.

 Karnavati University is commitment to academic excellence is evident in its state-of-the-art infrastructure, experienced faculty members, and innovative teaching methodologies. The university adopts a multidisciplinary approach to education, blending traditional and contemporary practices to create a dynamic and inclusive learning environment. This approach ensures that students not only gain theoretical knowledge but also develop practical skills and critical thinking abilities essential for real-world challenges. The university is actively involved in numerous social activities and outreach programs aimed at positively impacting the local community and beyond.

**Vision**

To be recognized as a Renowned center of excellence in  education, research, and innovation by fostering global strategic alliances and imparting value-based education with an emphasis on inclusivity, sustainability, and holistic growth.

**Mission**

Mission of the Karnavati University is,

To provide high-quality, creative educational programs that satisfy global standards and local demands, by creating an amazing environment with state-of–art infrastructure.

To promote cutting-edge research and innovation, focusing upon innovative teaching-learning pedagogy and real life- applications.

To equip students with the right kind of knowledge, skills, and ethics, needed for their holistic growth and to become visionary leaders.

To cultivate and maintain strategic collaborations with global institutions of repute and industries, to improve education, research, and community participation.

To take actions upon social and environmental concerns, to promote sustainability, and improve communities, demonstrating a dedication for good social impact.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

- The university boasts state-of-the-art infrastructure with well-equipped laboratories, libraries, and digital resources, fostering an environment conducive to learning and research.
- The university's curriculum design emphasizes skill development and industry-relevant courses, increasing the employability of its graduates.
- The university has a highly qualified and diverse faculty with a balance of academic and industry experience, enriching the learning experience for students and contributing to research output.
- Karnavati University's focus on learner-centric pedagogy, supported by modern teaching methods like project-based learning, case studies, and experiential learning, sets it apart in delivering a personalized education experience.
- The university's governance structure supports strategic decision-making, academic freedom, and transparency, which are essential factors in maintaining institutional quality.
- Strong links with industry through internships, live projects, and guest lectures enable students to bridge the gap between academic learning and real-world applications.
- Located in close proximity to both Ahmedabad and Gandhinagar, Karnavati University enjoys a prime location that provides easy access to a range of academic, industrial, and cultural opportunities. The location enhances collaboration with industries, government bodies, and other academic institutions, making it ideal for internships, industry partnerships, and student placements.
- Karnavati University takes pride in its diverse community, with students and faculty hailing from various regions, backgrounds, and cultures. This diversity fosters a vibrant, inclusive campus environment that promotes intercultural exchange, global perspectives, and a rich learning experience. The diversity also enhances collaborative learning, contributing to a broad worldview among students.
- The university has adopted a comprehensive Enterprise Resource Planning (ERP) system that enables transparent, efficient, and technology-driven administration. From admissions to student records, financial management, and faculty administration, the ERP system ensures streamlined processes, easy access to information, and transparency across all departments, contributing to better governance and accountability.

- Karnavati University has automated its examination processes, which include online exam scheduling, digital assessments, and secure result generation. This system ensures timely, error-free, and transparent conduct of exams, improving the overall efficiency of the evaluation process and enhancing students' confidence in the university's academic integrity.
- The university places a strong emphasis on sustainable practices by efficiently utilizing natural resources. From rainwater harvesting to solar energy utilization and waste management, the campus has adopted eco-friendly initiatives that promote environmental sustainability. These efforts not only reduce the university's carbon footprint but also contribute to students' awareness and involvement in sustainability practices.
- Karnavati University's extension activities are driven by its active National Service Scheme (NSS) unit and its CSR wing, the Heal the World Foundation. These initiatives involve students in impactful community outreach programs such as health camps, rural development, educational drives, and environmental projects.

**Institutional Weakness**

- Lack of funding from national/government organization for nurturing advanced research.
- Limited presence of international students in the University
- Alumni network as the University came into existence in 2017 and fewer batches have passed out
- Limited research output in terms of high impact research and publications

**Institutional Opportunity**

- Opportunity to bring full e-governance at all levels of university functioning.
- Enhancement in Academic, Administrative infrastructure and library facilities to enhance intake capacity & introduce new programmes.
- Emphasizing faculty and student research through funding, collaboration, and publication can bolster the university's academic profile.
- Strengthening partnerships with international universities and national institutions can help elevate the academic and cultural exchange programs.
- Increased focus on online and distance education platforms opens new revenue streams and increases accessibility for a broader student base.
- The increasing demand for AI skills presents an opportunity for Karnavati University to integrate AI-related courses across various disciplines, including engineering, management, and arts, thereby enhancing the employability of graduates.

**Institutional Challenge**

- Recruiting and retaining qualified faculty members can be challenging, especially in specialized fields where there is high demand for talent and limited availability.
- The fast-paced evolution of technology requires continuous updates to the curriculum, faculty training,

and infrastructure, which can be resource-intensive and complex to implement.

- Effectively managing a diverse student and faculty population requires thoughtful policies and practices to ensure inclusivity and address potential conflicts.
- Upholding academic integrity and preventing issues such as plagiarism and cheating in an increasingly digital learning environment presents ongoing challenges.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Curricular Aspects

The period from 2019-20 to 2023-24 marked significant growth for Karnavati University, with key developments in curriculum design and delivery. This period saw the institution navigating the challenges posed by the COVID-19 pandemic and leveraging the opportunity to align our curriculum with the New Education Policy (NEP) 2020. In 2022, the university initiated the phased implementation of NEP-2020, which led to a comprehensive revision of syllabi across all programs.

Key achievements in this regard include:

Program Expansion and Sustainability:

In 2017, Karnavati University introduced 17 new programs, all of which have successfully sustained. As of now, the university offers 51 programs across its various schools.

Comprehensive Syllabus Revision:

The syllabi for all 51 programs were meticulously revised to stay abreast of academic advancements. The Choice-Based Credit System (CBCS) was implemented across the board, except in programs regulated by statutory bodies such as the Dental Council of India (DCI) and Bar Council of India (BCI).

Holistic Development Courses:

Personality development and soft skills courses were made mandatory for all students, with a strong emphasis on practical language courses. These initiatives were designed to enhance employability and professional competencies.

Integration of Online Learning:

Students were actively encouraged to enroll in online courses offered through platforms like SWAYAM, NPTEL, and Coursera, promoting lifelong learning and exposure to global standards.

Focused Curriculum Design:

More than 95% of the courses were designed to strengthen core competencies, employability, entrepreneurship, and skill development. Academic flexibility was expanded through the introduction of interdisciplinary courses, accounting for approximately 47% of the offerings.

Value-Added and Cross-Cutting Courses:

Courses addressing important themes such as Ethics, Gender Sensitivity, and Environment & Sustainability were made mandatory. Additionally, 190 value-added courses were conducted, benefiting over 69% of the student body.

Research and Practical Exposure:

Research-oriented projects were made compulsory for all technical programs, including the Institute of Technology (Computer Science) and B.Design. These projects ensure hands-on learning and practical exposure for students. Furthermore, industry internships were mandated for all relevant degree programs/courses.

Co-Curricular and Extracurricular Activities:

The university placed a strong emphasis on co-curricular and extracurricular activities, encouraging students to participate in a variety of activities through dedicated clubs. In the 2022-23 academic year, over 90% of students engaged in field visits, industrial visits, research projects, or internships.

Stakeholder Feedback for Continuous Improvement:

Feedback from various stakeholders, including students, faculty, and industry representatives, was systematically collected, analyzed, and used to refine syllabi and improve academic processes. This ensures continuous curriculum improvement by incorporating inputs from students, faculty, alumni, and industry experts. This data-driven approach helps keep the curriculum dynamic, industry-relevant, and aligned with emerging academic and professional trends. It enhances student satisfaction, employability, and the overall learning experience, while promoting transparency and responsiveness to societal needs.

**Teaching-learning and Evaluation**

**Teaching-Learning and Evaluation**

Karnavati University has emphasized the delivery of curriculum that aligns with the broader societal objectives of education. Our focus is on experiential and skill-based learning, equipping students with the necessary competencies to become successful professionals and responsible contributors to society.

In fostering inclusivity, Karnavati University adheres strictly to the reservation policies as per the Government of Gujarat's guidelines. We take pride in attracting students from various parts of Gujarat, across India, and from international backgrounds. Over the past five years, we have maintained an impressive average demand ratio of 204:1, reflecting the high demand for our academic programs.

To support our students holistically, faculty mentors are assigned to small groups, with the mentoring process outlined during the orientation program. Our qualified faculty members are integral to the university's growth and success. The current student-to-full-time teacher ratio stands at 16:1, ensuring personalized attention and mentorship. Karnavati University adopts student-centric teaching methods, incorporating real-world applications into the curriculum. A structured approach is followed to classify, slow learners, regular learners and advanced learners, enabling tailored support for each student's learning journey.

We leverage modern technology to enhance the teaching-learning experience. ICT-enabled classrooms, an in-house Learning Management System (LMS), and extensive use of digital tools provide students with enriched learning environments. Our faculty strength of 355 includes 51.87% PhD/MDS holders, and the average teaching experience among faculty members is 9.38 years.

The evaluation process at Karnavati University is transparent, objective, and largely digitized. Over the last five years, the average rate of student grievances was just **0.17%.** Examination results are typically declared within 15 days of the final exam date, and in the 2023-24 academic session, our pass percentage reached 94.28%.

We follow an outcome-based teaching-learning approach, regularly evaluating and analyzing course and program outcomes to ensure continuous improvement. Corrective actions are implemented as needed. Student satisfaction surveys play a pivotal role in assessing the quality of our teaching-learning processes, and the feedback received is instrumental in introducing innovative pedagogical practices.

The active involvement of stakeholders and a commitment to transparency further reinforce the integrity and strength of our teaching-learning and evaluation systems

**Research, Innovations and Extension**

**Research, Innovations, and Extension**

Karnavati University (KU) is committed to fostering excellence in research, innovation, and outreach, aiming to benefit society and contribute to sustainable development. The University's research activities are administered and regulated through the Directorate of Research.

**Key Highlights of Research and Development at Karnavati University:**

- **In-House Seed Funding**: KU offers competitive in-house seed money grants to support research initiatives undertaken by faculty, researchers, and interested students. This program encourages innovation and scholarly research within the university community.
- **Central Research Facility (CRF)**: To promote high-quality research, KU has established the CRF lab, equipped with advanced instruments and tools to support cutting-edge research across multiple disciplines.
- **Centre of Excellence (CoE)**: KU initiated the CoE to drive research and development in the rapidly advancing field of Robotics, IoT, 3D printing, supporting both foundational and applied research.
- **Specialized Research Labs**: The University has developed state-of-the-art laboratories, including:
    - Anatomy museum
    - Oral health Museum
    - SAP Laboratory
    - Makers Computer Lab
    - AR VR Lab
    - Mechatronics Lab
    - Media Laboratory
    - Statistical Laboratory
    - Clinical Trial Laboratory

These facilities provide students and researchers with hands-on experience and support scientific exploration across diverse fields.

- **Modern Library and E-Resources**: The Central Library is equipped with modern amenities and access to an extensive range of e-resources, including KOHA and anti-plagiarism software. The library also offers advanced reprographic facilities to enhance research and academic output.
- **Extension and Outreach Initiatives**: KU's Extension and Outreach Club, National Service Scheme (NSS), and National Cadet Corps (NCC) regularly organize national events, celebrations, and community engagement programs, enhancing the university's societal impact.

**Research and Extension Achievements (Last Five Years):**

- **4 Government-Funded Research Projects**: The University has secured 4 research projects with a cumulative sanctioned value of approximately Rs. 2 crores from government agencies.
- **286 Non-Government-Funded Projects**: In addition, 286 projects have been sanctioned by non-government agencies, with a total funding of approximately Rs. 4 crores.
- **Incubation of Startups**: KU has successfully incubated around 40 startups under Karnavati Innovation and Incubation Foundation, demonstrating its commitment to fostering innovation and entrepreneurship among students and faculty.
- **Patent Achievements**: 250+ patents have been published, reflecting the University's strong emphasis on intellectual property and innovation.
- **Publications**: KU's research contributions include 366 Scopus/PubMed/WoS indexed journals, 352 UGC Care list journals, more than 500 book chapters and conference proceedings, reflecting the scholarly engagement of the university.
- **Consultancy and Corporate Training**: Revenue generated from consultancy services and corporate training has reached more than Rs. 2.5 crores, further strengthening KU's connection with industry and enhancing its research impact.
- **Extension and Outreach Programs**: KU has conducted more than 300 extension and outreach programs, with approximately 70% student participation, reflecting the University's commitment to community engagement and societal development.
- **Collaborations**: The University has 52 functional Memorandums of Understanding (MoUs) with various institutions, universities, and industries, promoting collaborative research, knowledge exchange, and innovation.

## Infrastructure and Learning Resources

Karnavati University spans 23.5 acres of lush, green campus, blending a serene natural environment with proximity to urban infrastructure. The campus serves as a hub for teaching, learning, and research, offering an ideal environment for academic growth.

**Physical Infrastructure:**

Karnavati University boasts state-of-the-art academic and research facilities, including:

- **Smart and ICT-Enabled Classrooms**: All classrooms are equipped with modern technology to support

innovative teaching methodologies.

- **Seminar Halls and Amphitheatre**: These spaces facilitate academic discourse, events, and performances.
- **Demonstration Rooms and Laboratories**: Well-equipped with the latest tools and technologies for hands-on learning and experimentation.
- **Computer Labs and CCTV Surveillance**: Advanced computer labs offer cutting-edge software and hardware, with comprehensive CCTV coverage ensuring safety and security across the campus.

**Sports and Recreational Facilities:**

The University offers a wide array of outdoor and indoor sports facilities, supporting a balanced lifestyle for students and faculty:

- **Outdoor Sports**: Multipurpose playgrounds, Volleyball, Basketball, Handball courts, and Cricket practice pitches.
- **Indoor Sports**: Badminton courts, gymnasium, and a yoga center.
- **Recreational Activities**: Facilities for Table Tennis, Carrom, and other activities are available across various campus blocks.

**Library and Learning Resources:**

The University's library features an automated library management system for efficient operations. It includes:

- **Extensive Stacking and Reading Areas**: Designed to provide students with ample space for study and research.
- **E-Resources**: A rich collection of books, journals, and digital resources is available to support academic endeavours. On average, Rs. 100.6 lakhs is spent annually on books, journals, and e-resources.

**Technology and Digital Resources:**

Karnavati University is equipped with:

- State-of-the-Art Laboratories: Audio-Video Editing Center, Digital Repositories, Media Lab and many more.
- **Lecture Capturing Systems**: Installed in classrooms to facilitate recording and future access to lectures.
- **Campus-Wide Wi-Fi**: Offering seamless internet access across all academic buildings and common areas.
- **ERP System:** Ensuring efficient management of academic, administrative, and student-related processes.

**Expenditure on Infrastructure Development and Maintenance:**

Karnavati University invests significantly in the development and maintenance of its infrastructure:

- **Annual Infrastructure Development Expenditure**: On average, Rs.2,045.34 lakhs, constituting about 25.47% of the total expenditure (excluding salaries), is dedicated to developing and enhancing physical

infrastructure.

- **Annual Maintenance Expenditure**: On average, Rs.2,422.38 lakhs, approximately 29.22% of the total expenditure (excluding salaries), is allocated for maintaining academic support and physical facilities.

**Student Support and Progression**

**Student Support and Progression at Karnavati University**

Karnavati University (KU) is deeply committed to the holistic development and progression of its students by providing robust academic guidance, career development opportunities, and financial assistance. Our student support framework encompasses skill development programs, scholarships, and specialized coaching for competitive exams, ensuring that students are well-prepared for both academic and professional success.

**Key Support Initiatives:**

- **Skill Development Programs**: KU offers a variety of skill enhancement programs to help students build competencies relevant to their chosen fields, as well as in-demand skills for the job market.
- **Scholarships**: The University extends a wide range of institutional and government scholarships based on merit, economic need, and special categories, ensuring that deserving students receive the financial support necessary for their education.
- **Guidance for Competitive Exams**: Through targeted tutoring and mentoring, KU provides dedicated coaching and guidance for competitive examinations, preparing students for further studies or professional certifications.
- **Internships and Placements**: Placement Cell of KU actively assists students in securing internships and job placements, while also supporting those pursuing self-employment. Many students have gone on to pursue further studies and jobs both in India and abroad.
- **Alumni Engagement**: KU's registered Alumni Association plays a pivotal role in the growth of the university by offering mentorship, scholarships, and both financial and non-financial support, helping current students advance in their academic and professional journeys.

**Safe and Inclusive Campus Environment:**

- **Anti-Ragging and Grievance Redressal**: KU strictly enforces anti-ragging policies to ensure a safe, inclusive, and harmonious campus environment. The University has an active **Grievance Redressal Committee** and an **Internal Compliance Committee**, ensuring transparency and swift resolution of any concerns.
- **Student Leadership**: The University has an active **Student Council** that fosters student leadership and involvement in decision-making, with students participating in various academic and administrative committees.

**Significant Outcomes of Student Support Activities (Last Five Years):**

- **Scholarship Beneficiaries**: On average, 69.04% of students benefited from a variety of scholarships, supporting students from diverse economic backgrounds and special categories.
- **Capability Enhancement**: Many students have benefited from various capability enhancement

schemes offered by KU, focusing on developing essential skills for career progression.

- **Guidance for Competitive Examinations**: Approximately 45.1% of students received dedicated guidance and support for competitive exams and career advancement, ensuring their readiness for future challenges.
- **Internships and Job Placements**: KU has an impressive track record, with an average of 70.58% of students securing internships, placements, or pursuing self-employment after graduation, ensuring high employability among its graduates.
- **Progression to Higher Studies**: In the 2023-24 academic year, over 30% of the outgoing batch progressed to higher studies, with KU providing comprehensive guidance on higher education opportunities in India and abroad.
- **Sports and Cultural Achievements**: KU students have won various awards at National and State-level sports competitions, showcasing their talent and commitment to extracurricular activities. The University regularly organizes sports and cultural events in line with its annual activity calendar, fostering camaraderie and student engagement.

**Alumni Contributions:**

KU's alumni continue to contribute meaningfully to the university through scholarships, mentorship programs, and other forms of support. Their active involvement helps current students navigate their academic and professional paths successfully.

**Governance, Leadership and Management**

**Governance, Leadership, and Management at Karnavati University**

Karnavati University upholds a well-structured and transparent organizational hierarchy, demonstrating effective leadership through decentralization and participative management. The University fosters a dynamic and inclusive governance system that actively involves all stakeholders, ensuring that decision-making processes are well-rounded and representative of the entire university community. This commitment is driven by the University's vision:
**"To be recognized as a Renowned Center of Excellence in Education, Research, and Innovation by fostering global strategic alliances and imparting value-based education with an emphasis on inclusivity, sustainability, and holistic growth".**

**Key Governance and Leadership Practices:**

- **Participative Governance**: Karnavati University encourages inclusive participation from all its stakeholders, including faculty, staff, students, and external partners, in the decision-making, implementation, and monitoring of various activities. This participative approach ensures that diverse perspectives and expertise are utilized for informed governance.
- **Decentralized Leadership**: The University promotes decentralized leadership across its departments, empowering faculty and administrative heads to take autonomous decisions, thereby fostering accountability, quick responsiveness, and streamlined operations.

**E-Governance Framework:**

Karnavati University has established a robust **e-governance** system, aimed at simplifying and enhancing daily governance activities across all domains:

- **Comprehensive E-Governance**: The University's e-governance framework supports academic, administrative, financial, and operational functions, enabling real-time access to data, efficient record management, and effective communication.
- **Investment in E-Governance**: Over the last five years, the University has allocated approximately Rs. 40 lakhs towards the maintenance and enhancement of its e-governance infrastructure, reflecting a strong commitment to technological advancement in governance.

## Faculty Welfare and Professional Development:

Recognizing the vital role of its faculty and staff, Karnavati University has introduced several welfare measures and development opportunities:

- **Financial Support for Development Programs**: On average, 64.58% of the total faculty has received financial support to attend faculty development programs, conferences, and workshops over the last five years, demonstrating the University's dedication to professional growth.
- **Faculty Development Programs**: The University has organized 109 **Faculty Development Programs** (FDP) for its teaching and non-teaching staff, ensuring continuous learning and upskilling within the institution.
- **Performance Appraisal System**: A transparent and robust **annual performance appraisal** system is in place for both teaching and non-teaching staff. This appraisal system ensures merit-based career progression and encourages continuous improvement in faculty performance.

## Financial Stability and Resource Diversification:

Karnavati University maintains a stable financial foundation and has actively diversified its revenue sources:

- **Revenue Generation**: The University has successfully diversified its income through research grants, consultancy projects, donations, and contributions from alumni, creating a financially sustainable model.
- **External Funding**: In the last five years, the University has received Rs. 2 crores from various non-governmental organizations (NGOs) for developmental activities, bolstering its resources for research and infrastructure development.
- **Regular Audits**: Internal and external audits are conducted regularly, with any hurdles addressed in accordance with the University's standard operating procedures (SOPs), ensuring financial transparency and compliance.

## Institutional Achievements:

The **Internal Quality Assurance Cell (IQAC)** of Karnavati University has been instrumental in driving quality enhancements, helping the University secure numerous accolades and awards for its academic excellence, research contributions, and governance practices.

## Institutional Values and Best Practices

**Institutional Values and Best Practices at Karnavati University**

Karnavati University (KU) is committed to promoting inclusive practices, environmental consciousness, sustainability, and social responsibility. These values are deeply embedded in the academic, operational, and cultural framework of the institution. By fostering a holistic and progressive campus environment, KU ensures that students, faculty, and staff actively contribute to the creation of an equitable and sustainable future.

**1. Key Initiatives and Best Practices:**

**Empowering India's Craft Heritage: Craft Education as a Catalyst for Social and Cultural Impact**

Ensures preserving traditional knowledge, integrating indigenous crafts into modern education, promoting sustainable practices, encouraging lifelong learning and enhancing cultural awareness

**Global Immersion, Experiential Learning and Gender Sensitization: A Transformative Approach by Karnavati University for Holistic Development**

In today's rapidly evolving global landscape, traditional educational methods often fail to equip students with the practical skills and cultural awareness necessary for success. There is a growing need for education systems to go beyond conventional boundaries and address the complex realities of identity, gender, power, and culture. The **Karnavati Centre for Experiential and Immersive Learning (KCEIL)** addresses this gap by offering students a unique learning model that blends academic rigor with real-world engagement. Following the philosophy of "learning by doing", KCEIL empowers students to apply theoretical knowledge in real-world situations through well-curated experiential learning programs.

**2. Environmental Consciousness and Sustainability**

KU demonstrates its commitment to environmental sustainability through various green initiatives:

- **Renewable Energy**: The university has installed a **600 kWh rooftop solar power plant**, harnessing renewable energy and contributing excess power to the grid.
- **Waste Management**: Organic waste from the university's canteen is managed through bio-gas plants, with daily monitoring of food waste and gas production.
- **Energy Conservation**: Sensor-based energy-saving measures, including smoke detectors and motion-sensor lights, are employed to minimize energy consumption.
- **Sewage Treatment**: A **400 KLD Sewage Treatment Plant (STP)** effectively manages liquid waste, reducing environmental impact.
- **Green Campus**: The campus is home to several green initiatives, such as an Herbal Garden, Ban on use of Plastics, landscaping with trees and plants, promoting biodiversity and sustainability.
- **Pedestrian-Friendly Environment**: The use of **battery-powered vehicles** and the restricted entry of automobiles create a safer and more pedestrian-friendly campus.
- **Rainwater Harvesting**: Sustainable water management is achieved through rainwater harvesting systems, reducing dependence on groundwater.

**3. Waste Management**

KU has implemented a robust waste management system:

- **Biomedical Waste**: Handled in collaboration with **Pollu Care Biomedical Management Pvt. Ltd.** The waste are collected from various laboratories in different color coded bins and are disposed with the help of above agency, ensuring safe and compliant disposal.
- **E-Waste Management**: An MoU was signed with Evergreen e-waste Management Pvt. Ltd. to ensure proper disposal and recycling of electronic waste, further contributing to responsible environmental practices.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the University | |
|---|---|
| Name | KARNAVATI UNIVERSITY |
| Address | A/907, Uvarsad - Adalaj road, Uvarsad, Gandhinagar, Gujarat |
| City | Gandhinagar |
| State | Gujarat |
| Pin | 382422 |
| Website | [www.karnavatiuniversity.edu.in](www.karnavatiuniversity.edu.in) |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Vice Chancellor(in-charge) | Tariq Ali Saiyed | 079-61755500 | 9909961638 | - | iqac@karnavatiuniversity.edu.in |
| IQAC / CIQA coordinator | Prakash Arumugam | 079-61755578 | 7200585852 | - | prakasharumugam@karnavatiuniversity.edu.in |

| Nature of University | |
|---|---|
| Nature of University | State Private University |
| Institution Fund Source | No data available. |

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

| Establishment Details | |
|---|---|
| Establishment Date of the University | 31-03-2017 |
| Status Prior to Establishment,If applicable | Affiliated College |
| Establishment Date | 06-07-2005 |

| Recognition Details | | |
|---|---|---|
| **Date of Recognition as a University by UGC or Any Other National Agency :** | | |
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 03-11-2022 | View Document |
| 12B of UGC | | |
| Section 3 | 05-10-2024 | View Document |

| 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 | A/907, Uvarsad - Adalaj road, Uvarsad, Gandhinagar, Gujarat | Rural | 27.5 | 77036 | UG, PG, Integrated and Doctorate | | |

# 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

| Type Of Colleges | Numbers |
|---|---|
| Constituent Colleges | 6 |
| 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 | 6 |
| Colleges with Research Departments | 6 |
| University Recognized Research Institutes/Centers | 0 |

| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | : Yes |
|---|---|

| SRA program | Document |
|---|---|
| DCI | 110931_9778_5_1716392495.pdf |
| BCI | 110931_9778_8_1716628496.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 | 42 | | | | 70 | | | | 234 | | | |
| Recruited | 30 | 12 | 0 | 42 | 42 | 28 | 0 | 70 | 143 | 91 | 0 | 234 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | Lecturer | | | | Tutor / Clinical Instructor | | | | Senior Resident | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | 0 | | | | 9 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 1 | 8 | 0 | 9 | 0 | 0 | 0 | 0 |
| 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 | | | | 20 |
| Recruited | 12 | 8 | 0 | 20 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

## Technical Staff

| | Male | Female | Others | Total |
|---|---|---|---|---|
| Sanctioned | | | | 20 |
| Recruited | 18 | 2 | 0 | 20 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

**Qualification Details of the Teaching Staff**

| | Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 12 | 4 | 0 | 12 | 7 | 0 | 18 | 12 | 0 | 65 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 16 | 8 | 0 | 29 | 21 | 0 | 113 | 73 | 0 | 260 |
| UG | 2 | 0 | 0 | 1 | 0 | 0 | 12 | 5 | 0 | 20 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Lecturer** | | | **Tutor / Clinical Instructor** | | | **Senior Resident** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 2 | 0 | 0 | 1 | 0 | 0 | 12 | 5 | 0 | 20 |

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

| **Highest Qualification** | **Lecturer** | | | **Tutor / Clinical Instructor** | | | **Senior Resident** | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| **Highest Qualification** | **Lecturer** | | | **Tutor / Clinical Instructor** | | | **Senior Resident** | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**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 | NIL | NIL | NIL |

**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 | 1847 | 831 | 0 | 3 | 2681 |
| | Female | 1292 | 2053 | 0 | 11 | 3356 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 133 | 40 | 0 | 0 | 173 |
| | Female | 129 | 113 | 0 | 0 | 242 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 89 | 26 | 0 | 0 | 115 |
| | Female | 106 | 35 | 0 | 0 | 141 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Integrated Programme | From the State where university is located | From other States of India | NRI students | Foreign Students | Total |
|---|---|---|---|---|---|
| Male | 211 | 54 | 0 | 1 | 266 |
| Female | 189 | 59 | 0 | 0 | 248 |
| Others | 0 | 0 | 0 | 0 | 0 |

**Details of UGC Human Resource Development Centre, If applicable**

| | |
|---|---|
| Year of Establishment | Nill |
| 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 |

| General Facilities | |
|---|---|
| **Campus Type: A/907, Uvarsad - Adalaj road, Uvarsad, Gandhinagar, Gujarat** | |
| **Facility** | **Status** |
| • Auditorium/seminar complex with infrastructural facilities | **Yes** |
| • **Sports facilities** | |
| * Outdoor | **Yes** |
| * Indoor | **Yes** |
| • Residential facilities for faculty and non-teaching staff | **Yes** |
| • Cafeteria | **Yes** |
| • **Health Centre** | |
| * First aid facility | **Yes** |
| * Outpatient facility | **Yes** |
| * Inpatient facility | **Yes** |
| * Ambulance facility | **Yes** |
| * Emergency care facility | **Yes** |
| • **Health centre staff** | |

| | |
|---|---|
| * Qualified Doctor (Full time) | **2** |
| * Qualified Doctor (Part time) | **0** |
| * Qualified Nurse (Full time) | **2** |
| * Qualified Nurse (Part time) | **0** |
| • Facilities like banking, post office, book shops, etc. | **Yes** |
| • Transport facilities to cater to the needs of the students and staff | **Yes** |
| • Facilities for persons with disabilities | **Yes** |
| • Animal house | **Yes** |
| • Power house | **Yes** |
| • Fire safety measures | **Yes** |
| • Waste management facility, particularly bio-hazardous waste | **Yes** |
| • Potable water and water treatment | **Yes** |
| • Renewable / Alternative sources of energy | **Yes** |
| • Any other facility | **NA** |

| Hostel Details | | |
|---|---|---|
| **Hostel Type** | **No Of Hostels** | **No Of Inmates** |
| Boys' hostel | 2 | 239 |
| Girls's hostel | 10 | 1246 |
| Overseas students hostel | 0 | 0 |
| Hostel for interns | 0 | 0 |
| PG Hostel | 0 | 0 |

| Health Professional Education Unit / Cell / Department | | |
|---|---|---|
| Year of Establishment: | | |
| **Education Programs Conducted** | **Number Programs Conducted** | **Duration in Months** |
| * Induction | 5 | 1 |
| * Orientation | 5 | 1 |
| * Refresher | 3 | 1 |
| * Post Graduate | 3 | 1 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | The university promotes a multidisciplinary approach by offering flexible course structures, allowing students to choose electives across disciplines. This approach encourages holistic learning, fosters creativity, and enables students to gain diverse skill sets that prepare them for a dynamic job market. Our competency-based education model (CBME) and Choice-Based Credit System (CBCS) promote an integrated and interdisciplinary learning framework. Over 50% of our courses encourage interdisciplinary study, allowing students to connect knowledge across fields. Seminars, workshops, and case discussions further enhance students' abilities to tackle complex, real-world challenges with diverse skill sets. Karnavati University has undertaken several initiatives to promote and enhance its multidisciplinary and interdisciplinary offerings: Cross-disciplinary Workshops and Seminars: Regularly organized workshops and seminars encourage interaction among departments, exposing students to new ideas and perspectives. Collaborative Projects: Through various industry collaborations, students participate in live projects that require the integration of knowledge from multiple fields. Curriculum Development: The curriculum at Karnavati University is periodically reviewed and updated to ensure that it stays aligned with global educational trends. Special emphasis is placed on incorporating multidisciplinary courses and introducing interdisciplinary modules that address evolving industry needs. Industry and Academic Collaborations: We have partnered with industry leaders and academic institutions to create joint |
|---|---|

| | |
|---|---|
| | programs that focus on interdisciplinary approaches. These collaborations provide students with opportunities for internships and hands-on learning in real-world settings. |
| 2. Academic bank of credits (ABC): | In accordance with the visionary framework set by the National Education Policy (NEP) 2020, Karnavati University has adopted the Academic Bank of Credits (ABC) system to enhance flexibility, mobility, and lifelong learning for students. This initiative aligns with our university's mission to provide a dynamic and student-centric educational ecosystem that promotes multidisciplinary learning and academic freedom. The university has adopted the Academic Bank of Credits system to facilitate credit accumulation and transfer, enabling students to personalize their learning pathways. All the enrolled students are registered on Academic Bank of Credits. All marksheets and degree certificates of our students are being uploaded on ABC portal to facilitate credit transfers, providing them with greater academic mobility and flexibility to pursue varied learning opportunities throughout their academic journey. Karnavati University has launched a series of initiatives to ensure the effective implementation of the ABC system, providing students with a robust framework to engage with and benefit from this flexible learning platform: Curriculum Alignment with ABC: The university has restructured its academic programs and courses to align with the SOP: Implementation of NEP 2020 (Gujarat state), ensuring that all courses are credit-based and recognized under these guidelines. Awareness and Training Programs: To ensure the successful adoption of the ABC by students and faculty, Karnavati University has conducted extensive awareness campaigns and training programs. By adopting the ABC system, Karnavati University aligns with NEP 2020's vision of creating a flexible, inclusive, and multidisciplinary higher education system. |
| 3. Skill development: | NEP 2020 emphasizes the integration of skill-based education alongside traditional academic curricula to prepare students for the rapidly evolving professional landscape. It calls for a focus on vocational training, multidisciplinary learning, and real-world application of knowledge, ensuring that students graduate with both theoretical understanding and practical skills. At |

Karnavati University, we have embraced these objectives by designing programs and initiatives that provide students with the opportunity to gain hands-on experience, industry exposure, and specialized skills relevant to their chosen fields. Key Skill Development Initiatives at Karnavati University Industry-Centric Certification Programs: To ensure our students are equipped with the latest skills required by industries, Karnavati University has introduced short-term certification programs in collaboration with industry experts. These courses focus on areas such as data analytics, digital marketing, cybersecurity, artificial intelligence etc.. Students can earn professional certifications that enhance their employability. Vocational Education and Training (VET): The university has integrated Vocational Education and Training into its curriculum, offering a blend of academic and practical skill development. The VET programs cover areas like graphic design, interior design, healthcare assistance, legal aid, and culinary arts, allowing students to gain hands-on experience while completing their degrees. Incubation Center: Our Incubation Center - Karnavati Innovation and Incubation Foundation (KIIF) promotes entrepreneurial thinking and innovation among students. Through workshops, mentorship programs, and incubation support, the KIIF helps students develop essential business skills such as project management, business planning, marketing strategies, and financial literacy. Collaborations with Industry for Internship Programs: Karnavati University has established partnerships with leading companies across various sectors to provide students with internship opportunities. Our strong industry connections ensure that students gain relevant, practical experience during their academic journey. Skill Development Workshops and Bootcamps: The university regularly organizes skill development workshops and bootcamps, focusing on key areas such as coding, design thinking, leadership, critical thinking, and communication skills. Integration of Digital Skills: With the growing demand for digital literacy in today's job market, Karnavati University has introduced courses on digital tools, technologies, and platforms. From basic IT skills to advanced courses in machine learning, blockchain, and cloud computing, students are trained to adapt to the digital

| | transformation that is reshaping industries. Skill-Based Assessments: In line with NEP 2020's emphasis on competency-based education, Karnavati University has adopted skill-based assessments for several programs. These assessments measure not only theoretical knowledge but also practical competencies, ensuring that students are evaluated on their ability to apply skills in real-world situations. Karnavati University's skill development initiatives are fully aligned with NEP 2020's vision of creating a skill-driven, flexible, and holistic education system. Our programs ensure that students receive practical training, gain multidisciplinary exposure, and develop the competencies needed for self-reliance and employability in the global marketplace. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The NEP 2020 emphasizes the importance of revitalizing India's cultural heritage and indigenous knowledge systems, advocating for the integration of traditional knowledge into mainstream education. The policy promotes the study of classical languages, traditional sciences, philosophy, literature, and indigenous technologies to provide a well-rounded, culturally rooted education. At Karnavati University, we recognize the profound value of the Indian Knowledge System and have designed programs that explore the intersection of ancient wisdom and contemporary knowledge. Key Initiatives for the Integration of IKS at Karnavati University: Courses on Indian Philosophy, Ethics, and Spirituality: Karnavati University has introduced courses on Indian philosophy, ethics, and spirituality to help students understand the foundational concepts of Indian thought. Study of Regional Languages: To preserve and promote linguistic heritage, Karnavati University offers courses in regional languages like Hindi and Gujarati. Indian Art, Architecture, and Design: We have integrated Indian art, architecture, and design concepts into our curriculum. Courses cover traditional Indian crafts, architecture from ancient civilizations, temple design, and the impact of Indian aesthetics on modern design. This helps students develop a deep appreciation for the creativity and innovation embedded in India's cultural history. Workshops and Seminars on Indian Knowledge Systems: Regular workshops and seminars are organized at Karnavati University, focusing on various aspects of the Indian Knowledge |

| | |
|---|---|
| | System. Cultural Immersion Programs: To deepen students' understanding of India's cultural and intellectual heritage, Karnavati University offers cultural immersion programs that expose students to India's diverse traditions. Students participate in field trips to heritage sites, attend lectures on Indian history and culture, and engage in traditional art forms, such as Bharatanatyam, Madhubani painting, and pottery. Promotion of Yoga and Meditation Practices: Karnavati University promotes holistic well-being by incorporating Yoga and meditation as part of its physical education and wellness programs Karnavati University's initiatives to integrate the Indian Knowledge System are directly aligned with NEP 2020's goals of promoting cultural heritage, holistic education, and sustainability. |
| 5. Focus on Outcome based education (OBE): | In line with the principles of the National Education Policy (NEP) 2020, Karnavati University has embraced Outcome-Based Education (OBE) as a key framework for delivering quality education. OBE shifts the focus from traditional teaching methods to achieving specific outcomes, ensuring that students graduate with clearly defined skills, knowledge, and attitudes. This system aligns with NEP 2020's emphasis on competency-based learning and holistic education. Key Initiatives to Implement OBE at Karnavati University Curriculum Design Based on OBE Principles: Karnavati University has restructured its curriculum to align with OBE principles, ensuring that each course is designed with clearly defined learning outcomes. Courses are mapped to specific Program Outcomes (POs) and Course Outcomes (COs), ensuring that every aspect of the curriculum is purposefully aligned with the competencies students are expected to develop. Rubrics and Assessments for Outcome Measurement: Assessment at Karnavati University has been revamped to focus on outcome-based evaluations. Each course uses rubrics to assess how well students have achieved the defined outcomes. Faculty Development Programs (FDPs) on OBE: Faculty members at Karnavati University undergo regular Faculty Development Programs (FDPs) to gain a thorough understanding of OBE principles, assessment techniques, and outcome mapping. These training programs ensure that faculty are fully equipped to design courses, assessments, and |

| | instructional strategies that align with OBE goals. Integration with Industry Needs: Our outcome-based approach is closely aligned with the needs of industries and employers. This ensures that students graduate with competencies that directly translate into employability and professional success. Student-Centric Learning Methods: In line with the OBE framework, Karnavati University promotes student-centric learning methods such as problem-based learning, case studies, and project-based assignments. Graduate Attribute Mapping: Each academic program at Karnavati University is mapped to graduate attributes—a set of qualities that students are expected to demonstrate upon completing their studies. These attributes include leadership, critical thinking, ethical decision-making, and social responsibility. Graduate attributes are closely monitored throughout the student's academic journey to ensure holistic development. The implementation of OBE at Karnavati University directly aligns with NEP 2020's emphasis on competency-based education, student-centric learning, and employability-oriented curricula. |
|---|---|
| 6. Distance education/online education: | The adoption of online modes of instruction during the COVID-19 pandemic made all faculty members adopt online teaching and learning tools for the purpose of imparting education to students living in far-flung areas of the state. Karnavati University has taken significant steps to integrate online education. Some of the key initiatives include: Moodle LMS: Moodle is a Learning Management System that provides course management, assignments, learning materials, and tests. It supports both instructors and students by providing a platform for assignments and collaborative learning. Google Classroom: Google Classroom is used by faculty for managing course content and communications. It serves as a lightweight LMS that allows for organizing materials, assignments, and feedback in real-time. IIT Bombay's Spoken Tutorials Subscription: This is a subscription-based tool offering video tutorials for students on various topics. It allows students to earn certifications in different courses, enhancing self-learning and upskilling opportunities. Virtual Labs: Virtual Labs provide students with opportunities for lab practice through simulations, ensuring access to experimental learning even remotely. This facilitates |

| | hands-on experience without the need for physical labs. Smart Classrooms: Smart classrooms incorporate digital teaching aids such as projectors, interactive boards, and audio-visual content, enriching the learning experience in physical classrooms. NPTEL: The National Programme on Technology Enhanced Learning (NPTEL) offers MOOCs (Massive Open Online Courses), and students can earn credits by completing courses that contribute to their curriculum. AR/VR: Augmented Reality (AR) and Virtual Reality (VR) equipment are used for experimentation and creating immersive learning environments, allowing students to experience complex concepts in an interactive way. By embracing digital learning, flexibility in course delivery, and innovative assessment techniques, the university ensures that it provides a 21st-century education that is inclusive, accessible, and responsive to the needs of diverse learners. |
| --- | --- |

## Institutional Initiatives for Electoral Literacy

| | |
| --- | --- |
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, an Electoral Literacy Club (ELC) has been set up at the university. The ELC aims to educate students about the electoral process, instill democratic values, and encourage active participation in the democratic governance of the country. It is a part of the nationwide initiative by the Election Commission of India (ECI) to promote electoral literacy among young voters, particularly those in the 18-21 age group who are new to the electoral process. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes, the university appoints students' coordinators and coordinating faculty members for the Electoral Literacy Clubs (ELCs). These coordinators are responsible for organizing activities, guiding students, and ensuring the smooth functioning of the ELCs. The coordinating faculty members provide mentorship, facilitate interactions, and oversee the operational aspects of the clubs. The ELCs are fully functional and actively engage students through various programs aimed at enhancing electoral awareness and participation. They are representative in character, with members drawn from diverse academic backgrounds and student communities, ensuring inclusivity and a broad spectrum of |

| | perspectives within the club. This representative nature helps in fostering a holistic approach to electoral literacy and democratic engagement among the university's student body. |
|---|---|
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The Electoral Literacy Clubs (ELCs) at the university have undertaken several innovative programs and initiatives to promote electoral awareness and participation among students and the wider community. These efforts aim to foster a culture of informed and ethical voting and to ensure that the electoral process is inclusive and representative of all societal sections. Key initiatives include: Voter Registration Drives: ELCs organize voter registration camps on campus and encourage students to help register voters in their home communities. These drives focus on first-time voters and ensure that eligible individuals are registered accurately. Voter Awareness Campaigns: Through workshops, street plays, social media outreach, and awareness rallies, ELCs educate students and the public about the importance of voting, ethical voting practices, and the impact of each vote on democracy. Collaboration with District Election Administration: Students voluntarily assist district election authorities in various election-related tasks such as conducting mock polls, setting up polling booths, and facilitating the smooth conduct of elections. Promoting Ethical Voting: ELCs conduct workshops and seminars focused on promoting ethical voting practices, emphasizing the importance of rejecting inducements and voting based on informed decisions rather than biases or external influences. These innovative initiatives by the ELCs contribute significantly to strengthening the democratic fabric of society by empowering students and communities to participate actively and responsibly in the electoral process. |
| 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. | The university has undertaken several socially relevant projects and initiatives related to electoral issues, demonstrating its commitment to advancing democratic values and participation in electoral processes. Key initiatives aimed at fostering a deeper understanding of electoral dynamics: Electoral Awareness Drives: Through Electoral Literacy Clubs (ELCs) and other student bodies, the university organizes extensive awareness drives on campus and in nearby communities. These drives highlight the importance of voting, the voter registration process, |

| | |
|---|---|
| | and the significance of ethical voting, reaching out to students, youth, and the general public. Creating Content and Publications: The university produces a variety of educational content, including pamphlets, brochures, videos, and digital media, to educate the public on electoral processes, voter rights, and the importance of participating in elections. Faculty and students also contribute to academic publications, articles, and opinion pieces that address electoral reforms, voter education, and the role of youth in democracy. Workshops and Seminars on Electoral Issues: The university regularly hosts workshops, seminars, and guest lectures with electoral experts, district election officers, and civil society leaders to discuss current electoral issues, reforms, and ways to enhance voter engagement. These events help students and faculty stay informed and contribute ideas to improve the electoral process. Through these socially relevant projects and initiatives, the university plays a pivotal role in advancing democratic values and fostering electoral participation. |
| 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. | The university, through its Electoral Literacy Clubs (ELCs), has identified that a small proportion of students above 18 years of age are yet to be enrolled as voters in the electoral roll. To address this gap, the ELCs, along with university administration, have undertaken concerted efforts to institutionalize mechanisms to ensure eligible students are registered as voters. Key initiatives include: Assessment and Identification: Regular surveys and assessments are conducted to identify students who are above 18 but have not yet registered as voters. This data helps target specific groups and design tailored outreach programs to increase voter registration rates. Awareness Drives and Information Dissemination: ELCs conduct awareness drives to educate students about the importance of registering as voters and the procedures involved. Information is disseminated through workshops, posters, social media campaigns, and classroom announcements, encouraging students to participate actively in the democratic process. Integration into Orientation Programs: The university has integrated voter registration as a key component of student orientation and induction programs. Newly admitted students are informed about their voting rights and encouraged to register during the initial |

| | weeks of the academic year. Online Registration Assistance: To facilitate convenient voter registration, ELCs provide guidance and support for online registration through the National Voters' Services Portal. Trained volunteers help students navigate the online process, ensuring they complete their registration accurately. Partnerships with Local Election Offices: The university collaborates closely with local election offices to streamline the registration process for students and address any challenges they may face. These partnerships enhance the efficiency and effectiveness of the registration drives. Through these initiatives, the university is actively working towards minimizing the number of unregistered eligible student voters, fostering a culture of electoral participation, and ensuring that all students have the opportunity to exercise their democratic rights. |
|---|---|

# Extended Profile

## 1 Program

**1.1**

**Number of all programs offered by the institution during the last five years**

**Response: 51**

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

## 2 Students

**2.1**

**Number of students year-wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 5593 | 5007 | 4150 | 3253 | 2561 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

**2.2**

**Number of graduated students year-wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 839 | 847 | 863 | 581 | 135 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

## 3 Teachers

**3.1**

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 355 | 300 | 243 | 228 | 234 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

**3.2**

**Number of sanctioned posts year-wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 355 | 300 | 243 | 228 | 234 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

# 4 Institution

**4.1**

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 9751.04 | 8711.19 | 6668.71 | 8484.49 | 7292.38 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Design and Development

**1.1.1**

**Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.**

**Response:**

**1.1.1 Write up Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.**

The vision and mission of Karnavati University drive its polices for curricular design and development, centering on delivering excellence in education, research and innovation by imparting value based education for health and societal impact for sustainable development.

The University offers 34 programs in 6 Institutes across the fields of Dental, Design, Technology, Law, Management and Liberal arts. we have also introduced programs in paramedical sciences, naturopathy and Yoga Sciences to deepen our impact on medical and health science education

The core programs offered by the University are governed by the guidelines as stipulated by the regulatory bodies, viz. UGC, DCI, ACPC, BCI and other statutory bodies thus reflecting the Local, National, International health care and educational trends.

The programs across the University have strategically planned the radical, Innovative, and flexible curriculum in collaboration with industry to create engaging, relevant courses which are capable of preparing students for the challenges of the future for societal needs both nationally and globally. Each program is anchored by the well-defined Program Educational Objectives (PEO), which is reflected on program outcomes and program specific outcomes, and subsequently in the course curriculum. The robust feedback mechanism involving faculty, students industry professionals and other stake holders supports in well defining the program outcomes (PO) and revising the course outcomes (CO). The approach to teaching and learning focuses on developing Academic, personal and professional skills and built the attitude and values for effective practice and lifelong learning . We also emphasize the integration of experiential learning opportunities, such as internships, project-based learning, and industry partnerships, to provide students with practical experience and exposure to real-world scenarios.

Since, the goals of the University revolve around education, research and innovation, for health and societal impact the academic programs offered in the Institution explores these three major areas in different dimensions. The curriculum is offered through Student centered learning, competency-based learning, integrated multidisciplinary approach, continuous assessment, case-study based learning that helps in being relevant to human and health care needs are in sync with the Program Outcomes and Course Outcomes.

The University takes efforts to fine tune their curriculum as and when the need arises. Karnavati School of Dentistry a charitable organization aims to make a positive impact by offering educational opportunities and healthcare services that are accessible to all, especially those in need. Recently, it also achieved a significant milestone by hosting India's largest health screening event for 7,500 children with Intellectual Disabilities, setting records and contributing to the #AzadiKaAmritMahotsav celebration. Further one more milestone was achieved by integrating advanced digital dentistry, including intraoral scanning, into our practice. This innovation has enhanced precision, efficiency, and patient comfort, setting new standards in dental care and treatment outcomes.

Research projects and dissertations for Ph.D. courses also specifically focus on the core idea of delivering futuristic healthcare, design, management, technology and innovation, meeting the national and global demands which also ensures employability and skill development

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for Outcome analysis of POs, COs | [View Document](#) |
| Link for Curricula implemented by the University | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 1.1.2

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

**Response:** 70.59

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

Response: 36

| File Description | Document |
| --- | --- |
| Syllabus prior and post revision of the courses | [View Document](#) |
| Minutes of relevant Academic Council/BOS meetings | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Details of the revised Curricula/Syllabi of the programmes during the last five years | [View Document](#) |
| Any additional information | [View Document](#) |

**1.1.3**

**Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years**

**Response:**

Response:

The University offers multidisciplinary courses that aim to create professionals competent in clinical, workplace, employability and communication skills. Academic activities focus on the objectives of knowledge enhancement, skill development and training for entrepreneurship.

The Dental -college through Competency-Based Medical Education (CBME) program integrates hands-on training with skill development, providing students with valuable opportunities to acquire and master essential competencies in dental practice.

The teaching hospital with a spectrum of clinical environment for patients provide an arena for competency and employability. The internship component in most programmes focusing on employment also provides an opportunity for guided field work experience. The Dental curriculum also has a structured competency framework to impart skill-based training.

Introduction of CBCS system and NEP guidelines  for other programs such as design, management, law, computational science and liberal arts respectively also provides flexibility for learners to opt for ability enhancement course (AEC) and skill enhancement courses (SEC) that can help enhance their employability and allow them to manage their careers better.

Introducing PG diploma programs in naturopathy and Yoga Sciences is in line with the National Education Policy which aims at multidisciplinary programs with a Indian value based education.

Value-added courses are also being offered by various departments to cover additional areas of importance or relevance, enhance latest skill and value in design, law, management, computation intelligence, liberal arts, pharmacy, and dentistry. These courses help supplement the curriculum and make students better prepared to meet industry demands as well as develop their own interests and aptitudes. These courses are conducted by professionals and industry experts and help students differentiate themselves from the rest in the job market by adding further value to their resume.

The University has MOUs with national and international universities, institutions and industries to promote competency building, research, exchange of students and faculty members in specialized areas and provide internships which help in enhancing employability skills. The University has MOU with academic institutions to enrich academic experience for students with guest lectures from experts in this institution. The University also has MOU regarding student exchange programme where the students of respective universities attend classes with our students there by bringing in diversity amongst cohorts and sharing their experiences. The University also has various community outreach partnerships whereby students and faculty setup outreach health camps for specialized populations and gain real life exposure.

Karnavati Innovation and Incubation Foundation (KIIF) is also established with a mission to foster an ecosystem for innovation, entrepreneurship, and technology development. As a sector-agnostic incubator, KIIF is dedicated to supporting inventions, facilitating technology transfer, and nurturing an environment where innovators, entrepreneurs and industries can collaborate, grow and succeed.

Thus, the educational Programmes are embodied in multi-dimensional training of students in theory, practice and skill sets to make them lucratively employed or to evolve them as successful entrepreneurs. The students graduating from these programs have been employed in various government and non-governmental organizations not only in India but abroad. Students from professional courses are successfully practicing and many have their own entrepreneurial health care establishments.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for MOUs with Institutions / Industries for offering these courses | [View Document](#) |
| Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development | [View Document](#) |
| Link for additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

**Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).**

**Response:** 100

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 46

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 46

| File Description | Document |
|---|---|
| University letter mandating implementation of CBCS by the institution | [View Document](#) |
| Structure of the program clearly indicating courses, credits/Electives as approved by the competent board | [View Document](#) |
| Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Document for Structure of Programs mentioning the Credit Allocation and Elective options | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 1.2.2

**Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties  during the last five years (certificate programmes are not to be included)**

**Response:** 60.78

1.2.2.1 Number of  new Degree Programmes, Fellowships and Diplomas  introduced by the University during the last five years

Response: 31

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR | [View Document](#) |
| List of the new Programmes introduced during the last five years | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for additional information | [View Document](#) |

## 1.2.3

**Percentage of interdisciplinary courses under the programmes offered by the University during the**

**last five years**

**Response:** 46.05

1.2.3.1 Number of  interdisciplinary courses offered by institution during the last five years

Response: 1136

1.2.3.2 Number of courses offered by the institution across all programs during the last five years

Response: 2467

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved | [View Document](#) |
| List of Interdisciplinary courses under the programmes offered by the University during the last 5 years | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1**

**Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula**

**Response:**

**1.3.1 - Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula**

The Karnavati University has integrated in its curriculum various crosscutting issues relevant to health sciences like gender, environment and sustainability, human values, health determinants, right to health issues, emerging demographic changes and professional ethics.

All undergraduate students in first year are oriented towards human values, right to health and health determinants through different modes such as lectures, role plays etc. The curriculum has various interdisciplinary lectures focusing on gender issues, environment protection and sustainability and

professional ethics. Students are also sensitized towards gender issues through lectures, videos and short films.

Students are also made aware of the different committees of the University during their induction programme. The constitution and functions of these committees are displayed in the University office as well as various college, hospital and hostel premises.

Both undergraduate and postgraduate students are also oriented towards environment protection, conservation, determinants of health and professional ethics during their program and during internship through special training sessions.

Some of these sessions were specifically designed to address issues emerging out of COVID 19 pandemic. A team was identified by the University to impart training on "Infection Prevention and Control" to all the students, and staff of the Karnavati University. All students were also trained in environment protection and health determinants through the infection control practices.

The University organized offline training workshops and sessions on CPR and emergency medical care through learning and development (L& D) department at KU. The workshop was attended by undergraduate and postgraduate students as well as faculty members. The University also ensures all health care workers and staff are trained regularly in biomedical waste management, infection control, donning and doffing, hand wash and sanitization.

All days of national importance like World Population Day, World Environment Day, International Yoga Day are observed through a plethora of activities like CME, community awareness sessions and camps, tree plantation drives, poster competitions, role plays etc. National Constitution Day is also observed by the University to inculcate human values in all its students and sensitize them towards their responsibility towards the nation.

Professional ethics, including basic principles of autonomy, beneficence, non-maleficence and justice are conveyed to the students through lectures as well as workshops and seminars. Students are encouraged to participate in various national & international webinars.

Research methodology for PG and Ph.D. students focuses on sensitizing them on plagiarism, human values, research ethics, protocols for taking consent from patients for research.

As per the guidelines of UGC, a Women Welfare Cell has been established at the University to uphold the dignity of women. The foremost objective of this cell is to safeguard the self-esteem and rights of women students and employees as well as empowering them to take part in all the activities of the University.

Lectures and workshops are organized for awareness on women empowerment and entitlement of constitutional legal rights of women. Various sessions and webinars have been conducted to sensitize about rights and responsibilities of Indian citizens and legislation related to women empowerment and gender equity.

| File Description | Document |
|---|---|
| List of courses that integrate crosscutting issues mentioned above | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for list of courses that integrate crosscutting issues mentioned above | [View Document](#) |
| Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula | [View Document](#) |
| Link for additional information | [View Document](#) |

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## 1.3.2

**Number of value-added courses offered during the last five years that impart transferable and life skills.**

**Response:** 190

1.3.2.1 Number of value-added courses are added within the last five years

Response: 190

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR | [View Document](#) |
| Any additional informatiom | [View Document](#) |
| Link for additional information | [View Document](#) |

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## 1.3.3

**Percentage of students successfully completed the value-added courses during the last five years**

**Response:** 68.92

1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 3570 | 3696 | 3017 | 1759 | 2130 |

| File Description | Document |
|------------------|----------|
| The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 1.3.4

**Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment**

**Response:**

**1.3.4 Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment**

At Karnavati University, we prioritize the holistic development of our students by integrating practical exposure and real-world experiences into our curriculum. Our commitment to curriculum enrichment is reflected in the numerous opportunities we provide for students to engage in field visits, research projects, industry internships, and community postings. These initiatives are designed to enhance their academic learning with hands-on experiences, bridging the gap between theoretical knowledge and its application in real-world scenarios.

Field visits are a key component of our curriculum, offering students the opportunity to observe and analyse real-world practices relevant to their respective field of study. For example, students in the design program regularly visit various craft clusters as a part of discover design in India course, where they gain valuable insights into the culture, lifestyle and croft of the artisans and community around. These visits allow students to connect classroom learning with community practices, deepening their understanding and fostering critical thinking skills.

Research projects are another crucial element of our curriculum enrichment strategy; under the guidance of experienced faculty, for example students in the dental department engage in research that explores areas such as oral health, innovative treatments, and biomaterials, encouraging them to delve deeper into their interests, fostering innovation and critical analysis, while developing essential skills for their future careers and contributing to the academic community.Research projects are another crucial element of our curriculum enrichment strategy.

Industry internships play a vital role in preparing our students for the professional world. We have established strong partnerships with leading organizations, where students in all program can apply their academic knowledge in a practical setting. These internships provide invaluable experience, allowing students to work on real projects, collaborate with industry professionals, and gain insights into the demands and expectations of their chosen careers. Community postings are integral to our University's commitment to social responsibility. Students in the Law and other programs participate in community service initiatives, where they can contribute to the well-being of society while honing their professional skills. These experiences instil a sense of civic responsibility and ethical practice, which are essential qualities for future professionals.

At Karnavati University, we believe that these practical experiences are vital for producing well-rounded graduates who are not only academically proficient but also equipped with the skills and experiences necessary to excel in their careers and make meaningful contributions to society.

On the ideology of "Learning by Doing", the Karnavati Center for Experiential and Immersive Learning (KCEIL) also aims at engaging students in hands- on experience and reflection, so that they are better able to connect theories and knowledge learnt in the classroom to real- world situations.

Our intricately planned and assessed experiential learning programs stimulates academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings | [View Document](#) |
| Link for additional information | [View Document](#) |

## 1.4 Feedback System

**1.4.1**

**Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:**

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Professionals**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management | [View Document](#) |
| Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

| | | |
|---|---|---|
| Link for feedback report from stakeholders | [View Document](#) | |
| Link for additional information | [View Document](#) | |

**1.4.2**

**Feedback process of the Institution may be classified as:**

**Response:** A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management | [View Document](#) |

| | | |
|---|---|---|
| URL for stakeholder feedback report | [View Document](#) | |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories.**

**Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**

**Response:** 50.42

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 45 | 32 | 30 | 21 | 29 |

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 78 | 71 | 71 | 45 | 48 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Initial reservation of seats for admission | [View Document](#) |
| Final admission list published by the HEI | [View Document](#) |
| Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English) | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution. | [View Document](#) |
| Admission extract submitted to the state OBC, SC and ST cell every year. | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.1.2**

**Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted**

**Response:** 203.66

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 83970 | 75798 | 78854 | 19790 | 35376 |

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 1835 | 1610 | 1470 | 1045 | 925 |

| File Description | Document |
|---|---|
| The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Extract of No. of application received in each program | [View Document](#) |
| Document relating to Sanction of intake | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.1.3**

***Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries***

**Response:** 45.03

2.1.3.1 Number of students from other states and countries year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 943 | 782 | 641 | 428 | 432 |

2.1.3.2 Total number of students enrolled in that year

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 1871 | 1681 | 1581 | 1026 | 940 |

| File Description | Document |
|---|---|
| Previous degree/ Matriculation / HSC certificate from other state or country | [View Document](#) |
| List of students from other states and countries | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| E-copies of admission letters are issued to the students enrolled from other States / Countries. | [View Document](#) |
| Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.2 Catering to Student Diversity

**2.2.1**

**The Institution assesses the learning levels of the students after admission and organises  special programmes for advanced learners and slow performers**

**The Institution:**

1. **Adopts measurable criteria to identify low performers.**
2. **Adopts measurable criteria to identify advanced learners**
3. **Organizes special programmes for low performers and advanced learners**
4. **Follows protocols to measure students' achievement**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Proforma created to identify slow learners/advanced learners | [View Document](#) |
| Methodology and Criteria for the assessment of Learning levels Details of special programmes | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Details of outcome measures | [View Document](#) |
| Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.2.2**

**Student - Full- time teacher ratio (data of preceding academic year)**

**Response:** 15.75

| File Description | Document |
|---|---|
| List of students enrolled in the preceding academic year | [View Document](#) |
| List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained) | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.3 Teaching- Learning Process

**2.3.1**

**Student-centric methods, are used for enhancing learning experiences by:**

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**
- **Self-directed learning**

- **Patient-centric and Evidence-based learning**
- **The Humanities**
- **Project-based learning**
- **Role play**

**Response:**

**2.3.1 - Student-centric methods are used for enhancing learning experiences by:**

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-based learning**
- **The Humanities**
- **Project-based learning**
- **Role play**

Karnavati University emphasizes student-centric methods to enhance learning experiences and prepare students for professional success. Our programs integrate **Student-centric** approaches that go beyond traditional academics, equipping students with practical skills and real-world knowledge.

1. **Experiential Learning**

Students across disciplines gain hands-on experience through projects, industry visits, workshops, internships, and participation in competitions. For example, dental students engage in preclinical work and patient care procedures, while design students collaborate on industry-led projects, internships and graduation project . Management students participate in internships and case study competitions, and law students engage in moot courts and legal clinics. Specialised labs, such as dental hospitals, design studios, and legal practice rooms, provide safe environments for students to hone their skills before entering their professions.

1. **Integrated/Interdisciplinary Learning**

Our competency-based education model (CBME) and Choice-Based Credit System (CBCS) promote an integrated and interdisciplinary learning framework. Over 50% of our courses encourage interdisciplinary study, allowing students to connect knowledge across fields. Seminars, workshops, and case discussions further enhance students' abilities to tackle complex, real-world challenges with diverse skill sets.

1. **Participatory Learning**

Participatory learning is central to our educational approach, bridging theory with practice. Students

engage in real-world settings, applying their knowledge through community and service-based projects, role-playing scenarios, and institutional social responsibility projects. This immersive approach ensures that students not only learn but also contribute meaningfully to society, developing a deep understanding of their field's community impact.

1. **Problem-Solving Methodology**

We develop strong analytical skills in students through problem-solving methodologies. Whether diagnosing dental cases, developing strategies for treatment, or participating in quizzes and case studies, students are trained to approach problems with critical thinking. Research projects further enhance their ability to find innovative solutions, preparing them for professional complexities.

1. **Self-Directed Learning**

We encourage students to take ownership of their education through self-directed projects, both individually and in groups. Dental students, for example, benefit from community outreach activities, while other students engage in competitions and online MOOC courses, fostering a sense of personal responsibility and application of knowledge.

1. **Patient-Centric and Evidence-Based Learning**

In our dental program, patient-centric care and evidence-based practice are key. Clinical expertise is integrated with research and patient values, ensuring high standards of care. Regular rotations at our on-campus dental hospital provide hands-on experience in patient history taking, treatment planning, and case discussions, reinforcing evidence-based decision-making.

1. **The Humanities**

The humanities play a crucial role in fostering critical thinking, cultural understanding, and ethical reasoning. These disciplines, including psychology, communication skills, and cultural studies, provide students with emotional intelligence, analytical abilities, and effective communication skills essential for professional success.

1. **Project-Based Learning**

Students engage in research projects alongside faculty and are encouraged to apply for apprenticeships and practical experiences. Many students gain industry experience and research opportunities under the guidance of mentors, contributing to their professional development.

1. **Role Play**

Role play allows students to explore problems from various perspectives, particularly in fields like law, management, and healthcare. By assuming different roles in hypothetical situations, students gain a deeper understanding of diverse viewpoints, which is crucial for their future careers.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link for list of student-centric methods used for enhancing learning experiences | [View Document](#) |

**2.3.2**

**Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning**

**The Institution:**

1. **Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.**
2. **Has advanced patient simulators for simulation-based training**
3. **Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre**
4. **Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report on training programmes in Clinical skills lab/simulator Centre | [View Document](#) |
| Proof of patient simulators for simulation-based training | [View Document](#) |
| Proof of Establishment of Clinical Skills Laboratories | [View Document](#) |
| List of clinical skills training modals | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators | [View Document](#) |
| Details of training programs conducted and details of participants | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

### 2.3.3

**Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources**

**Response:**

**2.3.3 - Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources**

ICT-enabled tools are used in teaching - learning process for both undergraduate and postgraduate students across all disciplines. **All our classrooms are enabled with ICT including LCD, Desktops /Laptops, and Smart boards. Lecture Capturing System (LCS)** is also enabled in seminar halls. Faculty were provided with the required training support to effectively use ICT-enabled tools including to create their own video content.

**LMS (Google class room), Video and tele-conferencing** is another modality, the use of which has been maximized during the present pandemic and with the University closed for on-campus classes, teaching was not hampered and all of the above-mentioned ICT tools were put to their best use.

Online and video lectures replaced classroom teaching. Seminars, journal clubs, guest lectures are also organized online for interactive learning using tools such as **Google meet, Microsoft teams, Zoom, WebEx.**

Special sessions on faculty development are organized on virtual platform. Many webinars were also

organized by different departments in collaboration with national and international bodies especially on strategies to tackle COVID pandemic.

**ICT-enabled tools** are incorporated for admission process by conducting online entrance examinations and interviews. These exams assess candidates' aptitude and subject knowledge through a secure, proctored platform that ensures integrity. The online format allows for broad accessibility, enabling candidates to participate from any location.

Students are encouraged to create and maintain e-portfolios that document their academic progress, projects, and achievements. The **Career Service Department (CSD) manages digital portfolios** for students, showcasing their academic journey, skills, and achievements. These E-portfolios serve as a valuable tool for students to demonstrate their competencies to potential employers, enhancing their employability and career prospects.

The Karnavati University organized Ahmedabad design week (ADW) on involving participation of all departments with more than 4000 student registrations. E poster presentations, online skill demonstrations, workshops with interactive sessions were included and the proceedings were shared on social media.

**Library is also ICT enabled** and has an array of e books and e journals. Soft copies of thesis are also maintained in CDs and pen drive. Digital library with multimedia facility for UG/PG faculty with archives of CD and DVD are available in the library. The University also encourages to use the SWAYAM portal to enhance the teaching-learning process.

A comprehensive ERP system is used to streamline administrative and academic processes. This system integrates functions like student registration, attendance, grading, and finance management, ensuring efficient operations. It provides real-time access to data for students, faculty, and staff, enhancing overall productivity and decision-making.

**KEKA is used as HRMS platform**, to streamline HR processes, including employee management, payroll, attendance, and performance reviews, enhancing efficiency and transparency for both HR teams and employees.

Manuscripts for publications are routinely submitted online to the research school which are scanned using **Turnitin for plagiarism**.

Hospital information system (HIS) is installed in the teaching hospital to maintain electronic patient records which may be used later for research work.

Virtual surveillance through CCTV is regularly conducted and have become an integral part of the Karnavati University.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for list of teachers using ICT-tools | [View Document](#) |
| Link of the details of ICT-enabled tools used for teaching and learning | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.3.4**

**Student :Mentor Ratio (preceding academic year)**

**Response:** 15.75

2.3.4.1 Total number of mentors in the preceding academic year

Response: 355

| File Description | Document |
|---|---|
| Records of mentors-mentee meetings. | [View Document](#) |
| Log Book of mentors | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Details of fulltime teachers/other recognized mentors | [View Document](#) |
| Copy of circular pertaining to the details of mentor and their allotted mentees | [View Document](#) |
| Approved Mentor list as announced by the HEI | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 100

| File Description | Document |
|---|---|
| Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution) | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Faculty position sanction letters by the competent authority | [View Document](#) |
| Appointment letters of faculty during last five years | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.4.2

**Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years**

**Response:** 51.87

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 186 | 156 | 126 | 122 | 116 |

| File Description | Document |
|---|---|
| List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Copies of Guide-ship letters or authorization of research guide provide by the competent authority | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.4.3

**Average teaching experience of fulltime teachers in number of years (preceding academic year)**

**Response:** 9.38

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 3331

| File Description | Document |
|---|---|
| List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Experience certificate of full time teacher | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.4.4

**Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.**

**Response:** 100

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 355 | 300 | 243 | 228 | 234 |

| File Description | Document |
|------------------|----------|
| Reports of the e-training programmes | [View Document](#) |
| List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years | [View Document](#) |
| List of e-contents / e courses / video lectures / demonstrations developed | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations | [View Document](#) |
| Any additional information | [View Document](#) |
| Web-link to the contents delivered by the faculty hosted in the HEI's website | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.4.5

**Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years**

**Response:** 13.07

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 73 | 43 | 30 | 14 | 28 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Certified e-copies of award letters (scanned or soft copy) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [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 to  the date of declaration of  results during the last  five years**

**Response:** 14.2

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 10 | 15 | 16 | 15 | 15 |

| File Description | Document |
|---|---|
| Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details. | [View Document](#) |
| List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.5.2**

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

**Response:** 0.14

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 28 | 22 | 09 | 00 | 00 |

2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 9020 | 7913 | 7072 | 5890 | 4396 |

| File Description | Document |
|------------------|----------|
| Reports of Examination Sections | [View Document] |
| Minutes of the grievance cell / relevant body | [View Document] |
| List of complaints / grievances year-wise during the last 5 years | [View Document] |
| Institutional data in prescribed format | [View Document] |
| Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation) | [View Document] |
| Any additional information | [View Document] |
| Link for additional information | [View Document] |

**2.5.3**

**Evaluation-related Grievance Redressal mechanism followed by the Institution: ...**

**The University adopts the following mechanism for the redressal of evaluation-related grievances.**

**Options(Opt one which is applicable to you):**

1. **Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script**

2. **Double Valuation/Multiple valuation with appeal process for revaluation only**

**3. Double Valuation/Multiple valuation with appeal process for retotalling only**

**4. Single valuation and appeal process for revaluation**

**5. Grievance Redressal mechanism does not exist**

**Response:** A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

| File Description | Document |
| --- | --- |
| Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.5.4

**Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.**

**Response:**

**2.5.4 - Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.**

**RESPONSE:**

Assessments plays a crucial role in determining educational quality and outcomes. Examination Department is always trying to evolve and improve on evaluation techniques to ensure that they correspond with Outcome-Based Education (OBE). The examination department maintains complete transparency by displaying examination manual containing SOPs, Rules & Regulations, etc. The department also ensures timely conduct of examination & display of results to ensure hassle free environment for student's progression. The examination halls are equipped with CCTV networks that connect to the central processing system and can thus be easily monitored from the COE office. Hence, conduction of Examinations is very well maintained and scrutinized.

Continuous improvement in assessment of both Internal & External process is evolved in order to ensure holistic development of the students. Some of the assessment process are as per the New Education system like Continuous Assessment (CA), Formative Assessment, Skill Development, Project based Evaluation, Experiential assessment etc.

As the examination department is well versed with latest technology, hence separate portals has been created for students, teachers, parents and admins to monitor it smoothly with minimum error and turnaround time for any queries and is mostly paperless in form. Faculties can use the dedicated portal to enter Internal Assessment marks / attendance and Assignment. Parents are also provided with the access to view their wards attendance in order to ensure timely intervention as 75% attendance is mandatory for appearing the End Semester Examination. Students' online portal facilitates them with all sorts of facilities like applying for examinations, transcripts, re-totalling/re-evaluation, pay fees, view examination timetables; download end-of-semester examination hall tickets, view internal assessment marks, end-of-semester exam results, etc. This leads to effective, user-friendly and transparent system of assessment.

The office of the Controller of Examinations is electronically automated using university customized ERP which has provision of continuous development. In addition, Controller of Examinations have the access to monitor examination halls, which are well equipped with the CCTV for continuous surveillance.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for details of examination reforms implemented during the last 5 years | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.5.5**

**Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual**

1. **Complete automation of entire division & implementation of the Examination Management System (EMS)**
2. **Student registration, hall ticket issue & result processing**
3. **Student registration and result processing**
4. **Result processing**
5. **Manual methodology**

**Response:** All of the above

| File Description | Document |
|---|---|
| The present status of automation., Invoice of the software, & screenshots of software | [View Document](#) |
| Snap shot of the EMS used by the institution | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Copies of the purchase order of the software/AMC of the software | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

**The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents**

**Response:**

**2.6.1 - The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents.**

Graduate attributes of the Karnavati University collectively reflect the University's commitment to offer opportunities for distinctive learning environment for all its students. The overall students' assessment system is designed to test the higher order thinking skills and thereby promoting the creativity and innovation amongst the students.

The Dental council of India (DCI) attributes as per norms fulfil attributes of a locally competent and globally responsive clinician, a leader and member of a multidisciplinary healthcare team, effective communication or committed to lifelong learning and is altruistic, ethical and committed to excellence.

Dental graduates demonstrate in-depth knowledge and standards of dental practice while exhibiting academic and professional integrity with leadership skills.

Every course of the programmes has well-defined learning outcomes and competencies to be attained by the learners to meet the programme outcomes (PO) as recommended by the regulatory bodies. Outcomes are assessed using structured theory examinations which consist of MCQs, short and long essays. Each

learning outcome is assessed during continuous/formative as well as summative assessments.

**Formative Assessment:**

Faculty members prepare the lesson plans with learning outcomes, which are mapped with course outcomes. Learning outcomes are discussed with the students in each class and the outcomes achieved are assessed through formative assessments.

Formative assessment is designed at the University to continually assess medical knowledge, procedural & academic skills, interpersonal skills, professionalism, self directed learning and ability to practice amongst the students.

Internal assessment is frequent, covers all domains of learning and is used to provide feedback to students to improve their learning. It also covers professionalism and communication skills.

Internal is be conducted in both theory and practical/clinical examination for UG Students as below:

Theoretical assessments

· Day-to-day assessment

· Assignments, preparation for seminar

· Regular written tests

· 3 or more internal assessment in pre/para clinical subjects and 2 or more for clinical subjects in each professional year

Clinical assessments

· Clinical case presentation

· Preparation of clinical case for discussion

· Clinical case study/Problem solving exercise

· Clinical assessments at end of each posting

Community based assessments

· Participation in projects for healthcare in the community

· Proficiency in carrying out a practical or a skill in small research project

Quarterly assessment for postgraduates and Ph.D. during the training is be based on:

· Journal based / recent advances learning

- Patient based /Laboratory or skill-based learning

- Self-directed learning and teaching

- Departmental and interdepartmental learning activity

- External and outreach activities / CMEs

**Summative Assessment:**

The summative examination is carried out as per the rules given in DCI, UGC, BCI and other statutory regulations.

The University ensures that the learning outcomes and education objectives are well integrated with assessment principles and methods. For example, with the objective of producing safe and competent doctors, the assessments are focused towards assessing their clinical abilities from the 3rd year to the final year.

Viva voce and case presentations are conducted aimed towards producing doctors with good interpersonal skills and chair side manners.

Students may also aim to become academicians, and hence, are assessed on their teaching abilities through allotting them lectures in the presence of assessing faculty members

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for relevant documents pertaining to learning outcomes and graduate attributes | [View Document](#) |
| Link for methods of the assessment of learning outcomes and graduate attributes | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.6.2**

**Incremental performance in Pass percentage of final year students during last five years**

**Response:** 99.12

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 839 | 847 | 863 | 581 | 135 |

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 965 | 892 | 885 | 586 | 135 |

| File Description | Document |
|------------------|----------|
| Trend analysis in graphic form (Refer annexure 02 of SOP) | [View Document](#) |
| List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:**

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Promotion of Research and Facilities

**3.1.1**

**The institution has a well defined Research promotion policy and the same is uploaded on the institutional website**

**Response:**

**3.1.1 The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website. (500words)**

The Karnavati University has a well-defined and documented Research policy, Standard Operating Procedures (SoP) for Research and promotion of research by the students and faculty alike. Adequate infrastructure facilities and conductive environment for promotion of research are in existence and such facilities including equipment's, consumables and facilities have been provided to facilitate research at the constituent colleges. A separate school, the Karnavati school of Research (KSR) is been established with Director-Research and supporting staff has been appointed to oversee the research activities and promote research related activities.

The Karnavati University has emphasized the need for promoting the innovation and research mind among faculty and students. Periodic trainings are provided to the Faculty about Research Methodology and integrity of research and quality outcomes of research. Our faculty are encouraged for approach the external funding agencies and government agencies for attracting research funds through external funding agencies.

The Karnavati University ensures timely allocation of funds for research projects, providing seed money and continual monitoring of the status of research projects as appropriate. The institution also facilitates and promotes interdisciplinary research projects and has established collaborations with other institutions at national and international level. The University provides institutional financial support both for conducting research and also its publications in indexed and high impact journals.

Researchers of eminence are invited regularly to train our faculty and students about the Qualitative and Quantitative Research advancement happening worldwide apart from the use of such research innovations and outcomes serving the cause of the society in Health and Management. Thus, sustained stimulus is provided continually for promoting research initiatives and avenues ideas and to explore a new avenue for establishing research collaborations. At university level we have URC (university research committee) and then at Institution level, we have Department research committee (DRC) to monitor and promote research outcomes at the KU level.

Thesis Advisory committee (TAC) is established for every Ph.D. research student which oversees all their research activities. This committee comprises of Research guide, co guides and external experts. The university has constituted a Research Award selection committee which approves the awards for research among the research scholars. All thesis of Ph.D scholars are uploaded at e-Shodhganga platform.

**Promotion of Research**

The research policy of the Karnavati University aims to create and support a research culture among its faculty and students and for enriching and enhancing the professional competencies of the faculty and students. This has led to promotion of scientific temper and research attitudes of all learners leading to the achievement of the Research Objectives of the Institution.

The University ensures by establishment of appropriate protocols and procedures for research and development including formulation of hypothesis, analysis of practicability of conduction of research, approval of relevant title, ethical clearance by the IEC, conduction of research, confidentiality of the research project, and ownership of patents arising out of such research outcomes. Being a prominent institution in health sciences every effort is made to conduct research with outcomes that benefit the organization and the society.

| File Description | Document |
|---|---|
| Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View Document |
| Document on Research promotion policy | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

**3.1.2**

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

**Response:** 50.27

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 104.42 | 68.84 | 29.80 | 12.05 | 36.23 |

| File Description | Document |
|---|---|
| Minutes of meetings of the relevant bodies of the University | [View Document](#) |
| List of teachers receiving seed money and details of seed money received | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

### 3.1.3

**Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative  research  participation in Indian and Overseas Institutions during the last five years**

**Response:** 21.39

3.1.3.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative  research and conference  participation in Indian and Overseas Institutions year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 79 | 66 | 64 | 41 | 43 |

| File Description | Document |
|---|---|
| List of teachers and their national/international fellowship details | [View Document](#) |
| Certified e-copies of the award / recognition letters of the teachers | [View Document](#) |
| any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

### 3.1.4

**Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years**

**Response:** 102

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 16 | 35 | 20 | 21 | 10 |

| File Description | Document |
|------------------|----------|
| Registration and guide / mentor allocation by the institution | [View Document](#) |
| List of research fellows and their fellowship details | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| E copies of fellowship award letters | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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## 3.1.5

**University has the following facilities**

1. **Central Research Laboratory / Central Research Facility**
2. **Animal House/ Medicinal Plant Garden / Museum**
3. **Media laboratory/Business Lab/e-resource Studios**
4. **Research/Statistical Databases/Health Informatics**
5. **Clinical Trial Centre**

**Response:** All of the above

| File Description | Document |
|---|---|
| List of facilities available in the university and their year of establishment | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Videos and geo-tagged photographs | [View Document](#) |
| Link for additional information | [View Document](#) |

### 3.1.6

*Percentage of departments with recognition by  ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by  national and international  agencies,* **(excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)**

**Response:** 42.86

3.1.6.1 The Number of departments with recognition by  ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by  national and international agencies

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 6 | 6 | 0 | 0 | 0 |

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 6 | 6 | 6 | 5 | 5 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-version of departmental recognition award letters | [View Document](#) |
| Details of the departments offering academic programmes certified by the head of the Institution /University | [View Document](#) |
| Link for additional information | [View Document](#) |

## 3.2 Resource Mobilization for Research

### 3.2.1

**Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years**

**Response:** 436

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 209 | 109 | 41 | 24 | 53 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of the grant award letters for research projects sponsored by non-government organizations | [View Document](#) |
| e-copies of grants awarded for clinical trials | [View Document](#) |
| Any other relevant information | [View Document](#) |

### 3.2.2

**Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years**

**Response:** 207

3.2.2.1 Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 81      | 126     | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| E-copies of the grant award letters for research projects sponsored by government agencies | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

### 3.2.3

**Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.**

**Response:** 1.04

3.2.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 74      | 66      | 56      | 33      | 54      |

| File Description | Document |
|---|---|
| Supporting document/s from Funding Agencies | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Link for the funding agency website | [View Document](#) |

## 3.3 Innovation Ecosystem

**3.3.1**

**Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell**

**Response:**

**3.3.1: Institution has created an ecosystem for innovations including Incubation centre and other initiatives for creation and transfer of knowledge**

Karnavati Innovation and Incubation Foundation (KIIF) was established with a mission to foster a thriving ecosystem for innovation, entrepreneurship, and technology development. As a sector-agnostic incubator, KIIF is dedicated to supporting inventions, facilitating technology transfer, and nurturing an environment where innovators, entrepreneurs, industries, and MSMEs can grow and succeed.

The vision of Karnavati Innovation and Incubation Foundation (KIIF) is to become a hub for innovation and entrepreneurship, driving economic growth and societal progress through the nurturing of cutting-edge ideas and technologies. KIIF envisions:

- Empowering Innovators: Creating an inclusive ecosystem that empowers innovators and entrepreneurs to transform their ideas into viable, impactful solutions.
- Catalyzing Industry Growth: Acting as a catalyst for the growth of various industries by fostering collaboration between startups, MSMEs, and large enterprises, thereby enhancing the overall competitiveness of the economy.
- Leading in Technological Advancements: Being at the forefront of technological advancements by supporting research and development in emerging sectors such as Robotics, IoT, Fintech, Defense Technologies, and more.
- Fostering Sustainable Development: Promoting innovations that not only drive economic growth but also contribute to sustainable development, addressing critical challenges like environmental conservation and social equity.
- Building Strategic Partnerships: Establishing strategic partnerships with government bodies, academic institutions, and industry leaders to create a robust support system for startups and

innovators.

- Creating Global Impact: Expanding KIIF's reach and influence beyond national borders, positioning it as a global player in the innovation and incubation space, capable of competing with international incubators.
- Nurturing Future Leaders: Cultivating a new generation of visionary entrepreneurs and leaders who are equipped to tackle the challenges of tomorrow and contribute to the nation's growth.

KIIF's vision is to create a lasting impact on the startup ecosystem, ensuring that innovative ideas are not just realized but are also scaled to their full potential, contributing to the broader goal of national development.

Early Foundations and Impact

In its initial years, KIIF concentrated on strengthening its campus by promoting and funding innovative business ideas generated by students. The Incubation Centre played a pivotal role in identifying and supporting early-stage startups, particularly those led by students. This commitment to nurturing young talent has resulted in the incubation of 63 startups to date, with over 25 student-led ventures receiving direct investment.

Diverse Sectoral Focus

KIIF's investment portfolio is impressively diverse, encompassing a range of cutting-edge sectors including Robotics, IoT/ICT, Fintech, Defence Technologies, Toys and Games, Social Impact initiatives, Drones, and SaaS models. This breadth of focus underscores KIIF's role as a versatile incubator, capable of adapting to various industry needs and technological trends. The foundation's investments have not only accelerated the growth of these startups but have also contributed to their significant combined valuation of over INR 50 Crore.

Government Recognition and Support

Recognized for its impactful work, KIIF has been entrusted with implementing several schemes by both the State and Central Governments. Under one such scheme, the incubator was awarded a fund of INR 3.00 Crore to further its mission. This funding has enabled KIIF to provide critical support to startups such as Loop Robotics Technologies LLP, H Vision & Innovation LLP, and Armedbots Private Limited, which are making substantial contributions to their respective fields.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Geo-tag the facilities and innovations made | [View Document](#) |

**3.3.2**

**Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years**

**Response:**

Response:

With the intent of sensitizing and empowering the members of the faculty and students with competencies required to conduct high quality research, to innovate and to generate intellectual property rights, various capacity building programs are periodically organized by the Karnavati University and its constituent colleges. (https://link need to mentioned/) These programs are designed to suit the understanding capacity of the target audience. A brief summary of such programs is given below.

1. **Intellectual Property Rights**: The Karnavati school of Research, IQAC as well as Institution's Innovation Council of the Karnavati University lead from the forefront in organizing sensitization programs, workshops and seminars on various aspects of IPR. The impact of these programs is reflected in the steady increase in the number of patents, copyrights and design applications published and granted between 2020- 2024.

2. **Research Methodology**: Workshops on Research methodology, Research Ethics, Scientific Literature Search techniques and Biostatistics are organized in all faculty members of the Karnavati University. Many workshops have been conducted in the last five years and these workshops were well received by the Post Graduates, Research Scholars and Faculty members. With the intention of inculcating research aptitude in the minds of young graduates, such programs have been initiated for undergraduate students as well.

**3. Scientific Writing:** The art of scientific writing, is an essential skill needed to be a successful researcher. Hence, seminars and workshops on research grant writing, and manuscript writing are conducted to enable students and staff to get a grip on scientific writing which has led to a gradual increase in the number of research papers published and government projects sanctioned. Proposal writing, dissertation/thesis writing and synopsis writing were dealt in detail, during the PG orientation programs as well as in the course work of PhD scholars, to enable them to pen down these scientific documents in a precise manner.

**4. Good Clinical Practice (GCP):** Continuing medical education on GCP, Good laboratory practice and good pharmacy collection practices are regularly conducted by pertinent departments for the benefit of researchers in the Karnavati University, to instil the importance of Good Research practice. Special internship programs were conducted by the Karnavati University to train the students on laboratory practices. Students from the University well as other institutions were benefited through these training programs.

5. **Industry Academia Collaborations**: An important prerequisite to catalyse innovation and cultivate entrepreneurial skills among students is to have Industry Academia Collaborations. The Karnavati University has partnered with various industries and institutes to bridge the gap between industrial and academic needs. Additionally, the University has signed several Memorandum of Understanding with industries and institutions. All these initiatives have enabled to create an ecosystem that fosters research, innovation as well as entrepreneurship among students and staff of the University. The support of the

Management, the commitment of the faculty members and the interest of the students has been instrumental in development and sustenance of such an ecosystem.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link of the reports of the events | [View Document](#) |
| Link for list of workshops/seminars on the above during the last 5 years | [View Document](#) |
| Link for additional information | [View Document](#) |

## 3.3.3

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

**Response:** 59

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 19 | 17 | 10 | 06 | 07 |

| File Description | Document |
|---|---|
| List of teachers who have received awards and recognition for innovation and discoveries | [View Document](#) |
| List of teachers and details of the national/international fellowships awarded | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency | [View Document](#) |
| Link for additional information | [View Document](#) |

## 3.3.4

**Number of start-ups incubated on campus during the last five years**

**Response:** 42

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 39      | 3       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Registration letter | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Contact details of the promoters | [View Document](#) |
| Certified e- sanction order for the start-ups on campus | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 3.4 Research Publications and Awards

**3.4.1**

**The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:**

1. **Research methodology with course on research ethics**
2. **Ethics committee**
3. **Plagiarism check**
4. **Committe on Publication guidelines**

**Response:** All of the above

| File Description | Document |
|---|---|
| Minutes of meetings of the relevant committees with reference to the code of ethics | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Institutional code of Ethics document | [View Document](#) |
| Institutional code of ethics document | [View Document](#) |
| Details of committee on publication guidelines | [View Document](#) |
| Course content of research ethics and details of members of ethical committee | [View Document](#) |
| Copy of software procurement for plagiarism check | [View Document](#) |
| Link for additional information | [View Document](#) |

## 3.4.2

**The Institution provides incentives for teachers who receive state, national or international recognitions/awards..**

**Option**

**1. Career Advancement**
**2. Salary increment**
**3. Recognition by Institutional website notification**
**4.Commendation certificate with cash award**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Snapshots of recognition of notification in the HEI's website | [View Document](#) |
| Policy on salary increment for the awardees | [View Document](#) |
| Policy on Career advancement for the awardees | [View Document](#) |
| List of the awardees and list of awarding agencies and year with contact details for the last 5 years | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Copy of commendation certificate and receipt of cash award | [View Document](#) |
| Link for additional information | [View Document](#) |
| Incentive details (link to the appropriate details on the Institutional website) | [View Document](#) |

### 3.4.3

**Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..**

**Response:** 50

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 7 | 30 | 13 | 0 | 0 |

| File Description | Document |
|---|---|
| Technology transfer document | [View Document](#) |
| List of patents/Copyrights and the year they were published/awarded | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

### 3.4.4

**Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.**

**Response:** 2.65

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 14 | 22 | 21 | 24 | 1 |

3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 2 | 2 | 7 | 15 | 5 |

| File Description | Document |
|---|---|
| Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students | [View Document](#) |
| List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for research page in the institutional website | [View Document](#) |
| Link for additional information | [View Document](#) |

### 3.4.5

**Average Number of research papers per teacher in the approved list of  Journals in Scopus / Web of Science/ PubMed  during the last five calendar years**

**Response:** 0

| File Description | Document |
|---|---|
| Names of the indexing databases | [View Document](#) |
| Institutional Data in prescribed format | [View Document](#) |
| Any other relevant information | [View Document](#) |

### 3.4.6

**Average Number of research papers per teacher in the approved list of  Journals notified in UGC-CARE list during the last five calendar years**

**Response:** 0

| File Description | Document |
|---|---|
| Names of the indexing databases | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

### 3.4.7

**Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years**

**Response:** 0

| File Description | Document |
|---|---|
| List of names of publishers : National/ International | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any other relevant information | [View Document](#) |

**3.4.8**

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

**Response:** 0

| File Description | Document |
|---|---|
| List of the publications during the last five years | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any other relevant information | [View Document](#) |

**3.4.9**

**Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.**

**Response:** 0

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 3.5 Consultancy

**3.5.1**

**Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy**

**Response:**

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

The Karnavati University has established documented policy and Procedures for providing consultancy services including revenue sharing methodology within the organization and to external institutions. The consultancy rules are flexible and accommodative to cater to the needs of the investigators and researchers. The policy takes into consideration the purpose of Consultancy services to be provided by the faculty and depending on the number of days/months the consultancy services have to be offered, the time and nature of consulting and off campus days the faculty has to spend, the monetary gains for the faculty and sharing of revenues, the permission is granted to the faculty to provide consulting service to external organizations.

These consulting services enable the faculty to improve their knowledge and skills apart from encourage them for research in their field of interests. However, the consulting prowess and inhouse capabilities, skill of the faculty to be upgraded. To this end in view a continual educative series and seminars are planned in the current academic year for enabling improvement of the faculty and number of consultancy services provide.

Thus, consultancy service provision is not only a tool to share the knowledge, generate revenue but also to build strategic alliances for the socioeconomic and technological growth.

The product, process or service outcome of consultancy services provide better, permanent solutions to the problems in the domains of researchers and helps the people of the nation and also global community.

The MOU document includes the deliverables, milestones, Gantt charts, performance outcomes, payment schedules, role and responsibilities of the parties, non-disclosure of confidential information, disputes resolution, consequent liabilities in case of non-performance, IPR matters. The appointment of arbitrators shall be by mutual consent of the parties to contract and the jurisdiction of the disputes in all MOUs shall be with the Courts situated in Ahmedabad, Gandhinagar City.

| File Description | Document |
|---|---|
| Any additional information | View Document |
| List of the training / capacity building programmes conducted during the last 5 years. | View Document |
| Link for additional information | View Document |
| Link to the soft copy of the IPR and Consultancy Policy | View Document |
| Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy | View Document |

**3.5.2**

**Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years**

**Response:** 263

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 96 | 109 | 58 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List of consultants and details of revenue generated by them | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01) | [View Document](#) |
| Audited statements of accounts indicating the revenue generated through consultancy / clinical trials | [View Document](#) |
| Link for additional information | [View Document](#) |

## 3.6 Extension Activities

**3.6.1**

**Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years**

**Response:** 502

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 180 | 145 | 86 | 13 | 78 |

| File Description | Document |
|------------------|----------|
| Reports of the events organized | [View Document](#) |
| Photographs or any supporting document in relevance | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Geo-tagged photographs of events / activities | [View Document](#) |
| Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated | [View Document](#) |
| Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 3.6.2

**Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1**

**Response:** 93.23

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 5209 | 4814 | 3987 | 2817 | 2412 |

| File Description | Document |
|---|---|
| Reports of the events organized | [View Document](#) |
| Geo tagged Photos of events and activities | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**3.6.3**

**Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years**

**Response:**

**3.6.3**

**Number of awards and recognition received for extension and outreach activities from Government/other recognized bodies during the last five years**

**Response:**

The Heal the World Foundation, National Service Scheme (NSS) unit, and National Cadet Corps (NCC) unit at Karnavati University, Gandhinagar, have consistently been recognized for their exceptional contributions to community service and public welfare.

**2023-24:**
In this academic year, the university continued its impactful outreach activities, earning recognition from various organizations. Notably, a Free Eye Check-Up Camp organized by the university received an Appreciation Letter from the Lions Club of Femina, Gandhinagar, on April 5, 2024. Additionally, a Blood Donation Camp was honored with an Appreciation Certificate from the Indian Red Cross Society, Ahmedabad, on March 12, 2024. The Women Empowerment Program also garnered an Appreciation Letter from the Government Primary School in Borij on the same date. Furthermore, a Dental Camp held at Ranajipura Primary School in Uvarsad was recognized with an Appreciation Letter on February 10, 2024. The university's Drawing Competition, conducted in conjunction with Voter Awareness Day, received an Appreciation Letter from Pundrasan Primary School on January 29, 2024, and a Drug Abuse Awareness Program was acknowledged by the Lions Club of Femina, Gandhinagar, on January 28, 2024. These recognitions reflect the university's commitment to community engagement and public welfare.

**2022-23:**
In this year, the university continued its impactful outreach activities, earning multiple recognitions. A Child Education Program conducted in collaboration with Balaram Ashram School in Dholakuva was honored with an Appreciation Letter on January 29, 2023. The Good Touch & Bad Touch Program at Uvarsad Kanya School received an Appreciation Letter on November 18, 2022. Additionally, another

Blood Donation Camp was recognized with an Appreciation Certificate from the Indian Red Cross Society, Ahmedabad, on November 11, 2022.

These accolades highlight the university's ongoing dedication to community service and education.

**2021-22:**
During this academic year, the university continued to earn recognition for its outreach activities. A Mega Medical Camp organized in collaboration with Arban Health Centre in Jodhpur received an Appreciation Letter on November 12, 2021. This initiative, alongside programs like the Child Education Program and the Good Touch & Bad Touch Program, underscores the university's commitment to health and education in the community. These recognitions reflect a sustained effort to promote public welfare and effectively serve local needs.

**2020-21:**
In 2020-21, the university maintained its outreach efforts, particularly in raising COVID-19 awareness in the surrounding areas. The Karnavati School of Dentistry staff and interns actively participated in vaccination drives, contributing significantly to public health efforts during the pandemic.

**2019-20:**
In this year, the university continued its impactful outreach activities, earning multiple recognitions. Notably, the Dental Awareness Camp at Balaram Ashram School in Dholakuva on December 19, 2019, and the Dental Check-Up Camp at Gokul Anudanit Niwasi Primary School in Gota on September 6, 2019, both received Appreciation Letters for their contributions to community health. These initiatives underscore the university's ongoing commitment to promoting oral health education and providing essential dental services to local students, reflecting a sustained effort to advance public welfare and address community health needs effectively.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for list of Government/other recognized bodies that have given the awards | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link for number of awards for extension activities in the last 5 years- e-copy of the award letters | [View Document](#) |

## 3.6.4

**Institutional social responsibility  activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care  and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years**

**Response:**

Response:

The Karnavati University endeavours to be an institution which is both socially engaging and socially responsible. All stakeholders contribute to the social activities of the institution through its well-organized system, a gist of which is presented here. Health awareness initiatives: The NSS Units of the University plays dominant role in conducting outreach activities and creating health awareness.

All National and International Commemorative days pertaining to health and wellness are observed at The Karnavati University and are marked by conducting awareness programs to appropriate target audience. Community engagement: The Karnavati University has played a responsible role during natural calamities including the Cyclone Wardah, Cyclone Gaja, as well as during the COVID-19 pandemic. Apart from liberally donating to the Chief Minister's Relief Fund, The Karnavati University has reached out directly to the public and has distributed relief materials.

The Karnavati University engages the community by providing job opportunities to people living in vicinity of the Institutions' campuses. The institute provides complete tuition fee waivers to students below poverty line thereby becoming agents for social change. Further, entrepreneurs with viable business ideas are incubated and mentored in the Institution's Incubation Centre. Environmental initiatives: The Karnavati University focuses on reducing the carbon footprint and making the surrounding eco-friendly. Ban on plastic use within the campus, installation of Sewage treatment plant and solar panels and phased conversion to energy efficient equipment are few in-campus eco-friendly measures.

The NSS units and Alumni Associations of The Karnavati University regularly engage themselves in sapling plantation,  Clean India campaign and Swachh Bharath initiatives. Rural upliftment: KSD have set up satellite health centres in rural areas as per the norms laid by the regulatory bodies. These centres

help to bridge the health gap between urban and rural areas and provide basic health services at close proximity to the rural people. In addition to it, The University has adopted five villages under the Unnat Bharat Abhiyan, a scheme rolled out by the Ministry of Human Resource Development to facilitate rural upliftment.

These initiatives indicate the commitment of The Karnavati University to provide "Health for All" Health care at Free/subsidized cost: The hospitals attached to teaching institutions provide high quality health services at a heavily subsidized cost. Prominent among its services include implementation of the Chief Minister's Comprehensive Health Insurance Scheme for the benefit of downtrodden section of the society.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP) | [View Document](#) |
| Link for additional information | [View Document](#) |

## 3.7 Collaboration

### 3.7.1

**Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year**

**Response:** 161.2

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 337 | 296 | 146 | 22 | 05 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Certified Copies of collaboration documents | [View Document](#) |
| Any additional information | [View Document](#) |
| Link with collaborating Institutional website | [View Document](#) |
| Link for additional information | [View Document](#) |

**3.7.2**

**Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years.**

**Response:** 52

3.7.2.1 Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years.

Response: 52

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| E-copies of the functional MoUs with Indicating the start date and completion date | [View Document](#) |
| e-copies of linkage-related Documents | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

### 4.1.1

**The institution has adequate physical facilities for teaching – learning, skills acquisition etc**

**Response:**

Karnavati University is committed to providing a world-class educational environment, supported by state-of-the-art infrastructure and comprehensive facilities that cater to the diverse needs of its students and faculty. Established in 2017, the university has rapidly expanded its physical and academic infrastructure to ensure that it meets and exceeds the standards set by regulatory bodies. Karnavati University has equipped its classrooms with modern ICT facilities, including Smart Boards, Televisions, and other audio-visual equipment to enhance the teaching and learning experience. (131 Numbers ) The university offers digital classrooms with internet connectivity and Wi-Fi, enabling faculty and students to access online resources and engage in interactive learning sessions. These ICT-enabled classrooms are spread across all constituent colleges, ensuring that every student has access to cutting-edge technology as part of their academic journey. The university houses several seminar halls and conference rooms, each designed to facilitate large gatherings, seminars, and workshops. These halls are equipped with state-of-the-art audio, video, and ICT facilities, supporting collective learning and skill development. With seating capacities ranging from _150_ to 300, these spaces are utilized for various academic and extracurricular activities, including guest lectures, conferences, and student presentations.

Karnavati University recognizes the importance of practical, hands-on experience in education, particularly in fields such as dental sciences, healthcare yoga naturopathy , science, technology, design, and media and communication. The university has   well-equipped laboratories that meet the standards of respective regulatory bodies. These labs are integral to the curriculum and are used extensively for practical exercises, demonstrations, and research activities. Each department maintains its laboratories, ensuring they are up-to-date with the latest technology and equipment. Regular upgrades and maintenance are conducted to keep the facilities in optimal condition, providing students with a safe and effective learning environment.

Karnavati University's Unitedworld School of Design is known for its exceptional design programs, which are supported by several dedicated workshops. These workshops are equipped with the latest tools and equipment, allowing students to explore various aspects of design, from conceptualization to production. The workshops provide a space where creativity and technical skills merge, offering students the opportunity to work on real-world projects and develop their design capabilities. Each workshop is supervised by experienced faculty members who guide students through the intricacies of the design process.

Karnavati University's Unitedworld School of Law (UWSL) has a Moot Court Room, which  is a spacious and elegantly designed facility that offers students an immersive environment for legal simulations. The room is equipped with modern amenities, replicating a real courtroom setting, to provide students with a practical experience in legal proceedings. This meticulously crafted space enhances the learning experience for law students, preparing them for future careers in the legal field.

Karnavati University places a strong emphasis on community-based learning, which is reflected in its initiatives that engage students with real-world challenges. The university has established partnerships with various community organizations and healthcare centers,

Karnavati University understands the importance of access to knowledge and information in a student's academic journey. The university has established a central library which is equipped with vast collection of books, journals, and digital resources, providing students with the tools they need to excel in their studies. The computing facilities are accessible to all students, offering internet connectivity and access to various academic databases and software.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Links for teaching- learning and skills acquisition facilities in the Institution | [View Document](#) |
| Links for Geotagged photographs of the facilities | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**4.1.2**

**The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities**

**Response:**

**4.1.2: The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor), and sports. (Gymnasium, yoga center, auditorium, etc.)**

Karnavati University offers comprehensive facilities for cultural activities, yoga, games, and sports, providing a vibrant and dynamic environment for students to engage in both physical and creative pursuits.

The university is equipped with extensive sports facilities that cater to a variety of outdoor and indoor games. The cricket ground, measuring 100*90 square meters, is an ideal venue for large matches and

tournaments. It has a viewing capacity of 500 viewers. Similarly, the football ground, sized at 80*50 square meters, also boasts a 500-spectator capacity, ensuring that students and visitors can comfortably enjoy the games. The university offers standard measurement courts for cricket, football, volleyball, kabaddi, and basketball, promoting a wide range of sports activities on campus.

The university has appointed a dedicated full-time sports officer, Raees Kagdi, along with a skilled team of coaches. They play a crucial role in organizing and overseeing various sports activities and training programs, ensuring that students receive the best possible guidance and support.

The gymnasium at the university, with a capacity to train 40 individuals simultaneously, is equipped with Olympic-level weightlifting equipments. A full-time trainer is available to guide students through their fitness routines, including specialized step aerobics sessions.

A standout event in the university's sports calendar is the state-level (Inter-University) sports competition, "Vijae," which is held annually between January and March. This three-day event attracts students from various universities across Gujarat, who participate with great enthusiasm. The Karnavati Premier League (KPL) is another highlight, featuring games like carrom, chess, and table tennis, fostering a healthy competitive spirit among students.

Karnavati University also places significant emphasis on cultural activities, recognizing their importance in fostering a well-rounded education. The Karnavati University Garba Mahotsav, is a major event on campus, drawing popular singers and thousands of participants each year. The university celebrates various cultural and religious festivals, including Ganpati Mahotsav, Janmashtami, and other significant events.

"Sanskritik Dharohar," a cultural festival organized by the university, showcases the rich cultural heritage of India through various performances and activities.

The Karnavati Literature and Film Festival further enriches the cultural landscape of the university, providing a platform for literary and cinematic expressions.

To support these cultural activities, Karnavati University has two state-of-the-art auditoriums. The Netaji Subhash Chandra Bose Auditorium and Swami Vivekanand Auditorium. Both these auditoriums are designed for large-scale events such as cultural performances, seminars, and conferences, and both are equipped with advanced audio-visual systems, green rooms, comfortable seating, and a spacious stage. The Swami Vivekanand Auditorium, though smaller in scale, is equally well-equipped and serves as a

venue for academic conferences, guest lectures, and student activities.

Moreover, the university provides a dedicated yoga center, promoting the physical and mental well-being of students. The gymnasium and sports facilities are regularly utilized during national celebrations, including the 26th of January and the 15th of August, where sports activities are organized to instill a sense of patriotism and teamwork among students.

Through these extensive and well-maintained facilities, Karnavati University ensures that students have ample opportunities to participate in sports, cultural activities, and other extracurricular pursuits, contributing to their holistic development and creating a vibrant campus life.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](View Document) |
| Links for Available sports and cultural facilities : geotagging | [View Document](View Document) |
| Link for additional information | [View Document](View Document) |

### 4.1.3

**Availability and adequacy of general campus facilities and overall ambience**

**Response:**

**4.1.3: Availability and adequacy of general campus facilities and overall ambience.**

Karnavati University is a vibrant and carefully designed campus that spans over 10 lakh sq.ft., blending functionality with aesthetic charm. Home to over 6000 students and staff, the university offers a wide array of modern facilities that create a welcoming environment for learning, living, and personal growth.

The campus is a mix of modern infrastructure and natural beauty. It features well-maintained roads, clear signage, and greenery that contribute to a peaceful and inviting atmosphere. The beautiful lawns, thoughtfully planted trees, and blooming gardens provide a soothing backdrop for both academic and recreational activities. The campus layout is designed to ensure easy access and navigation, making every part of the university easily reachable.

Karnavati University provides comfortable and secure hostel accommodations, with separate facilities for male and female students. These hostels are equipped with modern amenities, including spacious rooms, round-the-clock security, and areas that encourage interaction and provide spaces for relaxation and study. The hostel mess serves healthy, nutritious and tasty foods to the students.

The well-being of students and staff is the top priority at Karnavati University. The campus houses a fully equipped medical center offering a variety of healthcare services, including medical consultations, emergency care, and routine check-ups. 24-hour ambulance services are available to address urgent medical needs.

In addition to physical health services, the university offers counseling support, recognizing the importance of mental health and providing assistance with stress management and personal challenges.

The university's dining options cater to a wide range of dietary preferences. The two main cafeterias, Clock Wise and AntiClock Wise, are popular for their nutritious and tasty meals. Additionally, smaller canteens and refreshment areas are located across the campus. , ensuring easy access to food and beverages throughout the day. These spaces are lively social hubs that add to the vibrant campus life.

The central library at Karnavati University is a hub of knowledge, offering an extensive collection of books, journals, and electronic resources to support academic research and study. The library is designed to provide a quiet and focused environment for learning, and an additional library in the North Extension Campus further expands the academic resources available to students.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link for Photographs/ Geo-tagging of Campus facilities | [View Document](#) |

## 4.1.4

**Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years**

**Response:** 25.48

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years* (INR in lakhs)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 295.92 | 1318.18 | 535.71 | 4973.03 | 3103.87 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Details of budget allocation excluding salary during the last five years | [View Document](#) |
| Audited report / utilization statements (highlight relevant items) (Refer annexure number -01) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 4.2 Clinical, Equipment and Laboratory Learning Resources

**4.2.1**

**Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies**

**Response:**

Karnavati University's KSD, was established by the Karnavati Educational and Medical Trust. It is a premier institution dedicated to advancing dental education and practice. Situated on a sprawling 33-acre campus, located 6 km from Gandhinagar City and 23 km from Ahmedabad City, KSD is equipped with a state-of-the-art infrastructure spread across 205,000 sq. ft. This infrastructure is designed to meet and exceed the standards set by regulatory bodies for dental education and clinical practice.

The clinical facilities at KSD are meticulously designed to provide a comprehensive learning experience for dental students. These facilities include:

1. Outpatient Department (OPD): The OPD is the central hub for clinical training at KSD. It features modern dental chairs equipped with advanced diagnostic tools, including high-resolution radiographic systems and intraoral cameras. The OPD is designed to allow students to perform a wide range of procedures, from routine check-ups to complex treatments. This hands-on experience is crucial for developing clinical skills and confidence.
2. Inpatient Facilities: KSD's inpatient facilities are designed to handle more complex cases requiring advanced treatments. These rooms are outfitted with the latest dental technology, including digital imaging systems, laser treatment units, and sophisticated sterilization equipment.

The inpatient area is structured to ensure high standards of patient care and safety, providing students with exposure to diverse clinical scenarios and treatment techniques.

1. Trauma and Emergency Care: The institution's trauma and emergency care facilities are designed to handle urgent and complex cases. These facilities are equipped with the necessary tools and equipment to manage emergency dental situations effectively, allowing students to gain experience in high-pressure environments.

**Laboratories**

KSD boasts several well-equipped laboratories that support various aspects of dental education:

1. Skill and Simulation Labs: The skill and simulation labs at KSD are pivotal for developing practical skills. These labs are equipped with high-fidelity simulators and dental mannequins, enabling students to practice and refine their techniques in a controlled environment. The simulation labs replicate real clinical conditions, providing students with the opportunity to gain confidence and proficiency before engaging with live patients.

2. Preclinical Labs: The preclinical laboratories at KSD are designed to allow students to practice restorative, preventive, and diagnostic procedures. These labs are equipped with the latest dental instruments and materials, including handpieces, impression materials, and casting equipment. The preclinical labs play a critical role in building foundational skills and preparing students for clinical practice.

3. Clinical Laboratories: Clinical laboratories are essential for diagnostic and analytical aspects of dental education. KSD's clinical labs are equipped with advanced instruments for performing various tests, including radiographic imaging, dental pathology, and microbiology. These facilities support a wide range of diagnostic procedures, helping students develop the skills necessary for accurate patient assessment and treatment planning.

4. Specialized Laboratories: The institution also features specialized laboratories for research and advanced diagnostic techniques. These labs are equipped with cutting-edge technology to support research in dental science and enhance the educational experience.

Research and Development

KSD fosters a strong research culture, encouraging both faculty and students to engage in research activities that contribute to the advancement of dental science. The institution supports research through dedicated spaces and resources, promoting a robust environment for innovation and discovery. & Somany research papers ave been published, reflecting the institution's commitment to contributing to the field of dentistry.

Additional Facilities

1. The teaching hospital and laboratories at KSD are equipped with the latest dental technology. This includes digital radiography systems, intraoral cameras, laser systems, and advanced sterilization units. The use of modern equipment ensures that students are exposed to the latest advancements in dental technology and are well-prepared for contemporary practice.
2. KSD offers various workshops and training programs to enhance students' clinical skills. These programs are conducted by experienced faculty and industry professionals, providing students with opportunities to learn about the latest techniques and innovations in dental care.
3. The faculty at KSD comprises distinguished dental professionals with extensive experience in their respective fields. They are dedicated to providing high-quality education and mentorship, guiding students through their clinical training and ensuring a comprehensive learning experience.
4. To support students in their clinical and academic endeavors, KSD provides various student support services, including counseling, academic advising, and career guidance. These services are designed to help students navigate their educational journey and achieve their professional goals.
5. KSD is committed to community service and outreach. The institution organizes dental camps and educational programs in collaboration with local communities to provide dental care and raise awareness about oral health. This involvement not only benefits the community but also provides students with valuable real-world experience.

Karnavati School of Dentistry is dedicated to providing a top-notch education in dentistry through its well-equipped teaching hospitals, laboratories, and clinical facilities. The institution's focus on advanced clinical training, research, and skill development ensures that students are thoroughly prepared to excel in their professional careers. By adhering to the highest standards set by regulatory bodies, KSD ensures

that its facilities support both educational excellence and superior patient care. The comprehensive facilities at KSD reflect its commitment to fostering an environment of learning, innovation, and professional growth

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences | [View Document](#) |
| Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**4.2.2**

**Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.**

**Response:**

Response:-

In the last five years, the outpatient services at Karnavati University - teaching hospital have shown a positive trajectory. Patient volume has steadily increased, reflecting improved access to care and the hospital's ability to meet community health needs. This uptick can be attributed to enhanced scheduling systems and outreach programs that encourage patients to utilize preventive services.

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**Outpatient Services**

Outpatient care has expanded significantly, supporting the training of both Bachelor of Dental Surgery (BDS) and Master of Dental Surgery (MDS) students. The hospital's outpatient department now handles a higher volume of patients with approximate 540 OPD which provides students with ample opportunities for hands-on learning and clinical exposure. The implementation of HIMS has streamlined patient management, allowing students to access patient histories, treatment plans, and outcomes efficiently. This system has facilitated a more structured learning environment, enabling students to engage with real-time data and improve their clinical decision-making skills.

**Inpatient Services**

The inpatient services have also maintained adequacy over the same period. Bed occupancy rates have consistently hovered around the range of 20%, indicating effective resource management and capacity utilization. Furthermore, length of stay has been managed effectively, correlating with improved patient outcomes and reduced readmission rates.

Quality of care metrics, including infection rates and patient recovery times, have shown significant improvement. Enhanced training for nursing and support staff has played a crucial role in elevating the standard of care. Furthermore, the hospital has invested in upgrading facilities and technology, ensuring that inpatient units are adequately equipped to handle a range of medical needs.

Student Training and Programs Offered

The teaching hospital has trained approximately 500 BDS and 54 MDS students over the last five years. Enrollment in these programs has increased by approximately 30%, reflecting a growing emphasis on training healthcare professionals who are adept in modern health information technologies.

The hospital offers a variety of programs, including undergraduate degrees and graduate certifications. These programs are designed to provide students with a comprehensive understanding of health information management, data analytics. The curriculum integrates theoretical knowledge with practical application, allowing students to engage directly with real-world scenarios.

- **Core Clinical Rotations**: These rotations span essential disciplines such as internal medicine, surgery, pediatrics allowing students to engage directly with patients under supervision.
- **Research Opportunities**: The hospital encourages students to participate in clinical research, enhancing their critical thinking and problem-solving skills. Over the past five years, approximately 200 students have been involved in research projects, resulting in several publications and presentations at national conferences.

## Conclusion

Overall, the teaching hospital has demonstrated adequate outpatient and inpatient services over the past five years, characterized by increased patient volumes, high satisfaction rates, and improved quality of care. Simultaneously, the hospital's commitment to education is evident in the growing number of students trained & equipped in the next generation of healthcare professionals with the necessary skills to excel in an evolving healthcare landscape. This dual focus on patient care and education ensures that the hospital remains a vital resource for both the community and the future of healthcare.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV) | [View Document](#) |
| Link for additional information | [View Document](#) |
| Links for year-wise outpatient and inpatient statistics for the last 5 years | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**4.2.3**

**Availability of infrastructure for community based learning**

1. Attached Satellite Primary Health Centers
2. Attached Rural Health Centers available for training of students
3. Attached Urban Health Centre for training of students
4. Residential facility for students / trainees at the above peripheral health centers / hospitals

**Response:** All of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Government Order on allotment/assignment of PHC to the institution | [View Document](#) |
| Geo-tagged photographs of Health Centers | [View Document](#) |
| Documents of resident facility | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for any additional information | [View Document](#) |

**4.2.4**

**Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?**

**A. NABH accreditation**

**B. NABL accreditation**

**C. International accreditation like JCI.,**

**D. ISO certification of departments /institution**

**E. GLP/GCLP accreditation.**

**Response:** D. Any two of the above

| File Description | Document |
|---|---|
| Copies of Accreditation Certificate(s) duly certified | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 4.3 Library as a Learning Resource

**4.3.1**

**Library is automated using Integrated Library Management System  (ILMS)**

**Response:**

**4.3.1 Library is automated using Integrated Library Management System (ILMS)**

The library at Karnavati University is fully automated using the Integrated Library Management System (ILMS), specifically the KOHA software. This advanced system facilitates efficient management and accessibility of the library's resources, ensuring a seamless experience for both students and faculty. As of March 26, 2024, the central library boasts a diverse collection of 20,913 books, reflecting the university's commitment to providing extensive academic resources .The KOHA software is a comprehensive library management solution that operates on cloud hosting through LIBCARE AND CURE. Currently running on version 22.05, KOHA is designed to enhance library operations through its user-friendly interface and robust functionalities. The software is periodically updated as part of a regular Annual Maintenance Contract, ensuring that it remains up-to-date with the latest features and security protocols. One of the standout features of KOHA is its Web Online Public Access Catalogue (OPAC), which allows users to search for and access library materials easily. This web-based platform is complemented by email and SMS alert functionalities, keeping users informed about their borrowed items and due dates. The single-window interface provides complete information about users, including circulation status, fine status, contact details, and reading history. This integration enhances user engagement and promotes a proactive approach to library resource management. The automation of the library's operations has revolutionized the way library services are delivered. The issue and return processes are fully automated through a barcode system, where each book and user's borrower card is bar-coded for efficient tracking. This system minimizes manual errors and significantly reduces the time required for circulation processes. Supporting documentation, such as manual cards, is maintained to

ensure that there is a backup for students and faculty. The KOHA system also supports the generation of various reports, which are invaluable for library committees and audits. These reports provide insights into circulation trends, user engagement, and resource utilization, enabling informed decision-making for purchasing new materials or enhancing existing services. The KOHA system not only manages the book database but also maintains a comprehensive user database. This allows for personalized services and a tailored library experience for each user. By tracking user interactions, the library can better understand the needs and preferences of its patrons, ultimately improving service offerings. In summary, the implementation of the Integrated Library Management System using KOHA has transformed the library at Karnavati University into a modern, efficient, and user-friendly environment. The automation of processes, coupled with robust reporting and user management features, ensures that the library is well-equipped to meet the evolving needs of its academic community. As Karnavati University continues to grow, the library stands as a vital resource, supported by cutting-edge technology that enhances learning and research opportunities for all its users.

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Link for additional information | View Document |
| Link to Geotagged photos | View Document |

**4.3.2**

**Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines**

**Response:**

The Central Library of Karnavati University stands as a cornerstone of academic excellence and research. It is meticulously designed to cater to the diverse needs of its vibrant community of over 6,000 students and staff. Spanning a vast collection and equipped with state-of-the-art facilities, the library fosters an environment conducive to learning, exploration, and intellectual growth. The library boasts an impressive collection of over 20,000 books, curated to support the university's core subjects, including Dentistry, Law, Design, Liberal Arts, and Mass Communication. In addition to the extensive book collection, the library subscribes to more than 90 print journals, 18000 e-Journals and magazines, ensuring that students and faculty have access to the latest research and developments in their respective fields. A unique feature of the Central Library is its remarkable collection of ancient books and manuscripts. With over 2,000 rare books accessible through the Delenet system, the library preserves valuable historical texts and traditional knowledge. These ancient manuscripts, some dating back centuries, provide invaluable insights into traditional systems of medicine and ancient Indian languages, enriching the academic experience with historical and cultural depth. Embracing the digital age, the library has fully computerized its operations using the KOHA library management system. This modern system ensures

efficient maintenance and regular updates of the library's vast resources. Users can effortlessly navigate the library's offerings through the Web OPAC (Online Public Access Catalog), allowing easy access to both physical and digital collections. The library also features a comprehensive cyber library, equipped with 100 networked PCs connected via LAN, providing seamless access to electronic resources, e-journals, and e-books.

Designed to accommodate a large number of users, the Central Library offers comfortable seating for over 100 individuals simultaneously. Whether students are engaging in quiet study sessions, collaborative group projects, or in-depth research, the library provides an ideal setting. The fully Wi-Fi-enabled environment ensures that users can stay connected and access online resources effortlessly, enhancing their study and research experience.

Beyond its extensive collections, the library offers a range of supportive services to enhance the user experience. Qualified librarians are available to assist with research queries, resource navigation, and academic guidance. The library's commitment to accessibility is further demonstrated through its inclusive design, ensuring that all students, including those with disabilities, can utilize its resources effectively.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Links for library acquisition data | [View Document](#) |

**4.3.3**

**Does the institution have an e-Library with membership/subscription for the following:**

    1. e – journals / e-books consortia
    2. e-ShodhSindhu
    3. Shodhganga
    4. SWAYAM
    5. Discipline-specific Databases

**Response:** All of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted | [View Document](#) |
| Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years | [View Document](#) |
| Details of e-resources with full-text access | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**4.3.4**

**Average annual expenditure for purchase of books and journals (including e-resources) during the last five years**

**Response:** 100.6

4.3.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 142 | 104 | 103 | 37 | 117 |

| File Description | Document |
|---|---|
| Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer | [View Document](#) |
| Proceedings of Library Committee meetings for allocation of fund and utilization of fund | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) | |

### 4.3.5

**E-content resources used by teachers:**

**1. NMEICT / NPTEL**

**2. other MOOCs platforms**

**3.SWAYAM**

**4. Institutional LMS**

**5. e-PG-Pathshala**

**Response:** Any Four of the above

| File Description | Document |
|---|---|
| Supporting documents from the hosting agency for the e-content developed by the teachers need to be given | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Links to documents of e-content resources used | [View Document](#) |
| Link for additional information | [View Document](#) |
| Give links e-content repository used by the teachers / Students | [View Document](#) |

## 4.4 IT Infrastructure

**4.4.1**

**Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)**

**Response:** 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 131

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 131

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| Geo-tagged photographs of the facilities | [View Document](#) |
| Consolidated list duly certified by the Head of the institution. | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**4.4.2**

**Institution frequently updates its computer availability for students and IT facilities including Wi-Fi**

**Response:**

**4.4.4: Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System (LCS), etc.**

Karnavati University (KU) is at the forefront of integrating technology into education, providing state-of-the-art facilities for e-content development. These facilities, including a media center, audio-visual center, Lecture Capturing System (LCS), and podcasting capabilities, are designed to enhance the teaching and learning experience for both faculty and students. The Media Center at KU is a dedicated facility within the campus, equipped with modern technology to support the creation of high-quality e-content. .KU has installed Lecture Capturing Systems (LCS) in several classrooms across its constituent

colleges. The LCS is an automated solution that records audio and video of classroom lectures, enabling the creation of e-content that students can access at any time. This system is particularly beneficial for students who may miss lectures due to personal circumstances or who wish to revisit the material for better understanding. The LCS allows faculty to plan and schedule their lectures in advance, with the support of the IT team. The recorded lectures are integrated with the university's Learning Management System (LMS) and Enterprise Resource Planning (ERP) system, where they can be easily accessed by students. The LMS also facilitates online attendance tracking and provides students with a central location to access all digital content, enhancing their learning experience.In addition to video content, KU offers podcasting facilities as part of its Media Lab. The lab is equipped with professional-grade audio recording equipment, allowing faculty and students to create podcasts as part of their academic work or for broader educational outreach. This facility supports a diverse range of content creation, from lecture recordings to interviews and discussions on various academic topics.All classrooms at KU are equipped with cameras that enable the recording of live lectures. This feature ensures that all classroom interactions can be captured, providing an additional resource for students who may need to review the material. The recorded lectures are stored in the university's e-content repository, making them easily accessible for future reference.(Add details ) KU places a strong emphasis on ensuring that all faculty members are proficient in using the available e-content development tools. Multiple workshops and training sessions are organized to familiarize faculty with the LCS, media center equipment, and other ICT tools. These sessions provide hands-on experience, enabling faculty to maximize the potential of these technologies in their teaching.Karnavati University's facilities for e-content development are a vital part of its educational strategy, ensuring that students have access to high-quality digital resources. By providing a media center, LCS, podcast facilities, and classroom cameras, KU supports a rich and flexible learning environment that meets the needs of its diverse student body. These initiatives, combined with ongoing faculty training, ensure that the university remains at the cutting edge of educational technology.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Links for documents relating to updation of IT and Wi-Fi facilities | [View Document](#) |
| Link for additional information | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |
| 2 | [View Document](#) |

**4.4.3**

**Available bandwidth of internet connection in the Institution (Lease line)**

**Response:** ?1 GBPS

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| Details of available bandwidth of internet connection in the institution | [View Document](#) |
| Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual subscription bill / receipt | [View Document](#) |
| Link for additional information | [View Document](#) |

**4.4.4**

**Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,**

**Response:**

**4.4.4: Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System (LCS), etc.**

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| File Description | Document |
|---|---|
| Any additional information | View Document |
| Links for the e-content development facilities | View Document |
| Links for Geo-tagged photographs | View Document |
| Link for additional information | View Document |

| Other Upload Files | |
|---|---|
| 1 | View Document |

## 4.5 Maintenance of Campus Infrastructure

### 4.5.1

**Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

**Response:** 29.22

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 4114.82 | 3298.05 | 2692.67 | 967.94 | 1038.44 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Details about approved budget in support of the above | [View Document](#) |
| Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Provide link to ERP | [View Document](#) |

**4.5.2**

**There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)**

**Response:**

**4.5.2. There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)**

The university has established comprehensive systems and processes for maintaining its infrastructure, including laboratories, libraries, sports facilities, computers, and classrooms. KU's policy for maintaining physical and academic support facilities is rooted in the principles of regular upkeep, continuous improvement, and user satisfaction. The policy outlines the responsibilities of various departments in ensuring that all facilities are functional, safe, and conducive to learning and research. The university has also established protocols for regular inspections, preventive maintenance, and timely repairs, ensuring that the facilities remain in optimal condition.  The maintenance of laboratories is a top priority at KU. Each department is responsible for the upkeep of its specific laboratories. The laboratory staff, under the supervision of the Dean/ Head of the Department (HoD), ensures that all equipment is regularly calibrated, serviced, and maintained. Periodic audits are conducted to assess the condition of the lab equipment, and any necessary repairs or replacements are promptly addressed. Additionally, the university allocates funds annually for the upgrading of lab facilities to keep pace with technological advancements and academic requirements. KU's libraries are central to the academic life of the university, and their maintenance is handled with utmost care. Regular checks are conducted to ensure that all materials are in good condition. The university also implements a digital management system that helps in tracking the inventory and usage of resources. .  KU's sports facilities, including gymnasiums, sports fields, and indoor courts, are maintained by the Sports Committee in collaboration with the campus maintenance team. KU's IT infrastructure is maintained by the IT Department, which is responsible for ensuring that all computers, servers, and network systems are fully operational.  Regular software updates, antivirus scans, and hardware checks are performed to prevent technical issues. The university also has a robust data backup system to safeguard academic and administrative information.

The IT Department provides ongoing support to faculty, staff, and students, ensuring that all technology-related needs are promptly addressed. Classrooms are the primary learning spaces at KU, and their maintenance is a key focus area. The Maintenance Department  in coordination with the Academic Office, is responsible for the upkeep of classrooms. This includes ensuring that seating arrangements, lighting, ventilation, and audio-visual equipment are in excellent condition. Classrooms are cleaned daily, and any issues reported by faculty or students are addressed immediately. The university also schedules periodic renovations to upgrade classroom facilities, ensuring that they remain conducive to modern teaching and learning practices.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Links for log book or other records regarding maintenance works. | [View Document](#) |
| Link for additional information | [View Document](#) |
| Links for minutes of the meetings of the Maintenance Committee. | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

**Average percentage of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years**

**Response:** 69.04

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 3930    | 3382    | 2928    | 2327    | 1672    |

| File Description | Document |
|------------------|----------|
| Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers | [View Document](#) |
| List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Copies of sanction letters from the University / non-government schemes | [View Document](#) |
| Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution | [View Document](#) |
| Attested copies of the sanction letters from the sanctioning authorities | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

### 5.1.2

*Institution implements a variety of capability enhancement and other skill development schemes*

   1. Soft skills development

2. **Language and communication skill development**
3. **Yoga and wellness**
4. **Analytical skill development**
5. **Human value development**
6. **Personality and professional development**
7. **Employability skill development**

**Response:** All of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Details of capability enhancement and skills development schemes | [View Document](#) |
| Detailed report of the Capacity enhancement programs and other skill development schemes | [View Document](#) |
| Link to institutional website | [View Document](#) |
| Link for additional information | [View Document](#) |

## 5.1.3

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

**Response:** 45.1

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 2734 | 2055 | 1678 | 1255 | 1449 |

| File Description | Document |
|---|---|
| Year-wise list of students attending each of these schemes signed by competent authority | [View Document](#) |
| Program/scheme mentioned in the metric | [View Document](#) |
| List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years | [View Document](#) |
| Institutional Data in Prescribed format | [View Document](#) |
| Copy of circular/brochure of such programs | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 5.1.4

**The institution has an active international student cell**

**Response:**

**5.1.4 - The institution has an active international student's cell to cater to the requirements of foreign students**

Karnavati University's **International student cell** conceptualised United World Wide (UWW), an initiative stands as an exemplary model, showcasing the Institution's commitment towards global education and student development. UWW's comprehensive approach involves curriculum enhancement, student support, and global networking. The cell ensures that KU's academic systems are internationally benchmarked, facilitating seamless transfers for students to prestigious universities worldwide. UWW provides extensive support services, including personalized counseling, scholarship guidance, and assistance with application processes for overseas education. Its well-defined charter outlines crucial roles in student connect, facilitation, and problem-solving, demonstrating a strategic approach to internationalization.

The initiative coordinates international programs, workshops, and faculty exchanges, encouraging a rich environment for global knowledge sharing and research collaborations. UWW's meticulous data management of student mobility, visa statuses, and international agreements reflects its systematic approach. Karnavati University's memberships in prestigious global associations like WDO, Cumulus, IFFTI, and ACU, alongside partnerships with over 20 top-tier institutions across the UK, Italy, Germany, Poland, and Australia, significantly enhance its international standing and provide diverse opportunities for students and faculty.

The cell's holistic approach covers the entire spectrum of international education, from initial counseling to post-admission support and cultural integration. By serving as a liaison for foreign nationals and

managing inbound traffic, it also promotes cultural diversity on campus. Best practices include comprehensive support for study abroad programs, summer schools, and internships; facilitating visa and travel arrangements; maintaining up-to-date MOUs with partner institutions; and overseeing compliance with international education regulations. International student cell through its activities prepare students for a globalized world, enhancing their career prospects and cultural competencies. This initiative significantly contributes to Karnavati University's global competitiveness, positioning it as an institution committed to providing world-class education with an international perspective. Through this, Karnavati University not only broadens the horizons of its students but also nurtures a campus culture that values global engagement, cross-cultural understanding, and academic excellence in an international context.

The International student cell at UWSL aspires to be more than just a facility; it serves as a gateway to global legal excellence, the Centre is dedicated to supporting, guiding, and inspiring you on your journey. The Centre is focused on guiding students toward Summer School Programs, Short-term Programs, and Higher Education degree programs offered by universities around the world.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Links for international students' cell | [View Document](#) |

## 5.1.5

**The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging**

1. **Adoption of guidelines of Regulatory bodies**
2. **Presence of the committee and mechanism of receiving student grievances (online/ offline)**
3. **Periodic meetings of the committee with minutes**
4. **Record of action taken**

**Response:** All of the above

| File Description | Document |
|---|---|
| Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Circular/web-link/ committee report justifying the objective of the metric | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

**Average percentage of students qualifying in state/ national/ international level examinations during the last five years**

**(eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc., )**

**Response:** 100

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| --- | --- | --- | --- | --- |
| 8 | 26 | 30 | 27 | 8 |

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ *PLAB/ USMLE/*Civil Services/State government examinations *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)) year wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| --- | --- | --- | --- | --- |
| 8 | 26 | 30 | 27 | 8 |

| File Description | Document |
| --- | --- |
| Pass Certificates of the examination | [View Document](#) |
| List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.2.2**

**Average percentage of placement /self employed professional services of graduating students during the last five years**

**Response:** 70.39

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| --- | --- | --- | --- | --- |
| 405 | 590 | 629 | 424 | 119 |

| File Description | Document |
| --- | --- |
| Self-attested list of students placed/self-employed | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Annual reports of Placement Cell | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.2.3**

**Percentage of the graduates in the preceding academic year, who have had progression to higher education.**

**Response:** 30.04

5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed to higher education

Response: 252

| File Description | Document |
| --- | --- |
| Supporting data for student/alumni in prescribed format. | [View Document](#) |
| List of students who have progressed to Higher education preceding academic year | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for additional information | [View Document](#) |

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 83

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 38 | 19 | 12 | 07 | 07 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Certified e-copies of award letters and certificates. | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

### 5.3.2

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

**Response:**

**student welfare.**

The Karnavati University Student Governing Council (KUSGC) serves as the primary representative body for students at Karnavati University, focusing on enhancing student welfare and fostering an inclusive campus environment. Composed of dedicated student leaders, KUSGC aims to enrich the overall student experience by acting as a bridge between students and university administration.

**Mission and Activities**

KUSGC's mission is to cultivate a vibrant campus community through active student engagement and leadership development. The council organizes a diverse array of events, including cultural festivals, sports tournaments, academic workshops, and social gatherings. Notable events include TEDx, the Youth Parliament of India, and various cultural celebrations such as Onam, Ganesh Mahotsav, Durga Mahotsav,

Uttarayan, and Holi. Unique events like the KU Garba Mahotsav, Winter Wonderland, Karnavati Literature and Film Festival, Ahmedabad Design Week, and Viaje further contribute to a rich campus life.

**Structure of the Karnavati University Student Governing Council (KUSGC)**

The KUSGC is a hierarchical structure designed to provide effective representation and leadership for the student body. It consists of several levels:

- **Volunteers:** First-year students who assist in various events and activities.
- **Junior Council:** Second-year students who have previously volunteered and been selected for the Junior Council.
- **Joint Secretaries:** Represent each constituent college of Karnavati University.
- **General Secretaries:** Oversee specific committees within the KUSGC.
- **Core Committee:** Senior students (third and fourth year) with previous experience in the KUSGC.
- **Leadership Positions:** President, Vice President, Secretary, Public Relations Officer, Treasurer, Student Grievance Heads, and Core Coordinator.
- **Advisory Committee:** Composed of faculty members from Karnavati University.

**Selection Process:**

- **First-year students:** Must volunteer in various events and then self-nominate for the Junior Council.
- **Shortlisting:** The Advisory Committee reviews nominations and shortlists candidates.
- **Interviews:** A comprehensive interview process is conducted to select members for the Junior, Senior, and Core Committees.

This structure ensures a smooth flow of leadership and representation within the KUSGC, allowing for effective student governance.

**Student Class Representative:**

Student Class Representatives are fundamental to student representation as their leaders. Class representative meetings play a major role to assess teaching, learning and support services provided to the students by the University.

Across each cohort, 2 Class representative (CR) are appointed through a transparent and well-defined process. Class Representatives are responsible for voicing student feedback on the teaching, learning and functioning of the university.

**Contribution to Student Welfare**

KUSGC's events significantly enhance student welfare in several ways:

1. **Cultural Festivals**: Events celebrating cultural diversity foster inclusivity and community bonding. Participation helps students appreciate different cultures, enhancing their social awareness.

2. **Sports Tournaments**: These events promote physical health, teamwork, and a competitive spirit. Initiatives like the Karnavati Premier League and Auction Premier League encourage sportsmanship and discipline among students.

3. **Academic Workshops**: Events such as TEDx and various academic workshops boost intellectual growth, critical thinking, and provide networking opportunities, allowing students to engage with new ideas and fields.

4. **Social Gatherings**: Events like Winter Wonderland and KU Garba Mahotsav create a lively social atmosphere, enabling students to relieve stress and build relationships, which are essential for a supportive community.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Links for Student Council activities | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.3.3**

**Average number of sports and cultural activities / competitions organised at the institution level per year**

**Response:** 65.4

5.3.3.1 Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| --- | --- | --- | --- | --- |
| 102 | 95 | 64 | 28 | 38 |

| File Description | Document |
|---|---|
| Report of the events/along with photographs appropriately dated and captioned year-wise | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Event photograph if available (random selection with titles and date(s) of the events marked) | [View Document](#) |
| Copy of circular/brochure indicating such kind of activities | [View Document](#) |
| Any additional information | [View Document](#) |
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | [View Document](#) | |
| Link for additional information | [View Document](#) | |

## 5.4 Alumni Engagement

**5.4.1**

**The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years**

**Response:**

Alumni association of the Karnavati University and its constituent colleges are a registered body and has the following aims and objectives:

- Maintain mutual communication between the alumni and the institution.
- To create a more extended relationship between present students and staff and the others associated with the University.
- To organize social, educational and networking events locally at the university, college/institution/school/center and at batch level.
- To encourage alumni to act as ambassadors of the university and assist in the further development of the university.
- To provide continuing education enrichment experience for alumni and friends of the university.
- To provide alumni with a platform to connect to university and to assist recent graduates and current students in shaping their career.
- To participate in activities contributing to improvement of infrastructure and academic activities of the university.
- To institute prizes, scholarships to merit students and financial aid to poor and deserving students of the university.
- To hold periodic meetings at local, regional, national and international levels and at university,

college and batch level.
- To raise funds for promotion of objectives of the association.

## Activities and Initiatives:

### Reunions and Events:

- Organizing regular reunions in various locations, such as the upcoming event in Udaipur.
- Prioritizing effective logistics, venue selection, and promotion.

### Organizational Development:

- Restructuring the KUAA framework, including amending the constitution and redefining roles.
- Improving the selection process for chapter executive boards.

### Participation and Engagement:

- Implementing stricter attendance policies for board members.
- Establishing communication channels like WhatsApp groups.
- Shifting the Global Alumni Lecture series dates by department.
- Encouraging alumni involvement in conferences and workshops.
- Distributing mementos to graduates.

### Future Plans:

- Organizing an international alumni meet.
- Conducting motivational talks for alumni.
- Promoting alumni volunteering and recruitment.
- Organizing a physical reunion.
- Recognizing the efforts of the KSD team in event organization.

## Impact and Outcomes:

- The KUAA's initiatives contribute to a vibrant and connected alumni community.
- Alumni engagement and participation in university activities are enhanced.
- The university's reputation and visibility are boosted through alumni connections.
- Effective governance and representation are ensured through the improved organizational framework.

The Karnavati University Alumni Association (KUAA) is committed to strengthening alumni connections and engagement through various initiatives. Key activities include organizing reunions, such as an upcoming event in Udaipur for alumni from Rajasthan and Gujarat, aimed at networking and

relationship-building. To ensure the success of these reunions, KUAA emphasizes effective logistics, venue selection, and promotion through social media and email.

The association is also focused on restructuring its organizational framework, including amending its constitution and redefining the roles within its Board of Governors. Improvements are being made to the selection process for chapter executive boards to ensure effective governance and representation across alumni chapters.

| File Description | Document |
|---|---|
| Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP) | View Document |
| Any additional information | View Document |

| | |
|---|---|
| Links for quantum of financial contribution | View Document |
| Links for frequency of meetings of Alumni Association with minutes | View Document |
| Link for details of Alumni Association activities | View Document |
| Link for additional information | View Document |

**5.4.2**

**Provide the areas of contribution by the Alumni Association / chapters during the last five years**

    1. **Financial / kind**
    2. **Donation of books /Journals/ volumes**
    3. **Students placement**
    4. **Student exchanges**
    5. **Institutional endowments**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| List of Alumni contributions made during the last 5 years | [View Document](#) |
| Certified statement of the contributions by the head of the Institution | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions | [View Document](#) |
| Link for any additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

**The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.**

**Response:**

**6.1.1 - The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance**

Karnavati University has a well-defined vision and mission which is reflected in its academic and administrative initiatives and adopted processes.

**Vision of the Karnavati University** – *To be a leading educational institution that is known for its academic excellence, research, and innovation.*

**Mission of the Karnavati University** – *To foster an environment of learning, innovation, and success, preparing our students to be future leaders and change makers in their respective fields.*

The governance structure at the university is well- defined to support its overall mission and goals. The university's structural framework of governance promotes openness, hierarchy, and guarantees effective decision-making and execution of program policies and procedures. Governance is centred on the realms of academia, research, and general administration. All elements are endorsed by the appropriate committees and governing bodies, with perspective plans that are in accordance with the university's vision, purpose, and designated aims, objectives, and goals.

Factors such as emerging academic venues, revised National Education Policy, and competitive worldwide trends impact the planning process of the University. Thorough attention is given to academics, research, outreach, and ethics during the development of the outlook plans for the institution. These operations are constrained by certain timeframes and need systematic budgeting, financial planning, and allocation of resources. By engaging in comprehensive planning activities, both functional and administrative, authorities are provided with the necessary tools to make well-informed decisions that can be implemented promptly and efficiently.

The University has established comprehensive policies, committees, and cells to effectively plan, monitor, and execute many aspects related to academics, patient care, research, and extension activities. These bodies consist of faculty members, external experts, and alumni.

The administration and University foster a culture that actively engages faculty members at all stages of decision-making. Good governance procedures used by the University at different levels promote the active and effective participation of important stakeholders of the institution. Each matter is deliberated upon by the faculty and suitable choices are reached and sent to the relevant chair within the academic leadership.

**Listed below are some of the achievements, which led to Institutional excellence**

- Transparent admission policy with pan India appeal and coverage
- State of the art teaching classroom and ICT tools which are supportive to the teachers as well as students of the Karnavati University.
- Karnavati University has developed two in-house incubation centres- Karnavati Innovation & Incubation Foundation (KIIF) and Defence Design and Technology Incubator of India (DDTI) to foster innovation and entrepreneurial activities.

- Karnavati University, Gandhinagar, Gujarat has established "Institution Innovation Cell (IIC)" as per the norms of the Ministry of Education's Innovation Cell (MIC), Govt. of India.
- Continuous thrust in research for publications and to procure research grants.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for vision and mission documents approved by the Statutory Bodies | [View Document](#) |
| Link for report of achievements which led to Institutional excellence | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.1.2**

**Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.**

**Response:**

**6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management etc.**

From the beginning, Karnavati University has adopted the strategy and implementation of decentralisation and empowerment of academic and administrative tasks to provide efficient institutional governance. Various committees, boards, and councils, comprising all relevant stakeholders, have been successfully contributing to informed decision-making across different functions. The tasks and responsibilities of all office bearers and authority are established throughout the creation process in accordance with the rules supplied by the relevant regulatory agencies and universities' bylaws.

A few case studies that are suggestive of decentralization and participative management are presented here.

## Academic Council

The Academic Council, composed of Department Heads, representatives from the corporate sector and subject experts, considers suggestions given by all stakeholders and adopts them if found valid. The commencement of a new program or the review of existing programs, as well as other academic issues, are deliberated upon in the meetings of the Board of Studies. The Boards' resolution is submitted to the Academic Council for further approval and implementation.

## Internal Quality Assurance Cell

Internal Quality Assurance Cell (IQAC) cell of Karnavati University's was established on August 17, 2021, in accordance with the guidelines of the University Grants Commission (UGC) and based on the advice of the National Assessment and Accreditation Council (NAAC). The IQAC, as an integral component of the university education system, plays a crucial role in the ongoing process of improving and maintaining the quality of education. The main goal of IQAC is to guarantee the implementation of quality initiatives throughout the university and to carry out regular and ongoing reviews and audits in order to achieve academic excellence.

## Incubators and Startups at KU

Karnavati University has established two internal incubation facilities to promote innovation and entrepreneurial endeavours:

1. Karnavati Innovation & Incubation Foundation (KIIF) is a sector-agnostic incubation centre that provides support to entrepreneurs and innovation projects across several industries.
2. The Defence Design and Technology Incubator of India (DDTII) is a program focused on fostering the development and advancement of defense-related design and technology in India. Its goal is to stimulate and support the creation of new ideas, research, and advancements in the fields of defence, space, and related businesses.

Through these facilities, Karnavati University has implemented a participative management approach where all colleges can contribute and take advantage of these facilities.

**Budgeting Process**

Each college within the University independently formulates its own budgets and seeks approval to spend funds as outlined in those budgets. This allows the member colleges to have financial independence. The finance officer consolidates the received budgets and assesses their practicality. The report prepared by the finance committee is then approved by the University's Board of Management. After receiving approval from the Board of Management, the recommendations are forwarded to the respective deans. Alongside, recommendations are also discussed with the procurement committee, which then requests quotations for the purchase of new equipment or supplies. Therefore, the duty for budgeting is distributed fairly and responsibly among all stakeholders, including faculty, department heads, deans, and the university, in a well-organised manner.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for information / documents in support of the case study | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

**The institutional Strategic plan is effectively deployed.**

**Response:**

**6.2.1 – The Institutional Strategic plan is effectively deployed.**

The university has developed a strategic plan to achieve its goal of becoming a distinguished institution known for its outstanding academic and research initiatives and involvement in cutting-edge research. This objective is pursued by adhering to its core principles: prioritizing student needs, fostering community collaboration, building strong connections with industry and other academic institutions, ensuring effective governance with a balanced focus on all stakeholders and continuously enhancing teaching and research infrastructure.

The Strategic Plan was systematically formulated through extensive internal discussions and contributions from all stakeholders to ensure its alignment with the needs and well-being of various groups, including students, faculty, alumni, and society. Before implementation, the University's board of management thoroughly reviewed and approved the strategy. This plan, along with other strategic initiatives, is designed to enhance research outcomes.

**Improvement of Research Outputs in terms of Publications and Patents**

- **Plan –** The institution has envisioned achieving a ratio of 2 publications per faculty member. The main objective was to augment the quantity of publications in indexed agencies. It helps to create research environment among the faculties and help them in their future endeavours. Number of publications in quality indexed journals has been increased in all the constituent schools of the Karnavati University.
- **Specific measures implemented to enhance research** - The research policy was revised, publication guidelines were distributed among the faculty and researchers, focused research groups were formed, publication targets/KPIs were designated and communicated to each faculty member, incentives were introduced to the faculty, regular monitoring was conducted, and infrastructure/laboratories were established to provide support.
- **Achievements -** The overall quantity of publications has shown improvement over time, and the quality of these publications has also improved.

**Improvement of Research Outputs in terms of Patents**

- **Plan –** The educational institution had suggested augmenting the quantity of patents to accurately represent the research and innovative achievements of the University.

- **Specific strategies undertaken for improving research** – Implementation of awareness campaigns, selection of patent attorneys to assist with patent filing workshops, adoption of an interdisciplinary research strategy, provision of incentives for patents, and covering the expenses associated with patent documentation.

- **Achievements** –

Effective strategic planning has facilitated the institution in attaining the organisational objectives. The 2025 Strategic plan outlines the intended transformation of the institute into a distinguished institution. It establishes precise objectives in the areas of academics, research and infrastructure, governance, and leadership to guide the achievement of this status.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link for Strategic Plan document | [View Document](#) |

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**6.2.2**

**Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.**

**Response:**

Karnavati University has a clearly defined organisational hierarchy and structure to support decision making process that is clear and consistent.

Karnavati University, a privately-owned institution, is dedicated to achieving high standards of education and promoting interdisciplinary studies. Located on a vast 33-acre campus in Uvarsad near Gandhinagar, it was founded in accordance with the Gujarat Private Universities Act, 2017. The university, authorised to provide degrees according to Section 22 of the UGC Act, places a strong emphasis on providing high-quality education. It has been a member of the Association of Indian Universities since April 2019. Under the governance of the Karnavati Medical & Educational Trust, the university strives to transition from being versatile to becoming highly specialised. It offers a wide array of programs in design, arts, health, business, and humanities. The university has established all the necessary bodies, committees, and councils to facilitate the involvement of all stakeholders in the decision-making and execution processes.

The Vice Chancellor carries out academic administration and management by following the norms of statutory/non-statutory bodies. The university being a deemed university also has its own service rules, promotion policy, leave rules, welfare schemes, and grievance cell in place. In accordance with the rules of the university,

The statutory bodies, such as the Board of Management (BOM), Academic Council, Finance Committee, Boards of Studies (BOS), Planning and Monitoring Board, and Internal Quality Assurance Cell (IQAC), meet regularly with a predefined agenda. The resolutions and decisions from these meetings are documented, circulated, and implemented accordingly. To ensure transparency and compliance, nominees from the University Grants Commission (UGC) and the Government of India are present in all these bodies. Additionally, external members are included in various boards and committees to further enhance transparency in the system.

**The Board of Management (BoM)** is the principal executive authority of the university, overseeing the

administration, supervision, and implementation of various functions to achieve the university's objectives while upholding its core values.

**The Finance Committee** manages the university's financial planning and policies, including the approval of budgets presented by other boards and committees.

**The Planning and Monitoring Board** serves as the primary planning body, responsible for overseeing the development programs of the university.

**Board of Studies** for each department is tasked with preparing, revising, and updating the syllabi for different courses, which are then submitted to the Academic Council for approval and publication.

**The Internal Quality Assurance Cell (IQAC)** of Karnavati University has been constituted on 17th August 2021 in compliance to the UGC's guideline and based on recommendation of the National Assessment and Accreditation Council (NAAC). The quality enhancement process, being a continuous process, the IQAC has become an essential part of the university education system and works towards realization of the goals of quality enhancement and sustenance.

In accordance with UGC guidelines, several statutory committees have been established and are actively functioning within the institution, including the Anti-Ragging Committee, the Students' Grievance Cell, and the Prevention of Sexual Harassment Committee.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for organogram of the University | [View Document](#) |
| Link for Annual Report of the preceding academic year | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link for minutes of meetings of various Bodies and Committees | [View Document](#) |

**6.2.3**

**The University has implemented e-governance in the following areas of operation**

1. **Planning and Development**
2. **Administration (including Hospital Administration & Medical Records)**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

**Response:** All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces, if any | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Institutional budget statements allocated for the heads of E-governance implementation ERP Document | [View Document](#) |
| E-Governance architecture document | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) | |

## 6.3 Faculty and Staff Empowerment Strategies

**6.3.1**

**The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.**

**Response:**

**6.3.1 - The Institution has effective welfare measures for teaching and non-teaching staff and other beneficiaries.**

Karnavati University, is committed to fostering a supportive environment for its teaching and non-teaching staff, as well as other stakeholders. The university places a high priority on welfare initiatives that align with its vision to promote a holistic and inclusive educational atmosphere. The institution offers a variety of services, facilities, and benefits to enhance the well-being of its employees and students.

**Financial Benefits:** Karnavati University provides comprehensive financial support to its employees. This includes the provision of Employee Provident Fund (EPF). The university ensures that all staff members have access to healthcare benefits, which include discounted medical consultations and management for both the employees and their families. Additionally, during the COVID-19 pandemic, the university introduced special healthcare welfare schemes to further support its staff.

**Leave Entitlements:** The university offers various leave entitlements, including earned leave, casual leave, on-duty leave, compensatory leave, and maternity leave, in accordance with the university's norms and policies. These provisions ensure that staff members have the necessary time off for personal and professional needs.

**Professional Development and Recognition:** Karnavati University actively encourages the continuous professional development of its staff through training, skill development programs, and workshops. The university offers long service awards to faculty and staff members who have completed more than five years of dedicated service. Regular faculty training and professional development programs are

conducted to foster intellectual growth and enhance personal skills.

**Support for Research:** To promote research activities, the university has established policies for providing seed money for research projects that aim to contribute positively to society. Financial support is also extended for publications, patents, and copyrights, in line with the university's research policy. This includes covering publication fees for papers in indexed journals, providing supports for chapter publications in quality indexed book and reimbursing charges for filing patents or copyrights. Additionally, faculty members are supported financially to attend and present papers at national and international seminars and conferences.

**Support for Economically Disadvantaged Staff:** The university has implemented specific measures to support staff from economically challenged backgrounds. These measures include providing free or subsidized accommodation on or near the campus, offering meals at subsidized rates from the university's kitchen, and supplying free uniforms where required.

**Community Engagement:** Beyond its commitment to employees, Karnavati University is dedicated to social responsibility through various community welfare programs. These initiatives include organizing health camps, adopting nearby villages, and establishing healthcare centres to deliver essential services to underserved areas. Students visits organized in different old age centres and NGOs. National Service Scheme chapter of Karnavati university Organized blood donation camps, cleaning drives, NGO visits and these types of community related initiatives for the students and the staff of the University.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for policy document on welfare measures | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link for list of beneficiaries of welfare measures | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**6.3.2**

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

**Response:** 64.58

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 238 | 210 | 175 | 91 | 173 |

| File Description | Document |
|------------------|----------|
| Policy document on providing financial support to teachers | [View Document](#) |
| List of teachers provided with membership fee for professional bodies | [View Document](#) |
| List of teachers provided with financial support to attend conferences, workshops etc. during the last five years | [View Document](#) |
| Institutional data in prescribed format | [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](#) |
| Link for additional information | [View Document](#) |

## 6.3.3

**Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years**

**Response:** 21.8

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 23 | 29 | 22 | 15 | 20 |

| File Description | Document |
|---|---|
| Reports of Academic Staff College or similar centres Verification of schedules of training programs | [View Document](#) |
| List of professional development / administrative training programmes organized by the University year-wise for the last five years | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). | [View Document](#) |
| Copy of circular/ brochure/report of training program self conducted program may also be considered | [View Document](#) |
| Certified list of the participants who attended the professional development/administrative training programmes during the last five years | [View Document](#) |
| Certified list of organisations / agencies that sponsored/supported/supervised the programmes | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.3.4

**Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)  during the last five years..**

**Response:** 66.2

6.3.4.1 Total Number of teachers attending such programmes  year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 220 | 176 | 161 | 162 | 171 |

| File Description | Document |
|---|---|
| List of teachers who attended Faculty Development Programmes including online programmes during the last five years | [View Document](#) |
| List of sponsoring/supporting/supervising agencies | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| E-copy of the certificate of the program attended by teacher | [View Document](#) |
| Annual reports of the IQAC and the University for the last five years. | [View Document](#) |
| Annual reports of the AQAR submitted to NAAC | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.3.5**

**Institution has Performance Appraisal System for teaching and non-teaching staff**

**Response:**

**Functioning of self appraisal system at Karnavati University for teaching and non teaching staff .**

University has an established performance appraisal system which is used to refine, modify and change the working skills of the employees. Self appraisal through PBAS is taken in two cycles in a year from each employee in a standard proforma detailing the academic performance & achievements. . The university is following the appraisal scheme suggested by AICTE viz. Performance Based Appraisal System (PBAS). In this scheme, the performance s are classified into three categories:

1. Teaching, Learning and Evaluation related activities
2. Co-Curricular, Extension and Professional Development related activities
3. Research Publications and Academic Contributions
4. **Academic Performance Indicator (API) SCORES**

[Max Score: No Limit, Minimum Score: 300 for Assistant Professor, 350 for Associate Professor, 400 for Professor]

| Category | Criteria | API SCORE |
|---|---|---|
| I | Teaching, Learning & Evaluation related activities | |
| II | Co-curricular, Extension, Professional Development, etc. | |
| III | Research & Academic Contribution (No | |

| | | | |
|---|---|---|---|
| | Upper Limit) | | |
| IV | Behaviour Skills and Peer Feedback (by Supervisor only) | | |
| V | Student Feedback on Quality of Teaching (by HR department only) | | |
| | **TOTAL (I+II+III+IV+V)** | | |

CATEGORY- I: TEACHING, LEARNING AND EVALUATION RELATED ACTIVITIES:(Maximum Score: 175; Minimum Score required : 125).

1. Lectures (L), Seminars (S), Tutorials (T), Practicals (P), Contact Hours (C).
2. Teaching Load in excess of UGC norms (Max score: 10).
3. Result/Academic Performance (Max. Score: 10)
4. Additional knowledge resources provided to students (Max. Score: 10).
5. Use of Participatory and innovative Teaching-Learning process, creating of subject content, Course Improvement/ development of method (if documented). Score: 20.
6. Examination Duties Assigned and Performed (Maximum Score: 25).

CATEGORY-II: CO-CURRICULAR, EXTENSION & PROFESSIONAL DEVELOPMENT-(Max. Total Score: 50; Min. Score required: 25)

- **Extension, Co-curricular & Field based Activities (Maximum Score: 20)**
  - (Mentoring Activities, Club/ Committee activities)
- **Contribution to Corporate Life and Management of the School/ centre (Max. Score: 15)**
  - 

- Professional Development Activities, related to field of specialization (Maximum Score: 15).

CATEGORY-III: RESEARCH, PUBLICATIONBS & ACADEMIC CONTRIBUTIONS-[No Upper Limit, Min Score that is qualifying: 25]

- Research Papers published in Journals.
- Full papers in Conference Proceedings .
- Book chapters,book published .
- Chief Editor/Guest Editor/Editor/Associate Editor/ Member, Consultant Member of Editorial/Advisory Board of Journal and Reviewer/Referee of a Journal.
- Research Projects and Consultancy Assignments.

There is similar performance appraisal system followed for non teaching staff .(data is required)

PBAS is evaluated by the respective heads of the departments which is forwarded to the HR department along with a consolidated report. HR scrutinizes the reports and initiates appropriate actions. The self-appraisal form seeks the details such as of teaching-learning & evaluation related activities; co-curricular,

extension & professional development related activities; professional related contributions; research related contribution; conferences, seminars, workshops, training programs and involvement in institutional activities. The outcome of the appraisal is communicated to the employee with appreciation and incentives.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for performance appraisal policy of the institution | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

**6.4.1 - Institutional strategies for mobilization of funds and the optimal utilisation of resources**

Karnavati University is a self-financed institution that does not get any grants from the central or state governments to perform its operations. The university's primary source of funding is tuition fees and other fees like transport, library services, hostel fees, and activity fees received from students. The KU Dentistry college hospital generates additional money through patient care and consulting services. The hostels that provide student housing on campus generate revenue and are recorded in the hostel fee account.

Apart from this, rental income is generated from allotment of space for refreshments and Food containers located at three places on campus. These food areas provide easy and affordable access to instant food and beverages for students and staff. Similarly, space is rented out to set up a pharmacy shop outside the dental hospital is opened on the campus for optimal space resource mobilization.

**Effective utilization of resourses**

Karnavati university effectively utilizes the funds in the following ways :

· Disbursal of staff salary

· Infrastructure augmentation such as construction and renovation of classrooms, installation of solar panels, waste management units, plantation of trees, laying of paver blocks, roads and other infrastructure facilities development.

· Hostel maintenance inside the University campus and outside the campus for the benefits of the students.

· Library resources

· ERP and ICT improvement for the effectiveness in the teaching learning process

· Software and equipment purchase for the use of technological tools in teaching process.

· Organizing Seminars/lectures, conferences, workshops, training programmes for the students, teaching faculties and other stake holders of the Karnavati University.

· Career development programmes for the faculty and empowerment programmes for the non teaching staff for the growth of their career.

· Seed money grants for promoting research among teaching staff

· Scholarships to empower and encourage the most deserving students of the University.

Sports and cultural events such as Sports Meet, Karnavati Youth Fest, KIIF and other fest and events organized by different schools for the all round development of the University Students.

· Organizing dental health camps to Gandhinagar and Ahmedabad

Welfare measures to teaching and non-teaching staff

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council | [View Document](#) |
| Link for procedures for optimal resource utilization | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.4.2**

**Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)**

**Response:** 175

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last

five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 175     | 0       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer | [View Document](#) |
| List of government / non-Governmental bodies / philanthropists that provided the funds / grants | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Copy of letter indicating the grants/funds received by respective agency as stated in metric | [View Document](#) |
| Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP) | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.4.3

**Institution conducts internal and external financial audits regularly**

**Response:**

**6.4.3 - Description of the Mechanism for Internal and External Financial Audits Conducted by Karnavati University, Gandhinagar, Gujarat During the Last Five Years**

Karnavati University has implemented a comprehensive financial auditing mechanism that encompasses both internal and external audits to ensure accuracy, transparency, and compliance with statutory requirements. Over the past five years, the institution has adhered to a rigorous auditing process involving periodic evaluations by both internal and external auditors.

**Internal Audit Mechanism:**

Internal audits are a fundamental component of Karnavati University's financial oversight. The internal audit process begins with transaction processing within the Accounts Department, which acts as the first line of control. This process involves:

1. **Budget Provision:** Establishing budgetary allocations.

2. **Purchase Requisition:** Initiating purchase requisitions and obtaining necessary approvals.
3. **Documentation:** Providing support documentation for transactions.
4. **Authorization:** Securing required authorizations and approvals.
5. **Vendor Management:** Creating and managing vendor accounts.

All these procedures are meticulously reviewed before transactions are recorded in the accounting system.

The internal audits are conducted by Mr. Nirav Shah which meticulously examines all financial transactions, including payments, to ensure compliance and accuracy. Discrepancies identified during these audits are analysed, and corrective actions are suggested to address any issues. Internal audits are performed on a periodic basis, and detailed reports are submitted quarterly to both the external auditors and the university's management for review and necessary corrective measures.

The scope of the internal audit includes:

- **Governance:** Evaluating the effectiveness of governance structures.
- **Risk Management:** Assessing the risk management framework and its implementation.
- **Process Improvement:** Identifying areas for process enhancement.

The Internal Audit Committee at Karnavati University further ensures a comprehensive review by examining income sources, cash books, vouchers, stock registers, logbooks, statutory payments, and bank transactions. This committee also verifies all financial activities, whether directly or indirectly related to finance.

**External Audit Mechanism:**

External audits are a statutory requirement for all institutions, and Karnavati University engages an independent third-party auditor to fulfil this obligation. The external audit is conducted by Mr Amin Parikh & Company, Vadodara, Gujarat..a recognized and licensed audit firm. The process includes:

1. **Audit of Financial Statements:** Verifying the university's accounts in accordance with applicable Accounting Standards, statutory, tax, and regulatory compliances.
2. **Annual Account Statements:** Preparing annual financial statements and audit reports based on the university's records.
3. **Submission to Statutory Bodies:** Presenting the audited accounts to the university's management and submitting the final reports to the relevant statutory bodies.

The external audit follows a clearly defined procedure, ensuring compliance with state laws, university management rules, and best practices from both state and central government regulations. This includes a thorough verification of all financial transactions, statutory commitments, and timely filing of returns.

Throughout the external audit process, auditors discuss their observations and findings with the Finance team. Any additional information requested by auditors is promptly provided. The audit concludes with a final debriefing, where the audited accounts are signed off upon the auditors' satisfaction.

By integrating both internal and external audit mechanisms, Karnavati University ensures the accuracy and integrity of its financial reporting and maintains transparency in its financial operations.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for policy on internal and external audit mechanisms | [View Document](#) |
| Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP) | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

**Instituion has a streamlined Internal Quality Assurance Mechanism**

**Response:**

**6.5.1 - Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC**

The quality enhancement is a perpetual journey; and aligning itself with the thought Internal Quality Assurance Cell (IQAC) at Karnavati University was constituted on 17th August 2021 in compliance to the UGC's guideline and based on recommendation of the National Assessment and Accreditation Council (NAAC). The primary task of the IQAC is to develop a holistic system for conscious, consistent & catalytic improvement in the overall performance of the University. Internal Quality Assurance Cell (IQAC) at Karnavati University has significantly contributed in institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

**IQAC – Vision**

IQAC at Karnavati University ensures to promote quality culture and consciousness as the primary characteristic of Karnavati University through collaboration, internationalization and institutionalization of best and unique practices with stakeholder supports.

The major functions of IQAC include preparing a calendar of events, identifying quality parameters for different types of activities and maintaining proceedings. IQAC is also responsible for evolving various mechanisms and procedures for efficient and effective functioning of various institutes, schools and departments of the university. This includes academics, research, administrative functions and overall operations.

The IQAC has contributed to several academic and curriculum changes and modifications in policies and

pedagogy. This includes setting up curriculum review at regular intervals, organizing expert committee visits to assess the performances of faculty across departments, increasing assignment-based evaluation methodology for curriculum adopted, strengthening of faculty through orientation programs and setting up a strong feedback system for various stakeholders. IQAC collects and collates information from all institutes, schools, departments and administrative functions for the preparation of the Annual Quality Assurance Report (AQAR).

Some key initiatives undertaken by IQAC are as follows:

1. Encourage institutes, schools and departments to consider the potential for value-added programs that would provide students with more experience.
2. Undertake student and faculty feedback on curriculum
3. Encourage academic staff to use online resources for instruction, learning, and growth by utilising the institutional learning management system and other MOOC platforms.
4. Support Research Cell to bring a research culture in the University by means of organizing trainings/ FDPs, workshops and webinars on IPR, patenting, publication ethics, introduction of new ethics courses on research methodology as per the requirements of UGC
5. Enhance Co-curricular and extracurricular activities in building sociability among students also
6. Work towards building on setting up and engaging with alumni community
7. Assess the institutional requirements and become an agent of change in instituting participative management
8. Initiate and conduct academic and administrative audits periodically
9. Initiatives to promote best practices, human values, and environmental sustainability as well as institutional social obligations.
10. Inclusion in other national and international rankings, such as the NIRF rankings.

IQAC holds meetings of the members from time to time to ensure the high-quality teaching and research environment in the University. It recommends the changes and revisions in the Rules and Regulation of the Institute in consonance with guidelines issued by statutory bodies. Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for the structure and mechanism for Internal Quality Assurance | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link for the minutes of the IQAC meetings | [View Document](#) |
| Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC | [View Document](#) |

**6.5.2**

**Quality assurance initiatives of the Institution include:**

1. **Academic and Administrative Audit (AAA) and initiation**

   **of follow-up action**

2. **Conferences, Seminars, Workshops on quality**

3. **Collaborative quality initiatives with other Institution(s)**

4. **Orientation programmes on quality issues for teachers**

   **and students**

5. **Participation in NIRF process**

6. **Any other quality audit by recognized State, National or**

   **International agencies ( ISO, NABH, NABL Certification,**

   **NBA, any other)**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc., | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| e-copies of the accreditations and certifications | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual reports of the University | [View Document](#) |
| Link for AQARs prepared by IQAC. | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.5.3

**Impact analysis of the various initiatives carried out and used for quality improvement**

**Response:**

**6.5.3 - Describe the process and outcome of the impact analysis, carried out with reference to student performance, teaching learning, assessment process and learning outcomes, research, students and other stakeholder feedback, administrative reforms, financial management etc.**

Impact Analysis of various initiatives carried out and used for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, research, learner feedback, administrative reforms, etc University has taken various initiatives for quality improvement with reference to learner performance, teaching-learning, assessment process etc. As impact analysis for quality improvement needs timely review of the university performances, collection and analysis of huge amount of data.

1. **Learners' Performance**

Implementation of "KU ERP " Learners Support Portal is a unique platform for learners and their parents  to have access to all the information of the programme. Students can access their attendance, lecture notes and assessment on the KU ERP portal. Academia (academiaerp.com).

This portal enhances the learning process amongst students and keep informed parents also which surely have increased their participation.

2. **Teaching-Learning**

- Revision of Curriculum and content of all the Programmes.

- Development of Audio-Visual Learning materials for all the programmes and courses and making them available through a dedicated YouTube channel
- Availing various e-Resources like Programme Guide, Syllabus, eSLM, Video Lectures.
- Use of Virtual Conference/Meeting Tools for the Counselling
- Podcast activities on KU FMChannel
- Web-casting the content through Social Media.
- Online workshops and seminars.

The Impact Assessment Study shows that the initiatives have resulted in improvement in quality intake and enrolment of learners improvement in retention and completion of programmes by learners, and improvement in the learner performances.

## 3. Assessment Process

- Adoption of examination reform and monitoring mechanism by way of implementing highly secured and transparent examination system
- Adoption of Standard Operating Procedures for the conduct of examination
- Implementation of On Demand Examination mechanism
- Use of ICT in conduct and management of Examination System including Online Examination
- Declaration of results in record time of 15-25 days
- Submission and Evaluation of Assignment Online
- Filling of Examination Form Online,
- Online Admit Card for Examination,
- Online Submission of Internal Assessment Marks
- Provision for E-marksheets
- Adoption of Credit Transfer Policy.

**Outcome/Impact:** An enormous increase in the number of leaners for taking examination during regular term and completing the programme on time.

## 4. Learning Outcomes

- Implementation of Outcome Analysis of Programme Specific Learning Outcomes and Course Learning Outcomes
- Mapping of Curriculum to Programme Outcomes.

## 5. Research

- Implementation Research Promotion Policy
- Adoption of Code of ethics Policy to improve quality in Research
- Full-fledged PhD Programme
- Research Grants - Special funding for faculties to conduct Minor and Major Research Projects
- Signing of an MoUs with institution of National, International importance and other universities, institutions etc. for research collaboration.

**Outcome/Impact:**

- The interest for the research amongst faculties have increased

- More number of learners has shown interest in enrolling for Ph.D. Programmes.

**6.Feedback Collection**

- Introduction of multi-pronged feedback mechanisms
- Conduct of Stakeholders' Feedback Survey

**Outcome/Impact:**

The university teaching and learning system has become more transparent which has resulted in taking new initiative for Learner Support Services.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link for relevant documents/information on the process and results of impact analysis on the above aspects | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

**Measures initiated by the institution for the promotion of gender equity during the last five years.**

**Response:**

The Karnawati University lays a lot of emphasis on gender equity and the academic ambience of the University promotes sensitivity and respect for each other. The University shares certain values and principles on equality, inclusion, respect for human dignity, fairness and justice for all. As per the guidelines of UGC and the Supreme Court directions, a committee has been constituted for the prevention of sexual harassment against women at the university to uphold the dignity of women.

The university has gender equity policies in place that promote unbiased representations of all genders. This is supplemented with monitoring and evaluation mechanisms for implementation of policies and their follow-ups.

Our faculty and staff are regularly sensitized to set the standard for respectful behaviour at work. Every year, interactive sessions on women empowerment are organized for all students and employees to sensitize them about rights and responsibilities of Indian citizens and legislation related to women empowerment and gender equity. Topics related to women empowerment, gender equity, are covered by eminent personalities to create the awareness about gender equity.

Admission team of the University also ensures that there is no gender bias during student admissions. Similarly, our recruitment policy in all cadres including highest posts of administrative responsibility is based purely on merit with no gender bias whatsoever. As a result, the University have over 62% female students and over 60% of female teachers, 40% of non- teaching faculty and support staff and many of them have been associated with the University since its inception.

The University also believes in taking forward the momentum of empowerment of girls and women through education. The participation of women has increased in and higher education over the years and various measures have been taken to increase their participation in various activities at the University.

In all student committees, equal leadership opportunities are to be given to both girls and boys. The University strives to provide equitable platforms whether sports, cultural, literary & training programs to all the students to exhibit their talents and skills.

Personalized mentorship and counselling programs that give support and thrust towards progression to higher education and placement have also been implemented.

The University officials regularly orient the teachers to create gender inclusive learning environment where unbiased teaching and learning activities has been implemented for all students irrespective of their gender.

University has set up CCTV surveillance, biometrics and women security guards to monitor the

movement of students near the girl's hostel as well as throughout the campus.

For safety and security of students, special committees such as Anti-Sexual Harassment and Anti-ragging Committee are in place to monitor and prevent any type of harassment against female employees and students. However, no such cases of sexual harassment and gender-based discrimination have been reported so far which clearly reflects the effectiveness of our procedures.

As per recent norms of National Medical Commission, a childcare facility shall be established and this facility is helping the female employees to work comfortably, without worrying about their small children.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for specific facilities provided for women in terms of- a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | [View Document](#) |
| Link for annual gender sensitization action plan | [View Document](#) |
| 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**

**Response:** Any Four of the above

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| Geo-tagged photographs of the facilities | [View Document](#) |
| Any additional information | [View Document](#) |
| Link to additional information | [View Document](#) |

| Other Upload Files | |
| --- | --- |
| 1 | [View Document](#) |
| 2 | [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:**

MAHER has standard processes and operations in place to manage the degradable and non-degradable wastes generated within the campus, to decrease the impact on the human health and environment. All the degradable and non-degradable waste are managed in compliance with the Environmental (Protection) Act 1986 and the local body regulations. The major categories of wastes generated in the campus are solid wastes, liquid wastes, biomedical wastes, e-wastes and chemical wastes.

**Solid waste** generated through the routine activity of the university includes paper, plastic, glass, food, etc. The university has taken initiatives to reduce the solid waste by adopting measures like plastic free campuses, The university has contracted vendors who collect all solid waste from different places at designated times and intervals in large color-coded garbage bags, segregate and recycle it and transported it to the large land fill authorized by the government for final disposal. All these processes comply with the Solid Waste Management Rules, 2016 with approval from concerned regulatory agencies.

**Biomedical waste** generated in the hospital is managed by SOPs set in accordance to the Bio-Medical Waste Management Rules, 2016. Specific colored bins are placed at all strategic places in the hospital, the wastes are segregated and stored in a central location which is a restricted area within the campus. The medical college has set up an MoU with a biomedical waste management vendor who picks up the waste once a day through a designated truck. A logbook of handing over waste is maintained as per the Regulations. Similarly, COVID waste disposal is also streamlined as per the government norms.

**Chemical waste** management is in place to safely manage the laboratory chemicals used by various departments. An inventory of laboratory chemicals is maintained at the department level which is centrally monitored by the Environmental Management Committee. The chemicals and liquid hazardous

wastes are stored in a central location which has restricted access and disposed according to government norms.

**E- waste** from the university, hospitals and hostel buildings is stored in a designated location until it is donated to deserving under-privileged section of society. University is also setting up MoU for management of e waste with vendor who will handle its recycling.

**Liquid waste** is at present disposed through STP plants in the medical and the dental campuses. Ian average quantity of 373 KLD of sewage is generated at the medical college campus which varies according to the student strength residing in the hostels. The effluent treatment plant comprises of the collection tank, aeration tank, settling tank, clarifier tank, pressure sand filter, activated carbon filter, ultrafiltration, single drying beds. In the other campuses it is through the sanitary distribution installed in the campuses. The waste water treatment system for handling the liquid wastes and making it suitable for reuse is in the pipeline.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Geo-tagged photographs of the facilities | [View Document](#) |
| Link for additional informaton | [View Document](#) |
| Link to relevant documents like agreements/MoUs with Government and other approved agencies | [View Document](#) |

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**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:** All of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional informational | [View Document](#) |
| Geo-tagged photographs / videos of the facilities | [View Document](#) |

**7.1.5**

**Green campus initiatives include:**

1. **Restricted entry of automobiles**
2. **Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of Plastics**
5. **Landscaping with trees and plants**

**Response:** All of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional informatiom | [View Document](#) |
| Link to additional information | [View Document](#) |
| Geo-tagged photos / videos of the facilities | [View Document](#) |

**7.1.6**

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

- **Green audit**
- **Energy audit**
- **Environment audit**
- **Clean and green campus recognitions / awards**
- **Beyond the campus environmental promotion activities**

**Response:** Any Four of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Audit reports of the institution related to the metric | [View Document](#) |

**7.1.7**

**The Institution has disabled-friendly, barrier free environment**

- **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:** All of the above

| File Description | Document |
| --- | --- |
| Relevant documents / reports | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Additional information | [View Document](#) |
| Link for relevant geo-tagged photographs / videos | [View Document](#) |
| Link for additional information | [View Document](#) |

**7.1.8**

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

**Response:**

**7.1.8 Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities**

The Karnavati University envisages producing graduates who are responsible and resourceful citizens of our Nation. India is a vast country that houses people from diverse backgrounds and strongly believes in Unity in Diversity, which is strongly advocated and practised in the University. This is accomplished by creating an inclusive environment on the campus wherein students, teaching and non-teaching faculty from different walks of life work and harmoniously support each other. The Karnawati University is committed to its stance of zero tolerance towards any discrimination based on regional, linguistic, communal, socioeconomic, and religious diversities. In the Karnavati University, admission of students, recruitment and promotion of staff are purely on a merit basis, and no discrimination whatsoever is practised in this regard.

An overview of the students, faculty and support staff's profile gives a clear indication of the diversity that exists in the Karnavati University. For instance, 40 % of the students are from various States of India other than Gujrat, and A similar distribution is seen even among teaching and non teaching staff, 37 % of the faculty members are from various States of India other than Gujrat. Yet, the Karnavati

University is proud not to have any adversities reported till date due to intolerance to diversities. The University takes various initiatives which help to maintain religious harmony. The University declares holidays on all religious festivals such as Deepawali, Eid and Christmus. Further, festivals such as Navratri Pooja, Janmashtami and Christmas are celebrated on the campus wherein all students, irrespective of their faith, get involved and enjoy the festive mood, thereby showcasing the religious harmony in the Karnavati University.

The Karnawati University has created a strong unified cultural environment on the campus. The University has initiated many initiatives for celebration of festivals of all the faiths and national holidays together. Our university has people from different religions who coexist harmoniously and together celebrate their culture and festivals of different faith. These celebrations are marked by expressive ways to celebrate glorious heritage, culture and traditions.

The university encourages students to engage in co-curricular activities that may add to their overall development and help them create a sense of tolerance and communal harmony amongst them. Irrespective of socio-economic status of the student, the University has an all-inclusive policy and facilitates student participant in all co-curricular activities there by promoting unity. All cultural events of the University including university festivals are open for students from any region of the country.

The University also celebrates International Yoga Day every year where all students and faculty participate in early morning yoga and meditation sessions.

Each of the constituent colleges organize their annual cultural festivals. Though there is no fixed name for the cultural festival and the name of the festival changes every year and these are comprised of a variety of cultural programs depicting the variety of the cultural heritage in the forms of dances, dramas and plays.

Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) · Any other relevant information.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | [View Document](#) |
| Link for additional 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**

**Response:**

**Constitutional Obligations**

The Karnavati University has taken sincere measures towards sensitization of students and employees of the university to the constitutional obligations. Indian constitutional classes make the students aware of their rights and duties. Sensitization to professionalism, ethics and empathy via interactive lectures, role play, video shows during foundation course and orientation programmes

**Values**

The Karnavati University transmits ethical values to all students since the inception of the program. The specific programs to inculcate values are conducted in the form of workshops, social awareness campaigns, street plays, annual celebration of festivals etc.

Various activities like information, education, communication, Nukkad natakas, Swachhata related folk song and dance, Swachhata melas, door-door visit, school level rallies, collection

segregation and transportation of waste and cleaning activities were performed.

**Rights and Duties**

The university takes appropriate steps to inculcate the fundamental rights and duties amongst its stakeholders.

Workshops and seminars are also organized to sensitize everyone about rights and responsibilities of Indian citizens and legislation related to women empowerment.

**Responsibilities as a citizen**

Citizens' responsibility towards environment is highlighted done with exercises like tree plantation, no honking on campus and provision of compost pit for waste management. Similarly, aligned to National Mission on Save Food, campaigns were organized across central kitchen, canteen to orient students and faculty towards limited food wastages.

Activities like house hold survey, awareness program for the prevention of COVID 19 infections for the public, World Diabetes Day, World Breast Feeding week were conducted. E-book on National Education Policy 2020 was also shared in social media to 150 school teachers of these five villages.

Mandatory rural duties are incorporated in the curriculum to orient and teach students responsibilities towards health care for rural population. These social activities support in sensitization of students, broaden their social outlook and allow them to experience/understand real world challenges, the rural landscape and social needs. They can then think through potential solutions to alleviate quality of life and support in different capacities.

FIT INDIA RUN -Marathon in the University and FIT INDIA RUN-cyclathon is also organized where

the students actively participated to create a healthy environment. The community extension programs expose the students to real life situations in rural areas and are motivated to serve in rural areas after their graduation. The students are trained in field activities, communication skills and oriented to National health policies.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link to details of activities that inculcate values, necessary to render students in to responsible citizens | [View Document](#) |
| Link additional 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 Code of conduct is displayed on the website**
2. **There is a committee to monitor adherence to the code of conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on code of conduct are organized**

**Response:** All of the above

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| Institutional code of conduct and code of ethics | [View Document](#) |
| Details of the monitoring committee of the code of conduct | [View Document](#) |
| Any additional information | [View Document](#) |
| Web link of the code of conduct | [View Document](#) |
| Link for additional | [View Document](#) |

## 7.1.11

**Institution celebrates / organizes national and international commemorative days, events and festivals**

**Response:**

The Karnavati University is committed to inculcate Indian ethics and values amongst students and faculty. For this purpose, several initiatives and steps have been taken.

University celebrates all National Days:

- Republic Day is celebrated every year to honor the date on which the constitution of India came in to effect.
- Independence Day is celebrated commemorating the nation's independence and the birth of our nation. Celebrations begin with the hoisting of the tricolor and entire day is celebrated with gaiety and patriotic fervor. Various extra-curricular activities are also arranged for the students

University celebrates these functions to focus on the character, personality, struggle and achievements of the specific personalities to motivate and inspire the students.

- Teachers Day is celebrated commemorating birthday of a great teacher Dr. Radha Krishnan. Cultural programmes for teachers are celebrated with fanfare to mark the Guru Shishya Parampara
- Gandhi Jayanti is celebrated as International Day of Non-Violence to mark the birth anniversary of Mahatma Gandhi. The university organizes various community outreach activities and health camps on this day to support under privileged sections of the society.
- National Education Day is also celebrated to commemorate the birth anniversary of Maulana Abul Kalam Azad, the first education minister of independent India.

International/ National Commemorative Days

The Institution celebrates and various commemorative days such as Womens,Day, independence Day, Republic Day, International Yoga Day, Voters Awareness day, Constitutional Awareness such so many activities being conducting at our University. The programs are conducted inside the campus as well as in rural areas and common public areas in and around the university to create awareness amongst the common people.

International Yoga Day is celebrated every year highlighting the benefits of yoga to faculty and students and other staff members. International women health day in rural areas helps women to be aware on women empowerment, nutrition and hygiene, special national health policies and schemes for women and children.

These are designated specific days to mark events or topics to name a few. The Karnavati University has organized events to promote awareness, educate community on various issues of concern and to celebrate and reinforce achievements of humanity. All these events are organized by the staff and students who participate in guest lectures, awareness camps, competitions, cultural events and institutional programs through various committees.

The NSS unit of the University organizes Global Handwashing Day, Swachh Bharat summer internship program and Road Safety awareness program, school health programmes and awareness programs for the common people living in nearby villages.

**Festivals**

The Karnavati University has faculty, staff and students from different religions, and all coexist harmoniously and together celebrate their culture and festivals of different faiths and religions. These celebrations are marked by expressive ways to celebrate glorious heritage, culture and traditions. Team Univation of the University organizes these celebrations with great enthusiasm and vibrancy.

All the National festivals are celebrated with active participation of the students. Various cultural and sports activities and competitions are organized for the students of the University.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Geo-tagged photographs of some of the events | [View Document](#) |
| Link for annual report of the celebrations and commemorative events for the last five years | [View Document](#) |
| Link for additional information | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Best Practice – 1**

**Empowering India's Craft Heritage: Craft Education as a Catalyst for Social and Cultural Impact**

**Objectives:**

1. **Preserving Traditional Knowledge:** To protect and promote India's rich craft heritage through education, aligning with the Indian Knowledge System (IKS) by creating platforms for innovation and sustainable socio-economic development.
2. **Integrating Indigenous Crafts into Modern Education:** To integrate traditional Indian crafts into contemporary education across disciplines, fostering cross-pollination between traditional knowledge systems and modern design, engineering, and social sciences.

3. **Promoting Sustainable Practices:** To instill sustainable design practices in students, focusing on environmental responsibility and social impact by encouraging the revival and modernization of ancient crafts in a rapidly changing global economy.
4. **Encouraging Lifelong Learning:** To promote lifelong learning through a deep understanding of craft techniques, ensuring students continue to explore, innovate, and apply traditional practices in their professional and personal lives beyond academia.
5. **Enhancing Cultural Awareness:** To enhance awareness of the socio-cultural and environmental importance of Indian crafts by encouraging students to engage with rural and artisan communities, ensuring a meaningful exchange between modernity and tradition.

**The Context:**

India's ancient craft traditions are integral to its cultural and intellectual heritage, encompassing centuries of knowledge embedded in the skills of artisans. With the advent of industrialization, many of these crafts have suffered from neglect and are at risk of being lost. Karnavati University recognizes the critical importance of integrating the Indian Knowledge System (IKS) into higher education, aligning this initiative with the National Education Policy (NEP) 2020.

Craft education offers a unique opportunity to bridge the gap between traditional knowledge and modern practices. By embedding craft awareness and practical engagement with artisans into its curriculum, the university aims to foster sustainable design practices, social responsibility, and cultural sensitivity in students. This initiative contributes to the preservation of India's cultural wealth while preparing students to address the challenges of modern, globalized societies.

**The Practice:**

Karnavati University has developed a robust system to incorporate craft education into its academic structure, ensuring that students from various disciplines can engage meaningfully with the Indian Knowledge System. The following practices are central to this initiative:

1. **Center for Craft Innovation (CCI):**
   A dedicated platform at Karnavati University, the Center for Craft Innovation, serves as a bridge between academia and artisan communities. The center organizes workshops, seminars, and projects where students and artisans collaborate, fostering mutual exchange of knowledge. Students not only learn traditional craft techniques but are also encouraged to innovate by blending these practices with modern design and engineering.
2. **Craft Education through Experiential Learning:**
   Karnavati University incorporates hands-on learning as a key pedagogical tool. Workshops led by master artisans give students practical exposure to traditional methods such as weaving, pottery, metalwork, and embroidery. Through these immersive sessions, students gain deep insights into the intricacies of craft techniques and the socio-cultural significance of each craft.
3. **Interdisciplinary Seminars and Research Initiatives:**
   The university hosts interdisciplinary seminars inviting experts in sustainable development, design, and heritage preservation. These seminars highlight the role of crafts in preserving

cultural identity, environmental responsibility, and economic empowerment. Moreover, the university encourages research that explores the application of craft in contemporary contexts, such as product design, architecture, and social entrepreneurship.

4. **Discover Design in India:**
Under this unique program, students travel to rural and semi-urban craft-rich areas of India to experience indigenous craft practices firsthand. They interact with local artisans, study their working methods, and document the challenges these communities face. This exposure enables students to understand the complexities of craft production and to create socially responsible design solutions that support sustainable livelihoods.

5. **Global Exchange and Intellectual Property Collaboration:**
International students participating in these programs are exposed to India's craft heritage, gaining a broader understanding of global sustainability practices. In collaboration with artisans, intellectual property rights are respected and shared equitably, ensuring that the traditional knowledge holders are credited for their contributions.

6. **Application of Traditional Knowledge in Contemporary Design:**
Students are encouraged to incorporate traditional craft methods into their design projects, blending heritage techniques with cutting-edge technology and modern aesthetics. The resulting work showcases innovation rooted in cultural knowledge, fostering a symbiotic relationship between tradition and modernity.

**Outcome/Evidence of Success:**

The initiatives undertaken by Karnavati University have yielded significant outcomes, both for students and the artisan communities involved:

1. **Increased Craft Awareness and Cultural Sensitivity:**
Students gain a deeper appreciation for the socio-economic and cultural significance of traditional crafts. This knowledge shapes their approach to sustainability, cultural preservation, and ethical design practices.

2. **Practical Application of Skills:**
Many students have successfully incorporated traditional craft techniques into their academic and professional projects, creating products that embody cultural authenticity and modern functionality.

3. **Empowerment of Artisan Communities:**
Through direct collaboration, artisan communities benefit from the visibility and economic support provided by the university. Initiatives such as fair trade practices, intellectual property rights, and shared innovation ensure artisans are empowered both financially and socially.

4. **Lifelong Learning and Professional Commitment to Sustainability:**
Graduates from Karnavati University leave with a commitment to sustainability and cultural preservation. Many alumni have established businesses or engaged in professional work that integrates traditional craft methods, contributing to the broader movement of craft revival.

5. **Enhanced Placement Opportunities:**
As a direct result of their hands-on experience with traditional crafts and sustainable design practices, students have gained a competitive edge in the job market. Many graduates have been placed in roles within design firms, social enterprises, and companies focused on sustainable development. Additionally, some have launched their own ventures, combining entrepreneurial

skills with traditional knowledge to create unique market offerings. Recruiters have shown a growing interest in students with this background, recognizing their ability to blend innovation with cultural sustainability.

6. **Research and Academic Contributions:**
   Several PhD research projects focusing on craft education and indigenous knowledge systems have emerged from the university's initiatives, amplifying the academic discourse around the importance of preserving traditional crafts within modern economies.

**Image 2:** Discover Design in India trips to various cluster by Students , UID

**Problems Encountered:**

Despite the success of these initiatives, several challenges persist:

1. **Student Perception of Relevance:**
   Many students initially perceive traditional crafts as outdated or irrelevant in a technology-driven world. This requires ongoing awareness programs to shift perceptions and demonstrate the relevance of crafts in sustainable and innovative design.

2. **Social and Economic Barriers for Artisans:**
   Many artisan communities face barriers such as lack of formal education, limited access to technology, and economic hardships. These challenges make it difficult for them to engage fully with academic institutions. Bridging this gap requires greater institutional support, including targeted outreach programs, resource allocation for skill development, and inclusive platforms for artisan participation.
3. **Long-term Collaboration and Fair Trade:**
   Sustaining long-term collaborations between students and artisans requires consistent effort, including ensuring fair trade practices, providing economic incentives, and establishing a framework for continuous innovation and collaboration.

**Conclusion:**

By embedding craft education into the broader context of the Indian Knowledge System and aligning with NEP 2020, Karnavati University has created a model of sustainable, culturally sensitive education. This best practice not only revitalizes traditional crafts but also equips students with the tools to design for a sustainable future while honoring India's rich heritage. The impact on student placements is especially notable, as graduates are increasingly sought after for their unique blend of cultural knowledge and modern design thinking. As the university continues to evolve, it remains committed to fostering deep, meaningful connections between students, artisans, and the broader community, ensuring that traditional knowledge thrives in a modern context.

**Best Practice - 2**

**Empowering Indigenous Defence Innovation at Karnavati University**

**Objective:**

Karnavati University has undertaken significant initiatives aimed at promoting self-reliance in India's defence sector. This aligns with the national vision of *Aatmanirbhar Bharat* by fostering innovation and entrepreneurship in the defence sector leading to development of indigenous defence technologies, products, and services. The university's defence initiatives focus on:

- **Encouraging Defence-Oriented Entrepreneurship:** Creating opportunities for startups and innovators to develop technologies that support the defence sector through dedicated initiative – Defence Design Technology Incubator of India (DDTII).
- **Promoting Self-Reliance in Defence:** Encouraging the development of indigenous defence technologies to reduce reliance on foreign imports.
- **Building a Defence Innovation Ecosystem:** Establishing an environment conducive to the ideation, development, and commercialization of cutting-edge defence solutions.
- **Facilitating Technology Validation and Deployment:** Collaborating with the Indian Army to enable real-time testing and deployment of defence technologies.
- **Bridging Defence Needs with Technological Innovation:** Acting as a platform for direct engagement between defence personnel and innovators to co-create relevant solutions.

**Context:**

Karnavati University has dedicated efforts to creating a platform for innovation in aerospace and defence. It is the first state private university to sign an **Memorandum of Understanding (MOU) with the Regional Technology Node (RTN) of the Southern Command of the Indian Army** in Pune. Through collaboration with entities like the **Indian Army** and **Defence Research and Development Organisation (DRDO)**, the university plays a pivotal role in promoting co-creation, encouraging direct engagement with defence establishments, and facilitating the commercialization of defence-oriented technologies. This strengthens the defence innovation ecosystem, contributing to India's self-reliance in defence and aerospace industries.

**Key Achievements and Outcomes:**

1. **Increased Startup Participation:** Over 200 startups have engaged with the university through Defence Innovation Challenges and Demo Days.
2. **Successful Product Development:** Over 50 defence related products developed under this initiative are ready for field trials or deployment, exemplifying the university's tangible contribution to defence innovation.
3. **Real-Time Field Trials:** Startups were shortlisted for real-time field trials following two editions of Defence Demo Day, contributing directly to defence operations.
4. **Diverse Range of Innovations:** Solutions spanning UAVs, medical devices, cybersecurity, and more demonstrate the broad spectrum of innovations supported by the university.
5. **Strengthened Partnerships:** The university's collaborations with key defence institutions, such as the MOU with RTN, highlight its integral role in promoting defence innovation.
6. **Growing Impact:** The success of Defence Innovation Challenge Edition 1 led to the launch of Edition 2, further amplifying the university's influence in the sector.

**Challenges Faced:**

1. **Regulatory and Compliance Issues:** Navigating complex regulations and security protocols in defence technology poses significant challenges for startups.
2. **Funding Constraints:** Startups often face difficulties in securing adequate funding for research,

development, and scaling of defence solutions.

3. **Limited Awareness:** Startups sometimes lack understanding of defence sector needs, leading to misaligned product development.

**Conclusion:**

Karnavati University has successfully established itself as a key player in fostering innovation and self-reliance in India's defence sector. By leveraging strategic partnerships, nurturing startups, and facilitating real-world product deployment, the university is driving significant advancements in defence technology. Although challenges persist in terms of funding, regulatory compliance, and sector awareness, the tangible outcomes achieved to date showcase Karnavati University's critical role in shaping the future of India's defence innovation ecosystem.

This initiative not only aligns with NAAC's criteria for institutional best practices but also underscores the university's contribution to national security and technological self-reliance.

**Best Practice – 3**

**Global Immersion, Experiential Learning and Gender Sensitization: A Transformative Approach by Karnavati University for Holistic Development**

**Objectives:**

1. **Experiential Learning for Real-World Application:** To foster critical thinking, problem-solving, and decision-making by integrating hands-on, immersive learning experiences that link academic theories with real-world situations across global and local contexts.
2. **Developing Interdisciplinary and Cross-Cultural Competencies:** To promote interdisciplinary learning and cultural awareness by engaging students in diverse programs that span different fields, communities, and regions, both within India and internationally.
3. **Building Leadership and Social Responsibility:** To cultivate leadership, civic engagement, and social responsibility by involving students in projects that directly benefit local and global communities, focusing on sustainability, social reform, and cultural preservation.
4. **Holistic Student Development:** To enhance students' intellectual, emotional, and social development by offering opportunities for reflection, creativity, and personal growth through immersive learning experiences.
5. **Enhancing Career Development:** To prepare students for global career opportunities by offering experiential learning programs that build professional skills, cultural competence, and adaptability, fostering better employability outcomes.

**The Context:**

In today's rapidly evolving global landscape, traditional educational methods often fail to equip students with the practical skills and cultural awareness necessary for success. There is a growing need for education systems to go beyond conventional boundaries and address the complex realities of identity, gender, power, and culture. The **Karnavati Centre for Experiential and Immersive Learning (KCEIL)** addresses this gap by offering students a unique learning model that blends academic rigor with real-world engagement. Following the philosophy of "learning by doing," KCEIL empowers students to apply theoretical knowledge in real-world situations through well-curated experiential learning programs.

**The Practice:**

KCEIL operates through three core experiential learning platforms, each aimed at providing students with transformative learning opportunities:

1. **India Immersion Programs – "#India: Travel, Meet, Greet, Repeat":**
   These programs are designed to immerse students in the cultural, social, and economic realities of India. Students visit and engage with various sectors across the country, from film studios and army camps to large-scale festivals and design heritage sites. The program emphasizes learning through first-hand exposure to India's diverse landscapes and communities. Students also interact with leaders, professionals, and artisans in their native settings, fostering a deep understanding of India's heritage and modern challenges.

2. **Rural Immersion Programs – "The Heart of India":**
   Recognizing that rural India is a treasure trove of tradition, wisdom, and untapped potential, KCEIL offers immersive programs that take students to rural areas across India. These programs involve hands-on participation in sustainability projects and community development initiatives, allowing students to contribute to local communities while learning about grassroots innovation, environmental challenges, and traditional wisdom. The programs encourage students to build meaningful relationships with local communities, fostering empathy, social responsibility, and a deep respect for India's rural culture.

3. **On-Campus Programs:**
   Throughout the academic year, KCEIL curates a series of on-campus workshops, lectures, and informal sessions that cover a wide array of topics. Experts from diverse fields, including industry leaders, artists, performers, social workers, and thinkers, are invited to engage with students in an intimate setting. Programs are designed to stimulate sensory integration by incorporating visual, tactile, and auditory learning, allowing students to experience learning in a multi-dimensional manner. These sessions also encourage students to explore Indian culture through hands-on activities that connect them to their roots

KCEIL's commitment to providing immersive, experiential learning experiences has set a benchmark in holistic education. By offering programs that emphasize global engagement, social responsibility, and

real-world application, KCEIL fosters well-rounded students who are equipped with the skills, knowledge, and cultural sensitivity necessary to succeed in an increasingly interconnected world. The center's innovative approach to learning not only enhances academic understanding but prepares students to become empathetic, socially responsible, and inclusive leaders.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link of the best practices in the Institutional web site | [View Document](#) |
| Link for additional 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:**

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

**Response:**

The Karnavati University has an established track record of being a pioneer and a forerunner in various spheres and has earned a descent reputation for itself in higher education landscape. The distinctiveness of the KU can be understood from the perspective of the institution, faculty members as well as students. The essence of the distinctive features of the University is categorised in three major categories and sub points of each category is presented below:

1. **Distinctive initiatives for Students**

   1. Town-hall activity for all students
   2. Coffee with leaders of the Institution
   3. Strong presence of Student Council in decision making
   4. A week-long Induction program for all students of First year.
   5. Frequent expert sessions with renowned people of Industry and academia
   6. Grand scale celebration of festival such as Ganesh Mahotsav, Navratri Mahotsav
   7. Organizing ideation competitions to nurture their talent for innovation.

8. Organizing career guidance seminars and complete support for the internship and placement through a dedicated CSD department and the Institution both.
9. A dedicated online recruitment platform, "Superset" for all students to help in getting their first placement through the University.
10. Complete support to the students for incubating their startups through Karnavati Innovation & Incubation Foundation (KIIF)
11. Complete support for students to pursue their higher education at national/international Institutions.
12. Student exchange program with reputed institutions.
13. Industry Visits and Internships for all Students to acquire exposure to the authentic business environment by means of visits to prominent organizations, corporate offices, and industries.
14. Heritage walks and excavational trips to have experiential learnings.
15. To foster entrepreneurship amongst students, the university provides assistance to student-led startup enterprises, with platforms to initiate and oversee their own small-scale projects, which are closely supervised and guided by academic members and industry professionals from relevant sector.
16. Financial support to economically weaker students and defence persons.
17. Project based experiential learning (PBEL) for students to train the students in higher cognitive domains.
18. Flagship events of each institution such as (Moot-court for UWSL, Ahemdabaad design week (ADW) for UID, ARIARO (Technical festival) for UIT, Dentavorse for KSD, Management development programs for UIM and WassUp for USLM. All these events provide enough leadership opportunities to the students at state and national level.

1. **Distinctive initiatives for Faculty and staff members**

1. Welcome kit and induction program, by HR for every new joiner in the University.
2. Salary disbursement on first day of the Month.
3. Personalised birthday cake delivery at the homes of faculty members on their birthdays.
4. Free of cost Laptop to every faculty member at the time of joining and regular upgradation of laptop's hardware to equip the faculty with latest versions of the required software.
5. Financial support for publications, patents, and copyrights, in line with the university's research policy.
6. Allocation of seed money for research projects submitted by faculty members.
7. Financial incentives to faculty members for publishing the paper in Scopus/WoS/Pubmed indexed journals.
8. Financial support to present papers at national and international seminars and conferences.
9. Free or subsidized accommodation on or near the campus, offering meals at subsidized rates from the university's kitchen to Support Economically Disadvantaged Staff.
10. Long service awards to faculty and staff members who have completed more than five years of dedicated service.
11. Regular faculty training and professional development programs are conducted to foster intellectual growth and enhance personal skills.
12. "Kaushal Kushal Karnavati" Initiative for continuous upgradation of the skill sets of all staff members by external experts.
13. "Leaders Development" program by external experts, for the faculty having experience more than

10years.

14. Compulsory Faculty Development Program on every fourth Saturday of the month, for regular upgradation of all faculty members of the university.
15. Performance-Based Appraisal System (PBAS) for all faculty and staff members of the University.

1. **Distinctive initiatives for Community and Environment sustainability**

1. Organization of NSS camp in the nearby Villages.
2. Organization of Health check-up awareness programs.
3. Issuance of Health Card to the nearby villagers and extending health care services at a subsidized rate including medicines.
4. Collecting and donating financial contributions in the relief fund created for national and regional calamities.
5. Volunteering by the staff and students to the sight of National calamities.
6. Distribution of free medicines in the poor communities.
7. Free Medical consultation in our own healthcare centre to the people of surrounding villages
8. Organizing Blood donation camp in association with NSS and NGOs
9. Organisation of Tree plantation drives for Greener and Sustainable future.
10. Environmental Clean-Up Drives by the students of the University
11. Organization of Career counselling seminars in the community in collaboration with NGO and public bodies such as Rotary club
12. Empowerment of local Artisan and sculpture Communities, through direct collaboration and economic support provided by the university.

Frequent trips to non-governmental organizations (NGOs), elderly care facilities, community centres, allowing students to engage with underprivileged populations and to cultivate empathy and social responsibility.

1. **Distinctive initiative to provide comprehensive Dental care for special needy patients.**

Karnavati University's **School of Dentistry** has adopted a patient-centered approach that places empathy and understanding at the heart of dental care for special needs patients. The program focuses on experiential learning, community outreach, and interdisciplinary collaboration, ensuring that students are equipped to provide holistic and compassionate care.

**Objectives:**

1. **Enhancing Student Empathy and Clinical Skills:** To provide dental students with hands-on experience that fosters empathy, effective communication, and clinical proficiency while managing the unique needs of special needs patients.
2. **Promoting Inclusive and Compassionate Healthcare:** To cultivate a healthcare environment that prioritizes empathy, respect, and inclusion for special needs children, ensuring their dental and overall health needs are met with dignity.
3. **Advancing Knowledge and Research in Special Care Dentistry:** To contribute to research on

innovative and empathetic treatment approaches for children with special needs, addressing challenges in communication, anxiety management, and customized dental care.

4. **Instilling Social Responsibility in Future Dentists:** To encourage students to embrace a mindset of inclusivity and empathy, preparing them to provide patient-centered, compassionate care in their future careers.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link of appropriate Web link in the Institutional website | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

## Additional Information:

**Community Engagement**: Karnavati University (KU) is actively involved in community outreach programs, aiming to uplift local communities. Through health camps, skill development workshops, and environmental sustainability initiatives, the university contributes to regional development and well-being.

**Research and Innovation**: The University emphasizes research excellence, encouraging both faculty and students to engage in impactful research projects. Karnavati University has established collaborations with national and international institutions to promote interdisciplinary research, innovation, and knowledge exchange.

**Infrastructure and Facilities**: Karnavati University boasts a state-of-the-art campus with advanced laboratories, research centers, and central library, supporting a conducive learning environment. Modern amenities like digital classrooms, e-learning platforms, and well-equipped health and sports facilities enhance the overall student experience.

**Student Support and Development**: The University provides a wide range of student support services, including career counseling, placement assistance, and mental health support. Numerous co-curricular activities, clubs, and student organizations promote holistic development, fostering leadership and teamwork skills.

**Diversity and Inclusion**: Karnavati University is committed to creating an inclusive campus environment, welcoming students from diverse backgrounds. The university's policies and programs ensure that marginalized communities have access to quality education, thereby promoting equity and social justice.

## Concluding Remarks :

## Concluding Remarks:

Karnavati University has consistently demonstrated its commitment to academic excellence, community engagement, and holistic development, aligning with the core human values. With a multi- disciplinary approach to education, the university offers diverse programs that cater to the evolving needs of society. Its focus on Outcome-Based Education (OBE) ensures that students acquire the necessary skills and competencies for their professional growth. Karnavati University's adoption of the Academic Bank of Credits (ABC) system reflects its forward-thinking approach, empowering students to manage their academic journey. The university's robust infrastructure, experienced faculty, and emphasis on research and innovation underscore its dedication to quality education. Through continuous improvements and adherence to national education policies, Karnavati University has positioned itself as a leading institution, fostering a conducive environment for lifelong learning and societal contributions.